TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE
RE: X I. Formal Resolution (Act of Determination)
      II. Recommendation (Urging the fitness of)
      III. Other (Notice, Request, Report, etc.)

SUBJECT: C.B.T.E. Program Leading to M.S. in Education, Provisional and Permanent Certification in Counselling

(See attached)

Resolution #18
1976-1977

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
    a. Accepted. Effective Date
    b. Deferred for discussion with the Faculty Senate on
    c. Unacceptable for the reasons contained in the attached explanation

II. III. C. Received and acknowledged
      E. Comment: Discuss with Dick King and sign his recommendation it will be approved.

DISTRIBUTION: Vice-Presidents
Others as Identified:

Distribution Date: ____________________

Signed: _____________________________
(President of the College)

Date Received by the Senate: MAY 18 77
STATE UNIVERSITY COLLEGE
BRUCKPORT, NEW YORK

Competency Based Education Program
leading to
Provisional Certification
as a
School Counselor
and also to a degree of
Master of Science in Education
and to
Permanent Certification
as a
School Counselor

Developed in cooperation with professional staff and
administrators from school districts and professional
associations in the Rochester Metropolitan Area

February 1, 1976
Anticipated date of program implementation: September, 1978
Anticipated date of program completion by initial entrants: September, 1980

Dr. Albert W. Brown
President
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SECTION B - PROGRAM

1. A Conceptualization of the Professional Role of the School Counselor

The school counselor's role is both unique and confusing. The counselor must be prepared to contend effectively with diverse expectations and demands, such as those placed upon a generalist and a specialist, a coordinator and an implementer, a counselor and a consultant. In order to accomplish this task, the Counselor Education staff at S.U.C. Brockport believes that considerable emphasis must be placed upon the development of the counselor's self understanding and confidence, and upon the examination of his/her behavioral impact on others.

The school counselor's raison d'être is to work with people so that process is primary and the quality of that interaction is of great significance. And yet, within this communication process, discussions often revolve around some factual issue(s) as well. Therefore, the effective school counselor needs training in (1) specific knowledge in areas of primary involvement, and (2) dimensions of effective communication. With these thoughts in mind, the S.U.C. Brockport program was conceived.

In order to fulfill this role of school counselor, the trainee must be exposed to situations wherein he/she must be aware of: (1) how to use him/herself most effectively, (2) helpful processes in human interactions, and (3) specific knowledge appropriate to primary expectations. In addition, the most effective counselors learn how to learn; that is, they learn the skills necessary to continue their personal growth and professional improvement long after their formal education has terminated.

Throughout our program, students are expected to practice and improve skills related to their own self-understanding and to their ability to
introspect and interact effectively. Such self-learnings are deemed vital to a comprehensive understanding of such processes in others with whom they will eventually interact professionally, and to an understanding of their own impact on such others. Several of our competency areas (i.e., Self and Environment, Counseling Concepts, Application of Concepts) are devoted primarily or in part to such goals.

Both the practical and theoretical understanding of effective helping processes is also emphasized, for the certified professional counselor will be expected to develop and apply effectively such processes in his/her relationships with both individuals and groups. Again, several competency areas are devoted in whole or in part to such objectives (i.e., Counseling Concepts, Application of Concepts, Continuing Education).

Finally, the knowledge traditionally associated with the school counselor's role provides the focus for other competency areas (i.e., Career Development, Continuing Education, Measurement and Research, Electives). Thus, the counselor trainee is expected to acquire a body of specific information deemed to be important in carrying out the primary functions of his/her position.

In summary, the Counselor Education faculty at S.U.C. Brockport is seeking to prepare school counselors who are both models of effective living and possessors of appropriate knowledge and helping skills. Such counselors will necessarily make a significant positive impact on the schools and communities which hire them. Their knowledge of human behavior and communication processes, and their understanding of themselves as the primary delivery systems, will enable them to function adequately within a variety of school systems and districts having vastly different histories and needs.
The competencies which have been designed for provisional certification include basic competencies without which the school counselor would be severely hampered at any level within any district, and with which he/she can be expected to function as a helping person. The competencies suggested for permanent certification provide for both an expansion of the counselor’s role and for more extensive and intensive experiences in the basic competency areas.

This conceptualization of the role of the school counselor and of the competencies needed to fulfill that role was formulated by means of:
(1) local research with professional school district personnel (Appendix II);
(2) literature from professional school counselor organizations and selected administrative personnel (Appendices III and IV) and
(3) extensive and intensive staff discussions.

2. Program Entrance Requirements
   a. Provisional School Counselor Certificate (Master of Science in Education Degree)

   Although the Department of Counselor Education uses no single factor or standardized test score in selection decisions for admission to the M. S. in Education Degree Program, a bachelor’s degree from an accredited institution is required. No specific undergraduate major is required or recommended.

   Neither the professional literature nor the experience of the staff has provided conclusive information on this matter. In the revised program, the department considers selection on the basis of the following qualitative data:

   1) a written statement of objective for pursuing the program which is both realistic and relevant as assessed by the staff;

   2) a minimum undergraduate G.P.A. of 2.5 on a 4.0 scale;
3) minimum graduate G.P.A. of 3.0 on a 4.0 scale;

4) minimum raw score of 100 on the Miller Analogy Test;

5) strong supportive recommendations from three persons, an employer, an instructor, and a person of the candidate's choice;

6) minimum level of 2.0 of facilitativeness on a 5.0 scale for the audio tape (Appendix VII); and

7) in a group interview, an average of 3 on a scale of 5 on all variables on the Group Interview Assessment Forms as rated by the Counselor Education staff (Appendix VII).

It must be recognized that while a low rating in any one of the areas mentioned may raise questions about entrance into the program, such a rating does not preclude the staff's acceptance into the program of an individual who may have performed extraordinarily well in other pertinent areas. In all cases, decisions with respect to admission are made by the Counselor Education staff.

b. Permanent School Counselor Certificate

The individual must have completed requirements for a provisional school counselor certificate from an approved institution. A student completing our provisional program will automatically qualify for our permanent certification program. The preparation of a student from another program will be evaluated to assess the comparability of programs. A student who has not met all of the basic competency requirements will be required to make up the deficiency (i.e., a student without the necessary competency in group counseling will not be permitted to take the advanced group counseling course until the competencies are completed).
3. Expected Skills, Knowledge and Attitudes

Listed below are the general areas of the competencies for the provisional and permanent school counselor certification. The next section (Assessment) will provide the list of specific skills, knowledge and attitudes required for the program.

Brief Outline of Competency Areas

I. Provisional Certificate
   A. Self and Environment
   B. Conceptual Framework
      1. Individual Counseling
      2. Group Counseling
      3. Career Development
      4. Measurement and Evaluation
   C. Integration and Application of Conceptual Framework Through a Pre-professional Experience
   D. Implementation of Conceptual Framework Through the Professional Experience
   E. Elective Study (based on student needs and advisor approval)

II. Permanent Certificate
   A. Measurement and Research
   B. Contemporary Issues
   C. Counselor as an Activist
   D. Group Theories and Supervision
   E. Elective Study (based on student needs and advisor approval)
F. Open Seminar (Integration and application of knowledge, skills and attitudes of previous study and experience)

4. Assessment

This section provides the total provisional and permanent certification program competencies. The first column will list the specific skills, knowledges and attitudes. The second column will indicate the assessment procedures and the third will suggest the assessment conditions. The last column will indicate the assessment standards and/or criteria for each competency. Some of the competency areas also provide specific guides which will indicate more elaborately the standards and/or criteria.

There are twelve (12) competency areas listed. Seven (7) are listed for the provisional certificate and five (5) are indicated for the permanent certificate. There are seventy-three (73) specific skills, knowledge/attitude competencies listed for the provisional certificate and twenty-three (23) competencies for the permanent certificate.
5. **Student Guidance**

Competencies shall be defined for each required course in the program. Each student will be given a copy of the competencies upon application to the program.

As each student completes a specific competency, the instructor in that particular course will inform the student and mark that competency as completed satisfactorily on the program sheet in the student's folder in the central file. Thereby a continuous and accurate record of progress will be maintained always on each student. The record will be available at any time to the student or any member of the department faculty.

Each student chooses an advisor from among the members of the departmental faculty at the time of his/her matriculation. An entering interview is arranged in which the student plans his/her program and is made aware of the competency requirement(s) and how he/she can keep track of individual progress. A student or advisor may request an up-date interview at any time during the progress from matriculation to graduation. Under the competency-based program, which is a continuous progress system, the Department's policy will be to encourage both students and advisors to take advantage frequently of interview possibilities.

6. **Program Evaluation and Management**

Procedures for determining that the skills, knowledge and attitudes required in the program are appropriate to the professional position.

The Counselor Education Policy Board shall meet at least twice a year to evaluate the skills, knowledge and attitudes required. The data and information that will be used by the Board shall include the following:
a. Student evaluations of each course and professor on the departmentally approved form.

b. Meetings held by the Board with students, on-site supervisors and faculty.

c. Departmental discussions of student competencies and program needs.

d. Follow-up studies of students completing the provisional or permanent certification programs.

e. Professional literature and/or research that may suggest new directions or improved training methods.

f. Follow-up studies of employers of recent students completing the provisional or permanent certification programs.

This data and information should provide the Board with evidence that would suggest the strengths and weaknesses of the total program. Data and information will come from all of the significant others in the program:

Students
Faculty
On-Site Supervisors
Graduates
Employers

DATA AND INFORMATION COLLECTION

Procedures for determining that the assessments and their standards are appropriate for the skills, knowledge and attitudes which are required.

The information provided in the above section can and should provide meaningful feedback related to assessments and criteria which are required. Student evaluations, Board discussions, follow-up studies, professional literature and research, and departmental discussions should provide information and data about the quality and quantity of the assessments and their
Procedures designed to facilitate program modification.

The Policy Board described in the bylaws shall be directly responsible for recommending program changes. The recommendations should be based on the aforementioned data and information. It will be the department's responsibility to provide the Board with student evaluations, departmental minutes, on-site supervisor comments, and graduate and employer follow-up study information. The Board will be responsible for conducting meetings with the students, faculty, supervisors, and employers as they deem necessary.

Plans for gathering information about applicability of required skills, knowledge and attitudes in the school setting.

The major contributors to this area shall be employers, on-site supervisors and graduates. As previously mentioned, the department shall be responsible for the development, distribution, and collection of a follow-up study. Also, the department will be responsible for tabulating and interpreting the data collected from the above groups. The procedure should be as follows:

A follow-up questionnaire will be sent to graduates and employers nine months after the student completes the program. The follow-up questionnaire will be developed from the competencies detailed for each defined area. The questionnaire will include the following:

a) Place and type of employment
b) Role and function of employee
c) Competencies learned and used from program
d) Competencies NOT learned but used on the job

The questionnaire for the follow-up study will try to find out how well prepared the graduate perceives him/herself and how well prepared the employer.
perceives the graduate.

In addition, the faculty of the Department of Counselor Education will be responsible for providing the Board with professional literature and research related to the school counselor's knowledge, skill or attitude that may affect the counselor's training or role. This information may influence the Board's recommendations for program maintenance or change.

Individual within the institution of higher education with direct responsibility for collection and analysis of the data.

The Department of Counselor Education shall be responsible for electing a faculty member each year who will be responsible for the research necessary for collecting, and analyzing of the data.
SECTION C - INVOLVEMENT OF PERTINENT AGENCIES

As indicated in Appendix I, the Department of Counselor Education has involved many pertinent agencies, as well as many professionals and pre-professionals. Since the inception of the enclosed program, the Department has demonstrated its propensity for seeking and involving many groups in the process of program development. The Department feels that the strength of the program lies in the total effort of its research and deliberations with administrators, counselors, students, and counselor educators.

The consortium included four representatives from each of the following areas:

1. School District Administrators
2. School District Professional Staff
3. Professional Association Officers
4. Matriculated Students
5. Department of Counselor Education Faculty

In addition, other interested personnel from the various school districts were invited and attended many of the work sessions. A detailed description of the structure, task and selected deliberations of the consortium can be found in Appendices I, VII, and VIII.

Listed herein are the letters of involvement signed by the appropriate personnel with any reservations they may have relative to the program. Also, included in this section are the role statements for each of the consortium participants.
PROPOSED ROLE OF SCHOOL DISTRICT ADMINISTRATION

1. Assume overall responsibility for the school district's involvement in implementing the program.

2. Attend, or be specifically represented, in meetings of the consortium.

3. Keep the Board of Education and district staff informed of the progress of the program especially as it relates to those portions carried on within the school district.

4. Participate in the evaluation of the program's effectiveness.

5. Advise and assist in the interpretation of the evaluation data.

6. Make recommendations about program modifications in light of the evaluation.

7. Encourage conditions under which student counselors-in-training may gain wide exposure to the total operation of the school system, i.e., staff meetings, open houses, school events, parent-teacher conferences, etc.

8. Participate in observation and evaluation of the student's performance, as deemed desirable or helpful.

9. Confer with college personnel about strengths and weaknesses of the program as implemented within the school district.
PROPOSED ROLE OF PROFESSIONAL SCHOOL STAFF

1. Accept the responsibilities as developed by the consortium for the supervisory role.

2. Provide specific and regular feedback to the student as to his or her performance.

3. Maintain the necessary records as to the attainment (or non-attainment) of the skills, knowledge and attitudes as specified in the program plan.

4. Meet periodically with the collegiate representatives to discuss the student's performance.

5. Be involved in the evaluation of the student's performance during the field experience.

6. Participate in the evaluation of the program's effectiveness.

7. Make recommendations about program modifications in light of the evaluation.

8. Participate in the consortium deliberations and/or provide input to the consortium representatives.

PROPOSED ROLE OF PROFESSIONAL COUNSELOR ASSOCIATION

1. Participate in the consortium deliberations and/or provide input to other consortium representatives.

2. Keep association members informed of program developments.

3. Participate in the evaluation of the program's effectiveness.

4. Make recommendations about program modifications in light of the evaluation.

5. Keep consortium members informed of significant association activities which might affect the preparatory program in any way.
PROPOSED ROLE OF MATRICULATED STUDENT REPRESENTATIVES

1. Participate in the consortium deliberations and/or provide input to other consortium representatives.

2. Keep other students informed of significant program developments.

3. Participate in the evaluation of the program's effectiveness.

4. Make recommendations about program modifications in light of the evaluation.
5. **Counselor Education Staff**

**ROLE OF SUC PROJECT COUNSELOR EDUCATION STAFF**

1. Assume overall responsibility for the preparatory program.
2. Attend meetings of the consortium.
3. Insure that students are aware of the skills, knowledge and attitudes expected of them and the assessment standards and criteria.
4. Maintain close contact with persons in the schools involved in program implementation.
5. Insure that the needed instruction is available to aid students to attain the desired skills, knowledge and attitudes.
6. Maintain an effective guidance and management system for the program.
7. Assume final responsibility for: admission to the higher education institution, admission to the field experience, granting of the degree (where appropriate) and recommendation for state certification.
8. Seek the advice and assistance of representatives of school districts and the districts' professional staff.
9. Participate in the evaluation of the program's effectiveness.
10. Insure that appropriate program modifications are made in light of the evaluation.
1. Instructional Program

1.1. Description

The sixty (60) hour program presented in this proposal represents the culmination of over six years of research, discussion and experience. This program reflects the input of the 1973 revision and outside evaluation and the Department's consortium activities. Although the department considers the program a final product at this time, an ongoing evaluation process will enhance the program in future years. The department is committed to a program that meets the needs of society and provides professional counselors who are capable of meeting the needs of pupils through the ten Board of Regents Goals Statements.

1.1.1. Nature and Sequence of the Program

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<td>3.0 (includes 3.1 - 3.17)</td>
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<td>4.0 (includes 4.1 - 4.11)</td>
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<td>5.0 (includes 5.1 - 5.5)</td>
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<td>Competencies - 6.0 (includes 6.1 - 6.17)</td>
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<th>Implementation</th>
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<td>Competencies - 7.0 (includes 7.1 - 7.8)</td>
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<tr>
<th>Electives (advisor approval)</th>
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Permanent Certification

Category: Advanced Professional Development

Competencies - 8.0 (Includes 8.1 - 8.3)

9.0 (Includes 9.1 - 9.4)

10.0 (Includes 10.1 - 10.7)

11.0 (Includes 11.1 - 11.6)

12.0 (Includes 12.1 - 12.3)

Category: Electives (advisor approval)

The permanent certification program is designed for students who have completed this department's degree program. Since the state requires a total of 60 graduate hours for provisional and permanent certification, an individual with fewer than 36 graduate hours for the provisional certificate (as this department requires) must consult the State Department of Certification in Albany, New York. This permanent certification program has been designed to build upon the learnings and skills developed in our M.S. degree program, and those students who have completed their basic counselor training at another institution may be required to take appropriate prerequisite courses prior to enrolling in the advanced professional development phase of our program.

1.1.2. Provisions to deviate from instruction and sequences

The nature and scope of the Counselor Education Program does lend itself to deviations from sequence, for the following reasons: First, the developmental nature of the program requires the student to progress step by step. Second, the student's undergraduate training may be in unrelated or at best tangentially related areas. Third, the student may or may not have taught or worked in a school system.

These three reasons make it difficult to create deviations in instruction or sequence. Our experience during the past four years has
reinforced this view. The department has encountered several situations in which students have had experiences at other institutions which were acceptable substitutes for program-related experiences.

Approximately one-fourth of the course work requirements (15 credit hours of the 60 credit hour program) may be met by taking courses classified as electives. This type of program will permit the student to seek learning experiences which enhance or fulfill his/her program or needs.

Whenever a student feels that he/she has attained a competency (or competencies as a result of other experiences than those provided by the departmental program, he/she may petition the department for an assessment. On the basis of the student's oral presentation, written presentation, and/or demonstration, the department will determine whether or not the student has met the requirement and will so note it in the student's record. Procedures for implementing the course credit value of the competency or competencies must be worked out between the department and the administration of the college. Specific procedures do not exist at this time.

1.2. Short Range Objectives

The short range objectives of the program will include the following:

1.2.1. To maintain an effective consortium and encourage communication among all members through the provision of a newsletter and scheduled meetings.

1.2.2. To develop an effective record-keeping system which will provide students and faculty with valid and reliable data.

1.2.3. To seek feedback from all participants (students, faculty, on-site supervisors and policy board members) regarding the general program goals and specific experiences.
1.2.4. To examine the professional literature regarding new trends and/or procedures in competency based Counselor Education.

1.2.5. To review and revise, if necessary, the role and responsibilities of the policy board and consortium members.

1.2.6. To review and revise, if necessary, all competencies as they relate to the goals, learning experiences, and criteria of the program.

1.2.7. To review and revise, if necessary, all assessment procedures and to develop new aids where needed.

1.2.8. To review and revise, if necessary, all assessment conditions.

1.2.9. To review and revise, if necessary, all assessment standards/criteria. Particular attention will be given to both qualitative and quantitative aspects.

1.3. Campus Involvement

The Department of Counselor Education has met with various department members within the Faculty of Education. The foundations of the program were reviewed and approved by the Faculty Senate, Administrative Council, Dean of the Faculty of Education, Vice President for Instruction and Curriculum and President of the College during the Spring of 1973. (Also, three known leaders in the field reviewed and approved the basic program during June, 1973. These included Dr. Harold Mansen, University of Rochester; Dr. Gilbert Moore, S.U.N.Y. at Buffalo; and Dr. Merle Olsen, Indiana State University.)

The present program has been reviewed and approved by the Graduate Policies Committee prior to the Faculty Senate review. The Graduate Policies Committee is composed of faculty members from a variety of academic disciplines on the campus. The Faculty Senate has also reviewed and approved the program. The President has approved the program following the Administrative Council's review.
2. Miscellaneous

2.1. Credit Hours

2.1.1. Credit hours assigned to program components

Provisional Certification (M.S. in Education degree)

<table>
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<tr>
<th>Competency Areas</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Category:</strong> Electives</td>
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</tbody>
</table>

Specific courses to be chosen by each student according to his/her idiosyncratic needs and goals; approval of advisor required.

| Total Hours | 36 |
Permanent Certification

Competency Areas

Category: Advanced Professional Development

- EDC 881: Measurement and Research in Counseling 3
- EDC 882: Contemporary Issues 3
- EDC 883: Counselor as an Activist 3
- EDC 884: Group Theories and Supervised Experience 3
- EDC 885: Open Seminar 3

Category: Electives

Specific courses to be chosen by each student according to his/her idiosyncratic needs and goals; independent study within the department is optional; approval of advisor is required. 0

Total Hours 24

Total hours for Provisional and Permanent Certification 50

2.2 Accommodations

2.2.1. Prior Achievement

The department's basic approach to the prior achievement of students is stated in Section D under 1.1.2.—Provisions to deviate from instruction and sequences.

The department has always provided the students with an opportunity to transfer credits or other experiences in accordance with the following criteria:

a. credit or experience is from an accredited institution.

b. credit or experience is recent (completed within the last three years).
c. credit or experience is relevant and related to the goals and competencies of our program and the student's needs.

d. credit or experience has been successfully completed. This suggests that the student's achievement has been a "B", Pass or Satisfactory level.

2.2.2. Additional Time to Complete Competencies

The department has allowed students to take additional time to complete course or departmental requirements. Basically, the department has attempted to ensure the minimal competency of all students, not just the passing of a course. Students meet with the professor to establish work and time tables that will provide the student and professor with reasonable completion and assessment periods.

The developmental nature of the program mandates prerequisites. Therefore, the student is responsible for completing certain competencies before moving to the next area. For example, all competencies prior to the internship (EDC 707: Implementation) must be completed before the student will be permitted to enroll for the course.

2.2.3. Distribution of Credit Hours

M.S. in Education

Counselor Education 30
Electives (Arts/Sciences, etc.) 6

36

2.3. Processes for Recommending Certification

2.3.1. Provisional Certification

The developmental nature of the program for New York State School Counselor Provisional Certification permits the department to recommend a student for certification after the successful completion of the internship (EDC 707: Implementation). The internship will provide the department with
the necessary opportunity for evaluation to see if the student has attained the knowledge, skills, and/or attitudes indicated for the professional school counselor. The intern will be observed, supervised, and evaluated by the class instructor, tape supervisor, faculty on-site supervisor and field on-site supervisor. These individuals will determine whether the student has met the competencies required in the internship experience.

When the student has successfully completed the specific competencies for the internship (Implementation), the faculty will review the past performance of the student. If all the work has been completed satisfactorily, the department will recommend the student for provisional certification.

2.3.2. Permanent Certification

The final course, EDC 885: Open Seminar will provide the department with the opportunity to assess the student's knowledge, skills, and/or attitudes. This culminating experience will provide feedback about the student's advanced professional counseling development.

Upon completion of the course, EDC 885: Open Seminar, the faculty will review the competencies completed by each student. When all of the competencies for permanent certification are satisfactorily completed, the student will be recommended for permanent certification by the department.

2.4. Relationship of Certification Program to Campus School

None.