

COUN 640-7905, Online

Internship in Counseling

Spring 2025, Online, Tuesdays 5:00- 7:50pm (Mountain Time)
Chadron State College

Part 1: Course Information

Instructor Information

Instructor: Dr. Branislava Knezevic

Office: Virtual

Office Phone:

E-mail: bknezevic@csc.edu

Office Hours: Virtual by appointment via video conference.

CSC Online Address: <https://chadron.instructure.com/>

Credit hours

1-6 credit hours

Course Description

Professional fieldwork experience in counseling to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. This will be done in accordance with the Nebraska state law requirements for licensure and/or certification of the student's specialization.

Requirements: Successful completion of COUN 601 or 602; Synchronous and Asynchronous Online Participation; Instructor Permission; Minimum Grade of B.

Please note that a final grade of B or higher is required in this course to graduate.

Textbook & Course Materials

Required Text(s):

Young, A. & Kaffenberger, C. (2013). *Making data work* (4th edition). American School Counseling Association. ISBN- 13: 978-1-929289-46-4

Tevera: You will receive an email from Tevera inviting you to register for this service. The Counseling Program has recently adopted Tevera software system for Practicum and Internship paperwork (e.g., site agreements, time logs, skill evaluations, etc.) and Student Key Assignments. You will gain access to this system by paying a one-time program fee and will have access to Tevera during your time in the program and beyond graduation. This helpful resource also allows you to have access to your clinical records after graduation and log clinical hours post-graduation to ease licensure/certification processes. Your invitation will direct you to register and make your one-time purchase through the CSC Bookstore or

directly from [Tevera](#). Though you will see this requirement in all your syllabi, please purchase **Tevera +CCS-R©** only once. Tevera License +CCS-R© Assessment.

Additional assigned readings will be posted in CSC Online.

Recommended Texts & Instructional Materials: Will be posted in CSC Online

Method(s) of Instruction

This course is meant to encourage and offer opportunity to experience on-site counseling activities under direct supervision of an appropriate supervisor. Also, ongoing individual and group supervision with a qualified faculty member are to be utilized by the student. Group and individual activities will facilitate the learning for this course. Students will need to keep daily records of their activities and on-going self-evaluations of these activities. Supervision is completed by the on-site supervisor and the faculty supervisor for the seminars. Seminar participation is required, missing them will result in failing in the course.

Course Requirements

The requirements of the course are:

- Attendance to class and internship site
- Participation in counseling duties on site and in group seminars including 1 hours of weekly supervision with your onsite supervisor
- Completion of assigned work on time. The work consists of the assignments presented on CSC Online site and in the seminars and the paperwork that is required and outlined in the Internship handbook.

A further requirement that will assist the success of the student is the ongoing communication with the instructor. If a student cannot meet the above requirements in the timely manner that student needs to talk to the instructor to work out an acceptable solution.

Course Assignments

1. Attendance, Professionalism, and Participation

Part of being a professional counselor requires you to adhere to a strict professional standard. This includes engaging in considerate discussions, respecting one another's opinions, displaying proper online etiquette, regular attendance during face-to-face and online classes, timely submission of assignments, among other characteristics. During this class and your future career, you must follow our professions code of ethics. This includes professional dress when working with clients, respect towards peers, faculty and others, engaging in professional wellness, timeliness, and attentiveness.

Internship students must meet for approximately 1 ½ hours each week for group supervision (CACREP Requirement). Therefore, students will meet every other week for approximately 3 hours.

- a. Session Time: Tuesday (Bi-Weekly) 5:00-7:50pm (Mountain Time)
- b. Session Dates: January 21st, February 4th, February 18th, March 4th, March 18th, April 1st, April 15th, April 29th.

*Attendance is mandatory and essential for learning, therefore, each class missed after one absence will result in a one letter grade deduction.

2. Forum Discussions

The goals of the online discussions are to review theory, ethics, and other related counseling concepts. Caution will be taken when discussing confidential material. If necessary, to discuss a situation, pseudonyms for all involved are required. The class will determine topics for the four forums during the first-class session. Initial forum posting is due Wednesday and a reply to a minimum of one classmate is due Sunday. Replies should contribute to the overall discussion or understanding of the topic. They should be in detailed, reveal reflection, and depth of thought.

- a. **Initial Posting due Wednesday by midnight of assigned week with reply to a minimum of one classmate due Sunday at midnight.**

3. Case Review

Students will reflect upon a session with a client/student and complete the case review form. Students will then lead a discussion based on their case review during a group supervision meeting. The case review must be completed prior to their assigned group supervision meeting. As internship is one of the final classes before obtaining a master's degree, this document is expected to be a synthesis knowledge gained in previous classes.

- i. Structure the case review in the following format:
 1. Main concern or reason for counseling
 2. Client Strengths
 3. Stage of Development
 4. Understanding of current stage of change
 5. Goals of counseling
 6. Ethical Concerns (cite at least 1 ASCA or ACA ethical standard)
 7. Counseling skill utilized and Theoretical understanding of the case and how theory was utilized

- a. **See Rubric for specific grading guidelines**

- b. **Due before scheduled presentation**

4. Data Collection and Analysis

Using the Making Data Work resource, design and complete a DATA report. Students will either complete the project and gather and analyze data or design a DATA report that can be carried out in their future role as a school counselor. Further instructions will be provided on CSC Online. See rubric at the end of the syllabus for grading specifics. There are 4 parts to this assignment.

1. Design
2. Ask
3. Track
4. Announce

- b. **Due April 27th**

- c. **Worth up to 32 points**

5. Site Visit

During internship, at least 1-2 site visits must be completed. If students are taking internship over multiple semesters, only one site visit must be completed. If the student is located further than 150 miles away, site visits will most likely happen over zoom, or the phone. If the student is located within a 150 radius of Chadron State College, an in-person site visit will occur weather and schedule pending. Students must coordinate a time that the instructor, site-supervisor, and themselves can meet. Meetings last anywhere from 30 minutes to 1 hour. Site visits should ideally occur during weeks 2-10 of the semester.

- a. **Worth 20 points**

6. Tevera Internship Log

Throughout the semester students are required to document their hours. Hours will be documented on Tevera. Please see the Clinical Handbook for Hour Requirements. Students must record the minimum number of required hours before a grade will be given in the course.

a. Due April 6th Tevera

b. Worth 100 points

7. Intern Self-Evaluation

A brief self-evaluative statement is to be submitted to the College Supervisor at the end of the term regarding the following factors:

1. Do you feel that you were a help to your site? How, why, or why not?
2. Were your experiences at the site helpful to you in your own counselor training? How, why, or why not?
3. Would you suggest that another student might be placed with this site? Why or why not?
4. What grade would you give yourself?
5. What are the next steps that you plan to follow to for licensure or certification?
6. Additional Comments

a. May 9th

8. Counselor Competencies Scale – Revised (CCS-R) ©

Twice during the internship experience, at midpoint and at the end, students will be evaluated by their supervisors. *Note: If your internship is more than one semester, then only two site supervised internship evaluations need to be completed for your entire internship experience, unless otherwise deemed necessary. The evaluations must be completed at the midpoint of internship and again at the end of internship. Before your supervisor completes this form they MUST observe a counseling session – either a live observation or a recording. The CCS-R will be completed electronically.

a. Worth 100 points

b. Due April 6th

**In addition to completing the above assignments, successful completion of this course requires reaching direct and indirect hour requirements, participating in weekly and group supervision, maintaining frequent contact with the instructor, and engaging in an ethical manner at all times. Failure to do any of the requirements may result in a failing grade or an incomplete.*

Mental Health & Wellbeing

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities..

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction/Group Supervision	1.5 X 16 weeks	24
Reading	3 X 16 weeks	48
Assignments	1.5 X 16 weeks	24
Case Study/Forum/Discussions	1.5 X 16 weeks	24
Individual Onsite Supervision	1 X 16 weeks	16
Clinical Hours	15 X 16 weeks	150 per credit hour (at least 60 direct)
Total		136 + Clinical Hours

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 136 hours represents the minimum expectation for any student.

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

COUN 640 Counseling Internship	CACREP and CSC Learning Objectives	CAEP Learning Objectives	Assessment
Understand technology's impact on the counseling profession	CACREP II F.1.j		Readings and forum
Engage in strategies for personal and professional self-evaluation and implications for practice.	CACREP II. F.1.k	I,II,V.VII	evaluations
Practice essential interviewing, counseling, and case conceptualization skills	CACREP II F.5.g		Evaluations
Experience processes for aiding students in developing a personal model of counseling	CACREP II F.5.n		Case Review
Utilize techniques and interventions for prevention and treatment of a broad range of mental health issues.	CMHC 3.b		Case Review

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

Course Evaluation:

Forums (8 forums @ 10 points each)	80 points
Case Review/Presentation Form	32 points
DATA Assignment	32 Points
Site Visit	20 points
Tevera Hour Log	100 points
CCS-R	100 points
Intern Self Evaluation	10 points
Total	374 points

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in CSC Online

I will update grades in CSC Online each time a grading session has been completed—typically 5 days following the completion of an activity.

Part 4: Course & Institution Policies

Academic policies, including the selected policies detailed in this syllabus section, can be found on [Chadron State College's Policy Website](http://www.csc.edu/policy/category/index.csc).
(<http://www.csc.edu/policy/category/index.csc>)

Student Behavior

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will

be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one’s own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Civility and Netiquette

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all

communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu.

Personal Emergency & Academic Attendance

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (**3 or more consecutive class days**), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be

completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

CSC Mission

Mission Statement

Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 5: Course Topic Schedule/Outline

CSL 640 Tentative Schedule

Week of:	Topic	Readings	Class Activities and Assignments
Week 1 January 13th-19th	<i>Orientation to Practicum/Internship Sites</i> <i>ASCA National Model</i> <i>Ethics</i>	ASCA or ACA Code of Ethics	Schedule Meetings Discuss supervision expectations & roles Turn in ALL required paperwork to Dr. Wilson Forum #1
Week 2 January 20th-26th	<i>Group Supervision</i>		Meet with Supervisor Meet with Clients/Students Group Zoom meeting #1
Week 3 January 27th-February 2nd	<i>Documentation, confidentiality, and informed consent</i> <i>Accountability</i> <i>Use of Data in a School Setting</i>	Making Data Work-Chapter 1	Meet with Clients/Students Meet with Supervisor Forum #2
Week 4 February 3rd-9th	<i>Group Supervision</i>		Meet with Clients/Students Meet with Supervisor Group Zoom Meeting #2
Week 5 February 10th-16th	<i>Social Justice</i> <i>English Language Learners</i> <i>Working with LGBTQ and nonconforming students</i>	Making Data Work – Chapter 2	Meet with Clients/Students Meet with Supervisor Forum #3
Week 6 February 17th-23rd	<i>Group Supervision</i>		Meet with Clients/Students Meet with Supervisor Group Zoom Meeting #3

<p>Week 7</p> <p>February 24th-March 2nd</p>	<p><i>Identifying and reporting child abuse</i></p> <p><i>Suicide assessment, prevention, and postvention</i></p> <p><i>Crisis Management</i></p> <p><i>Substance Abuse</i></p>	<p>Making Data Work-Chapter 3</p>	<p>Meet with Clients/Students Meet with Supervisor Forum #4</p>
<p>Week 8</p> <p>March 3rd-9th</p>	<p><i>Group Supervision</i></p>		<p>Meet with Clients/Students Meet with Supervisor Group Zoom Meeting #4</p>
<p>Week 9</p> <p>March 10th-16th</p>	<p><i>Bullying Prevention</i></p> <p><i>Classroom observations</i></p> <p><i>Writing Lessons Plans</i></p>	<p>Making Data Work-Chapter 4</p>	<p>Meet with Clients/Students Meet with Supervisor Forum #5</p>
<p>Week 10</p> <p>March 17th-23rd</p>	<p><i>Group Supervision</i></p>		<p>Meet with Clients/Students Meet with Supervisor Group Zoom Meeting #5</p>
<p>Week 11</p> <p>March 24th-30th</p>	<p><i>Classroom Management</i></p> <p><i>Advising, Scheduling, NCAA</i></p> <p><i>Solution Focused counseling</i></p> <p><i>Group Counseling</i></p> <p><i>Mental Health Counseling in schools</i></p>	<p>Making Data Work – Chapter 5</p>	<p>Meet with Clients/Students Meet with Supervisor Forum #6</p>
<p>Week 12</p>	<p><i>Group Supervision</i></p>		<p>Meet with Clients/Students Meet with Supervisor</p>

March 31st-April 6th			CCS-R on Tevera Group Zoom Meeting #6
Week 13 April 7th-13th	<i>Special Education</i>	Making Data Work – Chapter 6	Meet with Clients/Students Meet with Supervisor Forum #7
Week 14 April 14th-20th	<i>Group Supervision</i>		Meet with Clients/Students Meet with Supervisor Zoom Meeting #7
Week 15 April 21st-27th	<i>Postsecondary transitions Transition from graduate school to a leadership role in school counseling</i>	Making Data Work- Chapter 7	Meet with Clients/Students Meet with Supervisor DATA Collection and Analysis
Week 16 April 28th- May 4th	<i>Group Supervision</i>		Meet with Clients/Students Meet with Supervisor Zoom Meeting #8
Week 17-Finals Week May 5th-9th	<i>None Assigned</i>		Terminate with Clients/Students Meet with Supervisor Tevera Hour Log due Intern Self Evaluation Due

Rubrics

Rubric for Case Review/Presentation

Question	1 = Does not meet	2 = progressing	3 = acceptable	4 = Target
Main concern Case Conceptualization	Client/student concerns are not directly related to counseling session in video	Client/student concerns are clearly stated and consistent with counseling session video	Concerns demonstrate empathic understanding of client/student	Concerns reveal depth of case conceptualization
Client Strengths	Lacks understanding or did not identify client strengths	Minimal client strengths are identified	Multiple strengths briefly identified	Multiple client strengths are identified and reflection is provided.
Developmental Stage	Developmental stage not defined	Developmental stage inaccurate. Detail is missing.	Appropriate developmental stage identified, justification lacking necessary depth.	Appropriate Erikson developmental stage identified with sufficient evidence to justify.
Stage of change	Lacks understanding of stage of change of client/student	Judgment of stage of change may fit weakly	Judgment of stage of change is fitting and appropriate	Judgment of stage of change is appropriate and justification is provided
Client goals	Goals are vague or inappropriate	Goals are relevant to client/student concerns	Goals are relevant and SMART	Goals and objectives are relevant, SMART, co-created with the student/client, and match the client's stage of change.
Ethical concerns	Lacks awareness of potential or current ethical concerns	Identifies a general concern for any client/student	Identifies (specifically cite ACA or ASCA code of ethics) an ethical concern of the client/student that needs to be addressed	Identifies (specifically cite ASCA or ACA code of ethics) and reflects upon most ethical issues involved in working with this client/student.
Counseling Skills and Theory and/or strategies	Theoretical approach is unclear or weak fit for counseling session. Skills are vague or inappropriate	Theory statement is clear. Skills are general.	Theory described is very relevant for working with this client/student. Skills are relevant to client goals.	Theory is very relevant and reflected in the session with this client/student. Skills are relevant to client goals and match the theoretical orientation
APA style and Grammar	APA style not followed	Multiple errors throughout paper.	Minimal APA style errors. Two or fewer grammatical mistakes	APA style is followed. Paper is grammatically correct

Data Collection and Analysis
CSL 640

Mechanics	Substandard 2 pts.	Poor 4 pts.	Fair 6 pts.	Proficient 8 pts.	
Design	Vague discussion of purpose and objectives, question asked may not be relevant to role of the school counselor	Brief discussion of purpose and objectives, question asked is inconsistent to role of school counselor	Brief discussion of purpose and objectives, question asked is vague.	Clearly stated purpose and objectives with in-depth analysis of context, student needs, and issues.	____/8 pts.
Ask	Unclear discussion of what data will be gathered and how it will be collected.	Vague discussion of what data will be gathered and how it will be collected.	Brief discussion of what data will be gathered and how it will be collected.	In-depth and clear discussion of what data will be gathered and how it will be collected.	____/8 pts.
Track	Lacking detail, gaps in data collection, data not relevant to research question.	Unclear data, data presented in confusing manner.	Evaluation plan discussed briefly and description of data.	Clear and in depth discussion and identification of relevant, collected data including either mock or actual data.	____/8 pts.
Announce	Vague discussion of proposal of what to do with data.	Limited discussion on how data will be announced and/or used.	Proposal of what to do with the data is fully discussed.	Proposal of what to do with data includes multiple relevant stakeholders and reflection provided on future modifications	____/8 pts.

Total: ____/32 pts.

Forums

0	1= Does not meet	2= Progressing	3 = Proficient
Missing	Response is not directly related to the topic or reveals some misunderstanding of the topic. No evidence of readings being read.	Response demonstrates insight and provides depth or integration with other counseling topics. Missing either a response to classmate or initial response	Response and reply to a classmate demonstrates insight and provides depth or integration with other counseling topics. Clear evidence and integration of readings.

Assignments/Journal

0	1 = Does not meet	2 = Progressing	3 = Proficient
Missing	Assignment response is not directly related to the topic or reveals some misunderstanding of the topic.	Assignment response is relevant to the topic, lacks insight and depth.	Assignment response demonstrates insight and provides depth. Includes a self-reflection.