



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
ADVANCED PROGRAMS GOVERNANCE COMMITTEE

Course Designator _____ Prefix _____ Number _____ Suffix _____
(Example: EDUC 1999Q)

OR

Degree Program: Graduate Certificate in Play Therapy
(For Bulletin Changes)

Course Proposer: Kathy Evans Phone: 7-1937

Date Received

Approved By

Date Forwarded

11/22/10

Cary Kerley
Chair, Department Committee

12/6/10

12/6/10

Robert John
Chair, Department

12/13/10

Chair, Advanced Programs Governance Committee

Associate Dean, Academic and Student Affairs

Dean, College of Education

Note: If not approved, return packet to person named at the last level of approval.



ACADEMIC PROGRAM ACTIONS

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

APA

INSTRUCTIONS: This form is used to create, change or terminate an academic program. The form is available online at www.sc.edu/provost/acadprog.

Date: 11/22/10 Campus: Columbia

College/School: College of Education

Department (if applicable): Educational Studies

Undergraduate Graduate

TYPE OF ACTION (Select the appropriate action(s) from the drop down lists below.)

New Academic Certificate (New CIP Code)

Other (please specify) _____

If Program Revision of any type, does the change effect program learning outcomes? Yes No
(If yes, please notify your College APL - see list at www.sc.edu/provost/acadprog.)

PROGRAM INFORMATION

Degree/Certificate Program Name Graduate Certificate in Play Therapy

Major/Minor/Concentration Name (if different from above) _____

Degree Level Graduate # of Credit Hours 18

REQUIRED ATTACHMENTS

 (The following documents must be attached to this form before submission)

- Justification Form (JUS)
- "Before" and "After" bulletin description on two-column Bulletin Change Form (BCH)
- List of program-related courses which are being newly proposed, or existing courses being changed
 - Appropriate course action forms for all program-related courses
- Letters of concurrence from impacted academic units, campuses and/or Dean of Education

PROPOSED EFFECTIVE TERM

Change to database/bulletin effective no sooner than:

Year: 2011 Fall Spring May Session Summer I Summer II

Program Terminations - Please indicate when the program will cease **admitting** students:

Year: _____ Fall Spring May Session Summer I Summer II

Program Terminations - Please indicate when the program will cease **conferring** degrees:

Year: _____ Fall Spring May Session Summer I Summer II

PROGRAM DELIVERY METHOD

Please note that it may take up to two years prior to program implementation to process requests for new, distance-delivered programs, depending on the complexity of the proposal. Please contact your Dean's Office or see www.sc.edu/provost/acadprog for more information.

Distance Delivery System: Streaming Video _____ %
 CD/DVD _____ %
 Web-based _____ %
 Other (Please specify) _____ %

Program Delivery Method: 100 % Traditional 0 % Distance

(If program is to be offered 50% or more using distance delivery and/or at an off-campus location, please notify Department Chair.)

PROGRAM DELIVERY LOCATION

Program Delivery Location: 100 % On-Campus _____ % Off-Campus

(If program is to be offered 50% or more using distance delivery and/or at an off-campus location, please notify Department Chair.)

Proposed Location of Program: Wardlaw, College of Education Columbis SC USA
Facility Address(es) City State Country

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

1) Does the proposed change affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

If yes, identify which unit(s)/campus(es) _____
 How? _____

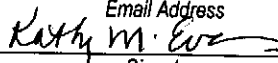
(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

2) Is the proposed program change designed for P-12 school personnel and/or to prepare graduate students to work in P-12 schools? Yes No

How? _____
(If yes, please attach letter of concurrence from Dean of Education.)

CONTACT INFORMATION

Contact Person:

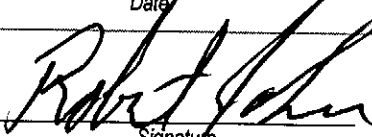
Kathy M. Evans
Print name
kevans@mailbox.sc.edu
Email Address

Signature

Associate Professor
Title
777-1937
Phone Number
12/8/10
Date

REQUIRED APPROVALS

Department Chair:

Robert Johnson
Print name
rjohnson@mailbox.sc.edu
Email Address


Signature
7-6585
Phone Number

12/13/10
Date

Academic Program Liaison (APL):

Print name

Email Address

Signature

Phone Number

Date

Academic Dean:

Print name

Email Address

Signature

Phone Number

Date

UTS Distance Education (if appropriate)

Print name

Email Address

Signature

Phone Number

Date

FacSenate Cours&Curric/ Dean of the Graduate School (as appropriate)

Print name

Email Address

Signature

Phone Number

Date

Graduate Council Faculty Senate

Date of Faculty Governance Approval (if appropriate) _____



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.sc.edu/provost/acadprog.

Date: 11/24/10

Campus: Columbia College/School: Education

Department (if applicable): Educational Studies

Undergraduate Graduate

Over the past ten years, we have seen a growth in the interest in play therapy among mental health professionals. Play therapy is a treatment approach that was initially designed to treat children but has been effective with adolescents and adults faced with trauma or addiction. The number of counseling professionals using play therapy has grown so much in South Carolina, there is now a state branch of the national Association for Play Therapy (APT) which is the organization that registers play therapists. There is significant enough interest in this area that the certificate program should generate at least 25 new students per year to the Counseling program.

The APT promotes training of mental health professionals who already hold Master's degrees (and higher) in counseling, social work, psychology and related professions. To become a Registered Play Therapist (RPT), mental health professionals must complete 150 hours of post graduate degree practice specifically in play therapy from an approved university. The Counselor Education program at USC is proposing a graduate certificate program in play therapy to meet the formal course requirements and some of the experiential requirements for those interested in the pursuing the RPT. This program will also appeal to current students in Counselor Education as well as licensed mental health professionals, school counselors, and others who work with children. It is expected that at least 25% of the counseling students will be interested in this certificate.



BULLETIN CHANGE FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

BCH

INSTRUCTIONS: Please attach the proposed language changes exactly as they are to appear in the Bulletin. A two-column format showing both the old wording (left column) and the new wording (right column) is required. This form is available online at www.sc.edu/provost/acadprog.

Date: 3/15/10

Campus: Columbia College/School: Education

Department (if applicable): Educational Studies

Proposed Effective Term for change to database/bulletin:

Year: 2011 Fall Spring May Session Summer I Summer II

Bulletin Version: Graduate Undergraduate

Internet or web link to Bulletin Entry: _____

CURRENT BULLETIN LANGUAGE

(text to be deleted in new version show as strikethrough)

Please note that text should be formatted in Word to show strikethrough. Then, cut and paste the text into the space below.

NEW LANGUAGE OR PROPOSED CHANGE TO BULLETIN

(new text shown as underlined)

Department of Educational Studies (EDST)

Certificate in Play Therapy

The Counselor Education Program offers a graduate certificate in play therapy that is designed for individuals who have already completed a Master's degree or higher in counseling, psychology, or social work. The certificate is also available to students already enrolled in the Counselor Education degree programs at the Ed.S. and Ph.D levels.

The certificate program is designed to meet the requirements of the Association for Play Therapy for post-Master's graduate education for individuals interested in pursuing the Registered Play Therapy credential. The Association for Play Therapy recommends the following topics be covered in coursework for individuals seeking the Registered Play Therapy credential:

- Play Therapy History
- Play Therapy Theories
- Play Therapy Techniques or Methods
- Play Therapy Applications

Admission Requirements

The Play Therapy Certificate is open to individuals holding at least a Master's degree in Counseling, Social Work, or Psychology. Current Counselor Education Ed.S. students are also eligible for the certificate and may transfer credits (e.g. EDCE 709 Counseling Through Play) into the certificate

Play Therapy Certificate Program New Courses

EDCE 802P

Practicum in Play Therapy

EDCE 810

Theory and Practice of Play Therapy

ECED 811

Creative Arts in Counseling



Department of Instruction and Teacher Education
College of Education

December 6, 2010

Dear Dr. Evans,

Thank you for sharing the syllabus for the Counselor Education's proposed graduate course on play therapy with the Early Childhood faculty. It is clear that the proposed offering *Theory and Practice of Play Therapy* intended for Ed.S. Counselor Education students in the specialty area of School Counseling and Marriage, Couples, and Family Counseling as well as for students admitted into the Certificate of Play Therapy program is distinct and different from Early Childhood's graduate play course EDEC 750: *Play Theory and Early Learning*. The Early Childhood course is an analysis and discussion of the theory, research, and practice related to the play of young children in various ecological settings and emphasizes the knowledge and skills needed by teachers working in self-contained classrooms.

The proposed course's emphasis on therapeutic practices that address the developmental issues faced by children experiencing post traumatic stress disorder, grief and loss, high-conflict divorce or those who bring attention deficit or anxiety disorders as well as possible physical disabilities or chronic illnesses to the classroom will prepare Counselor Education students for these special circumstances that are beyond the expertise of the typical early childhood teacher.

Best wishes and much luck as you finalize approvals for this offering.

Sincerely yours,

Nancy K. Freeman, Ph.D.

Nancy Freeman
Early Childhood Program Coordinator

EVANS, KATHY M

From: FLOYD, MINUETTE
Sent: Wednesday, December 01, 2010 12:46 PM
To: EVANS, KATHY M
Subject: RE: Need letter of support

Follow Up Flag: Follow up
Flag Status: Red

Hi Dr. Evans,
The Play Therapy program will not conflict with our art education requirements. Our students are not required to take counseling classes and most do not usually take counseling courses.
Sincerely
Minuette Floyd

-----Original Message-----
From: EVANS, KATHY M [mailto:KEVANS@mailbox.sc.edu]
Sent: Wed 11/24/2010 11:58 AM
To: Floyd@sc.edu
Subject: Need letter of support

Hi Minuette,

Once again the semester has gone by without us getting together. We really need to make concrete plans to meet next semester.

Now, down to business. The Counselor Education Program is proposing a graduate certificate in play therapy. This will help prepare our students to become registered play therapists which will be an asset in school counseling and family practices. One of the courses that we are proposing as part of that certificate program is "Creative Arts in Counseling." I have been asked by our academic affairs committee to get a letter of support from you that this course is no threat to the courses taught in your program. I am attaching the syllabus for the course.

I was told the litmus test is the answer to the question, will any of your students take this counseling class in lieu of one of your required classes or to meet the requirements for your class?

Unfortunately, time is of the essence. Our academic committee chair is leaving the country on December 12, not to return this academic year. So if I can have the letter (it may only be two sentences stating that it in no way can meet your requirements) as soon as possible, I would really appreciate it.

Thanks,

Kathy

Kathy M. Evans, Ph.D., NCC
Associate Professor and
Program Coordinator
Counselor Education Program
University of South Carolina
Columbia, SC 29208
(803) 777-1937
kevans@mailbox.sc.edu

SECTION II

PROFESSIONAL IDENTITY

FOUNDATION

- A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.
- B. The program area objectives meet the following requirements:
 - 1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.
 - 2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.
 - 3. Are directly related to program activities.
 - 4. Are written so they can be evaluated.
- C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

KNOWLEDGE

- D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:
 - 1. Content areas.
 - 2. Knowledge and skill outcomes.
 - 3. Methods of instruction.
 - 4. Required text(s) and/or reading(s).
 - 5. Student performance evaluation criteria and procedures.
- E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

- F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.
- G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.
 - 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
 - 2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
 - h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
 - a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;
 - d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and
 - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
 - a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
 - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
 - f. a general framework for understanding and practicing consultation; and
 - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
 - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
 - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
 - a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SECTION III

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

- A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:
 - 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
 - 2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
 - 3. Relevant supervision training and experience.

- B. Students serving as individual or group practicum student supervisors must meet the following requirements:
 - 1. Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.
 - 2. Have completed or are receiving preparation in counseling supervision.
 - 3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

- C. Site supervisors must have the following qualifications:
 - 1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
 - 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
 - 3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 - 4. Relevant training in counseling supervision.

MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy, and trends in marriage, couple, and family counseling.
2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling.
3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling.
5. Understands a variety of models and theories of marriage, couple, and family counseling.
6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.
7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.
2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.
2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.
3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.
4. Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice.

D. Skills/Practices

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.
2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.
3. Uses systems theories to implement treatment, planning, and intervention strategies.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.
6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects couples and families.

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.
4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s).
5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

F. Skills and Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.
2. Maintains information regarding community resources to make appropriate referrals.
3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.
4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society.
3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.

H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.
2. Uses systems assessment models and procedures to evaluate family functioning.
3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling.
2. Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family counseling.
2. Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.