

Morehead State University

Program Review

**Rank I Program/Standard Certification**  
**School Guidance Counseling**  
(K-8 / 5 – 12)

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### I. Conceptual Framework

The conceptual framework provided by the College of Education and Behavioral Sciences - Teachers as Architects: Designing environments where students construct knowledge and develop skills- provides the foundation upon which the programs of professional school counseling are built. School counseling is regarded as a critical supportive role in the entire education process. The theme, Teachers as Architects, permeates all programs in professional school counseling as educators pursue programs of study in which they acquire the ability to design and build environments which promote the optimal development of each child.

This program is designed to build upon the fundamental professional preparation of entry level school counselors and to provide advanced theoretical and clinical training leading to standard certification in either elementary or secondary school counseling. This 24 semester hour program (minimum) is available to candidates who have completed the requirements for provisional counseling certification and who desire to pursue standard certification. The Rank I program requires the completion of a minimum of 60 semester hours of graduate training including those hours completed during the Master's degree program.

The contemporary school counselor is called upon to perform a vast array of direct and indirect services all of which require a wide range of skills and knowledge and so the program has been design to provide advanced theoretical and clinical training not only in the field of counseling but to insure an advanced level of understanding and insight in a number of supportive areas, as well. Through additional coursework and advanced practicum experiences students are given the opportunity to refine and extend their level of expertise as the providers of the full range of counseling services in the schools throughout the Commonwealth of Kentucky. The experiences are designed to emphasize the unique and specialized nature of the counseling relationship as a vehicle for encouraging and promoting the development of socially, academically, and personally competent individuals who are prepared for the demands of life and work in the 21st Century.

Central to this program is the achievement of skills and knowledge that will permit the working elementary/secondary school counselor to provide the full range of professional counseling services to students. The program of study has been designed to provide the necessary training so that graduates can effectively meet the New and Experienced Counselor Standards and required certification standards as adopted by the Kentucky Department of Education in 1996. The development of these New and Experienced Counselor Standards was initiated in an attempt to address the critical role of the school guidance counselor as an integral component of the educational team implementing the Kentucky Education Reform Act (KERA) and its initiatives. The role of the counselor as a consultant in all aspects of the development of core content areas of study, in setting and promoting the attainment of high academic expectations, and in the coordination of assessment programs is a

fundamental component of the New and Experienced Counselor Standards and KERA. The Kentucky Education Reform Act, in many ways, redefined the roles of all educational professionals in the Commonwealth. The New and Experienced Counselor Standards further defined the role of the school guidance counselor as an important member of the KERA team. The process of closely aligning the Rank I program of study in Elementary/Secondary Counseling with the New and Experienced Counselor Standards insures that graduates of the program become fully involved with the counselor's role as a critical component in all appropriate KERA initiatives and activities.

Although the state standards form the principle foundation for the program of study, the standards adopted by the National Council for the Accreditation of Teacher Education, The American Counseling Association (ACA), and the American School Counseling Association (ASCA) are consulted as a means of insuring that the program remains both current and fully reflective of national trends and issues as they relate to the practice of school counseling.

The Rank I program in school counseling is based upon the mastery of three principle strands of development. The first of these is the development of advanced skills and knowledge in the fields of human development, research, psycho-educational assessment, and curriculum design. The second strand involves the development of advanced skills and knowledge in the field of professional counseling including areas of family therapy and individual and small group therapy. The final strand involves the full and complete mastery of discreet clinical skills necessary for effective intervention in individual and small group counseling as well as in consultation with parents, educators, and other mental health professionals. The integration of these three strands represents the weaving together of a unique blend of skills and knowledge necessary for provision of caring, compassionate, and competent counseling services delivered within the context of the school setting.

## **II. Program Experiences**

Students pursuing standard counseling certification are required to complete a program of study consisting of a minimum of 60 semester hours of course work and practica. The matrix appearing below provides a descriptive map of the Experienced Counselor Standards and the course experiences to which they relate. The nine new/experienced counselor standards include:

### **Standard 1. Program Management, Research, and Evaluation**

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and

community members. It is based on needs assessment, formative evaluation, and summative evaluation.

**Standard 2. Developmental Guidance Curriculum**

The school counselor provides a developmental, preventative guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

**Standard 3. Individual/Small Group Counseling**

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

**Standard 4. Consultation/Collaboration**

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

**Standard 5. Coordination**

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

**Standard 6. Assessment**

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, achievements, and interests.

**Standard 7. Adherence to Professional Standards**

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

**Standard 8. Demonstrates Professional Leadership**

The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well-being.

**Standard 9. Engages in Professional Development**

The school counselor evaluates his or her own overall performance in relation to Kentucky's learning goals and implements a professional development plan.

The progression of difficulty/complexity throughout the program is indicated by the use of the following scheme:

**I** indicates Introduction, the standard indicator is presented on an introductory level;

**D** indicates Development, the indicator is thoroughly implemented;

**M** indicates Maintenance, the standard indicator is reviewed and proficiency retention is confirmed.

**Matrix 1, Alignment with Experienced Counselor Standards  
Counseling Core**

Standard/Course	1	2	3	4	5	6	7	8	9
EDGC 619	I	I	I	I	I	I	I		
EDGC 620	I	I	I	I					
EDGC 656	I	I	I	I	I	I	I		
EDGC 665	D	D	D	D	D		D		
EDGC 666B		D	D	D			D		
EDGC 667		D	D	D			D		
EDGC 669 A/B	M	M	M	M	D	M	M		
EDGC 679 A/B	M					M	M	M	M
EDGC 683	M	M	M	M	M	M	M	M	M
EDGC 674	M	M	M	M	M	M	M	M	M
EDGC 676	M	M		M	M		M	M	
EDGC 680	M	M	M	M	M		M	M	M

In addition to the coursework appearing above, students pursuing the Rank I are required to complete additional coursework in four additional areas. Each of these areas is more fully defined below.

### Testing and Assessment

Rank I students are required to complete a minimum of six semester hours of graduate coursework in the area of testing and assessment by taking the following courses:

EDGC 661, Measurement Principles and Techniques

## EDGC 662, Individual Inventory Techniques

### **Studies Dealing with the Nature and Psychology of the Individual**

Rank I students are required to complete a minimum of six semester hours of coursework in this area. All students normally take EDF 610, Advanced Human Growth and Development along with at least one elective course from an extensive list of approved courses from the areas of Psychology or Special Education (See program checksheet).

### **Studies Dealing with Research**

Rank I students are required to complete a minimum of six semester hours of coursework in the area of research, three of which must be EDF 600, Research Methods in Education along with a minimum of three additional hours of research based electives including:

- EDUC 516, Educational Data Processing
- EDSP 581, Introduction to Educational Statistics
- EDGC 670, Directed Research
- EDIL 619, Technology and Best Practices for School Improvement

### **Certificate Extension**

Students who have successfully completed the master's degree and received provisional certification in either elementary or secondary counseling may integrate certain coursework into their Rank I program of study to qualify for K-12 certification. Normally this will mean taking a curriculum course designed for the appropriate level, (either elementary or secondary), a course in developmental psychology for the appropriate level, and completion of the advanced practicum course in a school of the appropriate level.