



Graduate Academic Learning Compact

Counselor Ed - School Counseling

Program Mission Statement

The SOAR School Counseling Program at the University of North Florida prepares counselors who have developed strong basic counseling, relational, and reflective skills; who demonstrate sufficient multicultural content knowledge, skills, and practices; who practice from a sound foundation of theoretical and research-based knowledge; who hold and maintain a strong counselor identity; and who possess and exhibit the personal and professional dispositions necessary to work effectively as school counselors. Students are enabled to understand what is expected of them throughout the program and in each individual course through information sessions, admissions procedures to include a portfolio, speech, interview as well as an orientation program. Each course represents a synergy between faculty scholarship and curriculum.

Student Learning Outcomes

Graduates will be able

Knowledge of Literature of Discipline (req)

- demonstrate a strong counselor identity and disposition in field experiences.
- articulate a sound foundation of theoretical and research-based knowledge.

Independent Research/ Professional Practice (req)

- demonstrate strong basic counseling, relational, and reflective skills.

Professional Skills (opt)

- integrate strong multicultural content knowledge and skills in field experiences and professional practices.

Ethics (opt)

- exhibit personal and professional dispositions necessary to work effectively as school counselors.

Assessment Approaches

Generally School Counseling Candidates will be assessed using three primary categories of assessment; rubrics and other scoring report mechanisms, observational assessments (internship courses), and conferences.

Specifically, in the course SDS 6014 Organization and Administration of School Counseling, a rubric will be used to assess the outcome ?demonstrate knowledge of the components of ASCA National Model: A Framework for School Counseling Program.? In this course students will develop the application for a Recognized ASCA Model Program (RAMP) that will include all the components of the ASCA National Model (e.g., foundation, management, delivery, accountability, systemic change, collaboration, advocacy, leadership). The rubric will assess each component of the RAMP.

In the course SDS 6840 Internship Counseling/Coordination, observation will be used to assess the taped counseling session that ?identifies and applies the therapeutic processes of Solution Focused Brief Counseling theories.? The instructor will observe the tapes with the student and evaluate the results through observation with the student.

In the course SDS 6940 Practicum in School Counseling, students will ?understand and apply the interpersonal processes in small and large group settings.? This standard is addressed within two major tasks, Career and Academic Mentoring: Basic Skills as well as through Digital Reflective Journals. For the learning task Career and Academic Mentoring: Basic Skills, student development toward this standard is appraised through direct, live supervision as well as through a rubric used by both the student as a self-assessment tool and by the instructor. The learning task, Digital Reflective Journals, is assessed through the

use of a rubric.

In the course MHS 6421 Counseling Children and Adolescents will ?evaluate evidence-based strategies that promote academic, career, and personal-social development, and community involvement.? The assignment Developmentally Appropriate Interventions: Counseling Approaches for Specific Populations and Presentations will require that students research evidenced based practices and develop individual, small group, and large group lessons. A rubric will be used to assess the lessons.

In the course SDS 6832 Internship Career Advising, Appraisal, Advocacy students will implement appropriate evidence-based counseling approaches for specific populations. In the assignment Classroom Guidance Sessions, students will develop career and academic lessons and implement those lessons in a local urban high school. A rubric will be used to assess the development and presentation of lessons.

In the course MHS 6530 Group Leadership Skills, students will ?apply techniques and skills for facilitating small and large groups.? The assignment entails students leading, participating, and observing small groups, thus providing experiences in application of techniques and skills for facilitating groups from three perspectives ? group leader, member, and process observer. Through these experiences students will see how groups move through different stages of growth and development. After each session, processing time with the class and process observer written reflections will provide feedback and opportunities to integrate learning about group work.

In addition, when students lead the small group, students will videotape their sessions. Based on review of their tape, the student will write a critique of the techniques and skills for facilitating small and large groups. The instructor will evaluate the critique for recognition of techniques, skills, and understanding for facilitation of groups.

In the course MHS 6407 Theories of Counseling, students will ?implement relevant counseling theories and techniques appropriate to specific situations and populations.? In this course, a rubric will be used to assess students understanding of major counseling theories and techniques, which will include knowledge of the change process and communication techniques appropriate to school (students and faculty) and community (families).