

# CIEP Submission Form

## Class A School Counseling (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

**Institution Name:**

**Date Submitted:**

**Submitting for:** *Choose one of the options below.*

- Initial review of a proposed program
- Continuing review of a currently approved program
- Resubmission to address unmet standards and/or conditions

### Overview of Each Required Section:

- I. Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

**SECTION I Background Information**

- 1. Include the proposed checklist as a separate document.
  
- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**  
*Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.*

<b>Academic Year September 1 to August 31</b>	<b>Number of Unconditional Admissions</b>	<b>Number of Program Completers<sup>1</sup></b>	<b>Number Recommended for Alabama Certification</b>

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<sup>1</sup> Use the Title II definition for program completers.

## **SECTION II Key Assessments, Data, and Data Analysis**

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

<b>#</b>	<b>Key Assessment Title</b>	<b>Name of Key Assessment<sup>2</sup></b>	<b>Type of Key Assessment<sup>3</sup></b>	<b>When Required by Program<sup>4</sup></b>
<b>1</b>	<b><u>State Certification Tests:</u><sup>5</sup>  Praxis Professional School Counselor</b>		State Certification Tests	
<b>2</b>	<b>Content Knowledge<sup>6</sup></b>			
<b>3</b>	<b>Ability to Fulfill Professional Responsibilities<sup>7</sup></b>			
<b>4</b>	<b>Internship</b>			
<b>5</b>	<b>Ability to Promote Student Achievement<sup>8</sup></b>			
<b>6<sup>9</sup></b>				
<b>7</b>				
<b>8</b>				

<sup>2</sup> Identify assessment by title used in the program.

<sup>3</sup> Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

<sup>4</sup> Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

<sup>5</sup> Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

<sup>6</sup> Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

<sup>7</sup> Examples of assessments of fulfilling professional responsibilities include data-driven projects, data-based and long-range planning, action research projects, needs assessments, or intervention plans appropriate to the area of instructional support.

<sup>8</sup> Examples of appropriate assessments for ability to promote student achievement include developing program improvement plans, case studies, and action research projects appropriate to the area of instructional support.

<sup>9</sup> Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

### **SECTION III Alignment of Standards to Curriculum and Key Assessments**

*Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.*

<b>Standard 1 Professional counseling orientation and ethical practice.</b>		
Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements<sup>10</sup></b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 History and philosophy of the counseling profession and the origins of the counseling specialty areas.		
1.2 The multiple professional roles and functions of counselors across specialty areas and their relationships with other human service providers, including interagency and interorganizational collaboration and consultation.		
1.3 Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.		
1.4 The role and process of the professional counselor advocating on behalf of the profession.		
1.5 Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.		
1.6 Professional organizations, including membership benefits, activities, services to members, and current issues.		
1.7		

Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.		
1.8 Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.		
1.9 Technology's impact on the counseling profession.		
1.10 Strategies for personal and professional self-evaluation and implications for practice.		
1.11 Self-care strategies appropriate to the counselor role.		
1.12 Counseling supervision models, practices, and processes.		

**Standard 2 Social and cultural diversity.**

Prospective school counselors shall demonstrate knowledge of:

<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 Research addressing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.		
2.2 Theories and models of multicultural counseling, identity development, and social justice and advocacy.		
2.3 Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.		
2.4 Learning activities to foster students' self-understanding of the impact of their heritage, attitudes, beliefs, understandings, and acculturative experiences on their views of others.		
2.5 Learning activities that foster understanding of the help-seeking behaviors of diverse clients.		
2.6 Learning activities that foster understanding of the impact of spiritual beliefs on clients' and counselors' worldviews.		
2.7 Multicultural competencies and strategies for working with and advocating optimum wellness for diverse populations.		

**Standard 3 Human growth and development.**

Prospective school counselors shall demonstrate knowledge of:

<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Theories of individual and family development across the lifespan.		
3.2 Theories of learning.		
3.3 Theories of normal and abnormal personality development.		
3.4 Theories and etiology of addictions and addictive behaviors.		
3.5 Individual, biological, neurological, physiological, systemic, spiritual, and environmental factors that affect human development, functioning, and behavior.		
3.6 Effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan.		
3.7 A general framework for understanding differing abilities and strategies for differentiated interventions.		
3.8 Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.		

<b>Standard 4 Career counseling.</b>		
Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
4.1 Theories and models of career development, counseling, and decision-making.		
4.2 Approaches for conceptualizing the interrelationships among and between work, family, and other life roles and factors.		
4.3 Processes for identifying and utilizing career, avocational, educational, occupational and labor market information resources, technology, and information systems.		
4.4 Approaches for assessing the conditions of the work environment on clients' overall life experiences.		
4.5 Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.		
4.6 Strategies for career development program planning, organization, implementation, administration, and evaluation.		
4.7 Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.		
4.8 Strategies for facilitating client skill development for career, educational, and lifework planning and management.		

4.9 Methods of identifying and utilizing assessment tools and techniques relevant to career planning and decision making.		
4.10 Ethical and culturally relevant strategies for addressing career development.		

<b>Standard 5 Counseling and helping relationships.</b>		
Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 Theories and models of effective counseling and wellness programs.		
5.2 A systems approach that provides an understanding of family, social, community, and political networks.		
5.3 Theories, models, and strategies for understanding and practicing consultation.		
5.4 Ethical and culturally relevant strategies for developing helping relationships.		
5.5 Counselor characteristics and behaviors that influence the helping process.		
5.6 Essential interviewing, counseling, and case conceptualization skills.		
5.7 Developmentally relevant counseling treatment or intervention plans.		
5.8 Development of measurable outcomes for clients.		
5.9 Empirically-based counseling strategies and techniques for prevention, intervention, and advocacy.		
5.10 Strategies to promote client understanding of and access to a variety of community-based resources.		
5.11 Suicide prevention models and strategies.		
5.12 Crisis intervention and psychological first aid strategies.		

5.13 Processes for aiding students in developing a personal model of counseling.		
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<b>Standard 6 Group counseling.</b> Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
6.1 Theoretical foundations of group work.		
6.2 Dynamics associated with group process and development.		
6.3 Therapeutic factors and how they contribute to group effectiveness.		
6.4 Characteristics and functions of effective group leaders.		
6.5 Approaches to group formation, including recruiting, screening, and selecting members.		
6.6 Types of groups and other considerations that affect conducting groups in varied settings.		
6.7 Ethical and culturally relevant strategies for designing and facilitating groups.		
6.8 Direct experiences in which candidates 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.		

<b>Standard 7 Assessment and testing.</b>		
Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements<sup>11</sup></b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
7.1 Historical perspectives concerning the nature and meaning of assessment.		
7.2 Methods of effectively preparing for and conducting initial assessment meetings.		
7.3 Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide.		
7.4 Procedures for identifying and reporting abuse.		
7.5 Use of assessments for diagnostic and intervention planning purposes.		
7.6 Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessment, and group and individual assessments.		
7.7 Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.		
7.8 Reliability and validity in the use of assessments.		
7.9 Use of assessments relevant to academic/educational, career, personal, and social development.		
7.10 Use of environmental assessments and systematic behavioral observations.		

7.11 Use of symptom checklists, personality, and psychological testing.		
7.12 Use of assessment results to diagnose developmental, behavioral, and mental disorders.		
7.13 Ethical and culturally and developmentally relevant strategies for selecting, administering, and interpreting assessment and test results.		

<b>Standard 8 Research and program evaluation.</b>		
Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
8.1 The importance of research in advancing the counseling profession, including its use to inform evidence-based practice.		
8.2 Needs assessments.		
8.3 Development of outcome measures for counseling programs.		
8.4 Evaluation of counseling interventions and programs.		
8.5 Qualitative, quantitative and mixed research methods.		
8.6 Designs used in research and program evaluation.		
8.7 Statistical methods used in conducting research and program evaluation.		
8.8 Analysis and use of data in counseling.		
8.9 Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.		

**Program Curriculum Specific to School Counselors.**

*Candidates who are preparing to specialize as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. In addition to the common core curricular experiences, programs must provide evidence that candidate learning has occurred in the following domains.*

<b>Standard 9 Foundations.</b>		
Prospective school counselors shall demonstrate knowledge of:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
9.1 History and development of school counseling.		
9.2 Models of school counseling programs.		
9.3 Models of school-based collaboration and consultation.		
9.4 Principles of school counseling, including prevention, intervention, wellness, education, leadership, and advocacy.		
9.5 Assessment relevant to P-12 education.		

**Standard 10 Contextual Dimensions.**

Prospective school counselors shall demonstrate knowledge of:

<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
10.1 School counselor roles as leaders, advocates, and systems change agents in P-12 schools.		
10.2 School counselor roles in consultation with families, school personnel, and community agencies.		
10.3 School counselor roles in student support and school leadership teams.		
10.4 School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and other trauma-causing events.		
10.5 Competencies to advocate for school counseling roles.		
10.6 Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.		
10.7 Common medications that affect learning, behavior, and mood in children and adolescents.		
10.8 Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs.		
10.9 Qualities and styles of effective leadership in schools.		
10.10 Community resources and referral sources.		

<b>10.11</b> Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.		
<b>10.12</b> Legal and ethical considerations specific to school counseling.		

<b>Standard 11 Practice.</b> Prospective school counselors shall demonstrate knowledge of or ability to:		
<b>Indicators</b>	<b>Curriculum Components— Courses or Other Requirements</b> <i>(Include course prefix, number, and name.)</i>	<b>Key Assessment(s)</b> <i>(Identify by key assessment number[s] in Section II.)</i>
11.1 Develop school counseling program mission statements and objectives.		
11.2 Design and evaluate school counseling programs.		
11.3 Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.		
11.4 Interventions to promote academic development.		
11.5 Use of developmentally appropriate career counseling interventions and assessments.		
11.6 Techniques of personal/social counseling in school settings.		
11.7 Strategies to facilitate school and life transitions.		
11.8 Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.		
11.9 Approaches to increase promotion and graduation rates.		
11.10 Interventions to promote career and/or college readiness.		
11.11 Strategies to promote equity in student achievement.		
11.12 Techniques to foster collaboration and teamwork within schools.		

11.13 Strategies for implementing and coordinating peer intervention programs.		
11.14 Use of accountability data to inform decision making.		
11.15 Use of data to advocate for programs and students.		

**SECTION IV Summary of Field Experiences and Internship**

1. List all courses (or other curriculum requirements) that have a required field experience, in the order that the courses are typically taken. *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order?      Yes      No  
If no, provide a brief explanation.
3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.
4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.