

Program Report: Guidance and Counseling

Section I – Context

1. Description of any state or institutional policies that may influence the application of SPA .

The Guidance and Counseling graduate program is located in the College of Education (COE) and the Department of Curriculum and Instruction. The Master of Education in Guidance and Counseling program is designed for those who are interested in pursuing a career as a public school counselor. Persons receiving this degree will be eligible to take the Texas Examination of Educator Standards in Texas (TExES) for the Professional Certificate for School Counselors. The course offerings in this graduate program have been designed to accommodate the student who is employed full time in the school system. The program draws candidates not only from the immediate geographical area, but also from a 200 mile radius. Courses are offered as traditional, hybrid or web-blended, and on-line format. Delivery is through face to face meetings, discussion boards, and the use of Blackboard. All course content is available on Blackboard.

Programs or courses are offered on the Angelo State University campus, as well as at Texas Tech University system sites in Marble Falls and Fredericksburg.

Courses in the program are taught from a multicultural perspective, emphasizing diversity in ethnicity, race, gender, culture, social class, and exceptionalities. Opportunities for students to explore diversity in both coursework and field experiences are provided and encouraged. Through course content and assignments, students develop counseling skills that are adaptable and applicable to both individuals and groups from a diverse population. Students are prepared to design developmental, comprehensive school guidance programs that are aligned with the unit's goal of meeting the needs of a rapidly changing school community. Additionally, candidates are prepared to carry out the functions of a school counselor as specified by the Texas Education Agency in the job description of a certified school counselor.

The Guidance and Counseling program further seeks to integrate all areas of the College of Education mission with its own goals for preparing degreed and certified candidates.

The program is built around a constructivist philosophy, which is reflected in the conceptual framework for the COE. The program emphasizes the counselor as a reflective decision maker. Candidates are required to construct a reflection at the completion of each of the courses in the program. Included in the reflection must be information on how the candidates work in the class applies to future work with a diverse student body, as well as how the work completed indicates mastery of specific standards. Candidates are encouraged - through reflections, the completion of an autobiography, and various issue papers - to first understand themselves in order to provide the best possible care and welfare of their students and/or clients. Discussion boards, thought provoking

questions, and experiential practice enable candidates to explore current and historical issues relevant to the field of guidance and counseling. During the 2007-2008 school year, in keeping with the unit goal of training candidates to be effective practitioners in a diverse classroom, a course addressing multicultural issues was added to the degree program. In CI 6349 candidates are instructed in ethical procedures according to several ethical codes, including that of the Texas Education Agency and American Counseling Association.

The course work for this professional program is tied directly to the Standards for the School Counselor Certificate as set forth by the Texas State Board for Educator Certification (SBEC). The Standards for the School Counselor Certificate are in direct correlation with the Professional Standards recommended by the American School Counselor Association. All course syllabi are linked directly to these Standards. The program includes traditional coursework, performance based activities, field based experiences, and portfolio entries. In line with unit goals, the importance of becoming a reflective practitioner is stressed throughout the program. Reflection is practiced through response to articles, theories, writings by major counseling theorists, construction of a “worldview”, interviews, an autobiography, and construction and evaluation of a guidance program. The candidates compile a professional portfolio, based on the Standards for the School Counselor Certificate. By way of the portfolio, artifacts from each class, along with reflections, are presented as part of a comprehensive program review designed to demonstrate mastery of standards and application of theories to practice to a graduate faculty committee. These standards include individual and group counseling skills, parent communication, knowledge of counseling theories, human growth and development, exceptionalities, cultural influences, professional ethics, tests and measurements, research methods, development of comprehensive counseling plans, vocational testing, and professional dispositions necessary to help all students learn. Although the Master’s in Guidance and Counseling program is not approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), every effort is made to address CACREP standards in all class offerings.

Angelo State’s counseling program consist of two options, the 36 hour Master’s in Guidance and Counseling and an 18 hour certification program for candidates who hold a Master’s degree in education or a related field. Candidates who wish to complete the master’s degree and be endorsed by the university for the Professional Certificate for School Counselors must hold a baccalaureate degree from a regionally accredited college or university; satisfactorily complete the program requirements and be recommended for certification, maintain a 3.0 GPA, complete a 150 clock hour practicum in elementary and/or secondary counseling as prescribed by state regulations; pass the TExES, a comprehensive state prescribed test; complete a comprehensive program review

demonstrating competencies in Texas' Counselors Standards, including presentation of a professional portfolio to the program advisor and two other graduate faculty members.

Candidates seeking certification as a school counselor must possess a Master's degree in education or a related field from a regionally accredited college or university, meet admission requirements, complete the core counseling classes, along with any deficiencies noted on transcript review, complete a 150 clock hour practicum in elementary and/or secondary counseling as prescribed by state regulations; pass the TExES, a comprehensive state prescribed test; complete a comprehensive program review demonstrating competencies in Texas' Counselors Standards, including presentation of a professional portfolio to the program advisor and two other graduate faculty members.

Other requirements for both the Master's Degree and Certification only include documentation of at least two years of experience as a full time classroom teacher in an accredited school setting.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks of student teaching or internships.

Both field and clinical experiences are included throughout the guidance and counseling program of study. Early field experiences include observations and interviews.

Candidates interview certified school counselors and review comprehensive guidance and counseling plans in place in the interviewee's district. Candidates develop a brochure that can be used to explain the TEA development guidance model with teachers, parents and students. Additionally, candidates must develop a resource referral guide for their community. In line with the units goal of meeting the needs of a diverse student population and as a means of further understanding the needs of all students, candidates are required to complete interviews with faculty specializing in special education. In CI 6327, candidates must attend and write a reflection on a cultural event outside of their typical experience, which correlates with the unit goal of understanding and acceptance of the diversity of cultural influences on students. This event could include ethnic celebrations, religious services, support group meetings, etc. Candidates complete experiential activities, including supervised group facilitation in CI 6344, and taped counseling interviews in CI 6343. In the latter, self-appraisal, peer appraisal, and instructor appraisal are completed. As a culminating experience candidates complete a 150 clock hour clinical practicum in a school setting. The clinical experience is completed in a Texas Education Agency accredited school under the direct supervision of a certified school counselor. Candidates complete an application for the practicum that

includes a letter of commitment from the Principal or Instructional Leader of the campus, as well as the certified school counselor of supervision record. All candidates are required to provide proof of professional liability insurance coverage prior to clinical field assignment. The University Supervisor conducts field visits at regular intervals.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

The ASU College of Graduate Studies seeks applications from candidates with strong academic preparation, leadership potential and a demonstrated commitment to education. Some candidates seek admission immediately after completing an undergraduate degree, while others attend ASU after time spent in the work force. The diversity of background and experience within the student body provides a rich dimension for classroom interactions. Potential candidates must make application to the program through the Graduate School. Application includes an official transcript verifying undergraduate degree from a regionally accredited university; admission to the Guidance and Counseling program is based on a formula constructed by the graduate school consisting of scores on the Verbal and Analytical Writing portions of the Graduate Record Exam, undergraduate GPA, and/or the last 60 hours of the undergraduate program. The official formula is as follows:

$$\text{GPA} \times 200 + V + \text{AW} = 1500 \text{ for regular admission or}$$

$$\text{GPA (last 60 undergraduate hours)} \times 200 + V + \text{AW} = 1500 \text{ regular admission.}$$

Additionally, candidates must complete a personal goals essay and satisfy the requirement for disposition set forth by the college of education for professional programs.

Candidates not meeting the criteria for regular admission may, with the permission of the program advisor, be admitted on a provisionary basis. If the candidate completes two semesters with a 3.0 average, regular admission is granted. Candidates are required to maintain a 3.0 GPA throughout the course of the program. Courses with grades less than a 2.0 must be retaken and will not count towards graduation requirements. Candidates are evaluated on a continuous basis. Candidates who fall below a 3.0 GPA are placed on probationary status for one semester. Should the candidate fail to achieve the required GPA within that time period, he/she is placed on suspension from the program for one semester.

In order to exit the program, candidates must meet all academic requirements, as well as field / clinical requirements. Additionally, candidates must successfully complete a comprehensive program review. To be recommended for certification, candidates must pass the TExES at a level proscribed by the Texas State Board of Educator Certification.

4. Description of the relationship of the program to the unit's conceptual framework.

The Master's of Guidance and Counseling supports the unit's overall goal to produce counselors who are reflective decision makers, proponents of student centered learning, critical thinkers, and who support partnerships between schools, diverse families and communities. Reflection is at the heart of course activities and serves to integrate course materials with unit goals, the presentation portfolio, and the Texas standards for counselors. The Counseling and Guidance program fully supports the unit's goals by providing candidates with a strong foundation of content knowledge, and endorsing the skills and dispositions needed for reflection decision making through experiential activities, course assignments, and program evaluation. Respect for individual differences and culturally relevant practices are stressed throughout the program. Courses are designed to introduce and train students regarding the duties of school guidance counselors. Assignments focus on how school counselor can both design and implement comprehensive developmental programs that address the academic, career, and personal needs of all students. Attention is given to Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

5. Indication of whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system.

The Guidance and Counseling program follows the model of the unit by providing continuous assessment of candidates. During the course of the program, knowledge, skills and dispositions are measured. Multiple assessments are employed to ensure a comprehensive picture of what candidates know and how the program contributes to performance in the school setting. Pre-assessment is accomplished through the criteria for admission to the program. Checkpoints are provided at various stages throughout the program and on exit. The TExES is a state certification exam that is common to both unit and program assessments. Other formal, unique assessments set up by the program include the exit level comprehensive program review (CPR) and formulation of a personal theory, both of which are scored with rubrics. Internship assessment occurs during CI 6349, by application for practicum, evaluation by practicum supervisor, self-appraisal, and instructor evaluation. The counseling work sample demonstrates impact on student learning. All assessments are tied to SBEC counselor standards.

Section II. List of Assessments

Name of Assessment		Type or Form of Assessment	When the Assessment Is Administered
1	TEXES	State Certification Exam	Exit
2	Comprehensive Program Review	Comprehensive oral exam and reflective portfolio presentation	Exit
3	Construction of Personal Theory	Written Product	CI 6346 project
4	Supervised Practicum	Field Experience	Completion of majority of academic requirements/ semester prior to graduation
5	Counseling work sample	Reflective portfolio / course artifacts	On-going throughout program
6	Skills assessment a. Individual skills b. Group skills	a. Video w/ peer/ instructor and self-appraisal b. Demonstration w/ peer/ instructor / and self-appraisal	a. CI 6343 course project b. CI 6344 course project

SECTION III – RELATIONSHIP OF ASSESSMENT TO STANDARDS

Texas State Board of Educator Certification Standards for School Counselors	APPLICABLE ASSESSMENTS FROM SECTION II
DOMAIN I—UNDERSTANDING STUDENTS	
The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meet the needs of all students.	1,2, 3,4,5
Competency 002 (Student Diversity) The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.	1,2,3,4,5
Competency 003 (Factors Affecting Students) The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.	1,2,4,5
DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM	
Competency 004 (Program Management) The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.	1,2,4,5

Competency 005 (Developmental Guidance Program) The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.	1,2,4,5
Competency 006 (Counseling) The school counselor understands how to provide effective counseling services to individuals and small groups.	1,2,3,4,6
Competency 007 (Assessment) The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.	1,2,4,5
DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM	
Competency 008 (Collaboration with Families) The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.	1,2,4,5
Competency 009 (Collaboration with Others in the School and Community) The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.	1,2,4,5
Competency 010 (Professionalism) The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.	1,2,3,4,5

SECTION IV – EVIDENCE FOR MEETING STANDARDS

Assessment I

1. A brief description of the assessment and its use in the program
As required by the Texas Education Code §21.048, successful performance on educator certification examination is required for the issuance of a Texas educator certificate. The TExES for school counselors is designed to measure the knowledge and skills delineated in the State Board for Educator Certification standards. The test is designed to measure the requisite knowledge and skills that an entry-level counselor in Texas Public School must possess. This is the exit level test for school counselor candidates. Educational Testing Service scores the examinations. A total test scaled score is reported on a scale of 100-300. The minimum passing score is a scaled score of 240. The passing standard is set by the State Board for Educator Certification (SBEC) and is approved by the State Board for Texas Education. This score represents the minimum level of competency required to be an entry-level counselor in Texas public schools. Scores are reported in the major content domains of the test and in the specific content competencies of the test. This information is useful in identifying candidate strengths and weaknesses in content preparation and/or in pedagogy and professional responsibilities preparation.
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.
The TExES addresses all of the Standards cited in Section III of this program report. It is a state developed test designed to measure over all candidate knowledge of competencies. The framework of the test consists of 30 % of questions from Domain I, 40 % of questions from Domain II, and 30 % of questions drawn from Domain III.
3. A brief analysis of the data findings:
Angelo State University has a 100 percent candidate pass rate on the TExES.
4. An interpretation of how the data provides evidence for meeting standards.
This data indicates that Angelo State University courses successfully prepare candidates for the state certification test. Courses address all Standards for School Counselors set forth by the State Board for Educator Certification.
5. Attachment of assessment documentation, including:
 - a. The assessment tool or description of the assignment;
 - b. The scoring guide for the assessment; and
 - c. Candidate data derived from the assessment.The assessment tool and scoring guides are not required for reporting state licensure data and are not attached. Candidate data is attached.

Assessment II

1. A brief description of the assessment and its use in the program.
The Comprehensive Program Review (CPR) provides faculty an opportunity to assess the candidate's knowledge, skills, and dispositions. It is a structured oral presentation presented to the program chair and two graduate faculty members. The heart of the CPR is the professional portfolio, parts of which are constructed and evaluated by individual instructors throughout the course of the program. The faculty committee evaluates the portfolio as a whole. The candidate presents a current resume, worldview, and summative reflection, along with artifacts and reflections from the portfolio. The candidate's presentation must address three key questions, 1) How do your artifacts, reflections, and worldview, indicate mastery of the TExES standards? 2) How do these items apply to future work as a school counselor? And 3) Does the summative reflection clearly show professional development.
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.
The CPR is based on the standards for counselor education. Candidates prepare a collection of artifacts demonstrating competence for each TExES principle. Each artifact includes a reflection on why that piece was selected, how the artifact addresses the competency, and how the piece shows developmental growth. The worldview addresses the candidate's disposition and commitment to providing student centered services that reflect an understanding and acceptance of the diversity within the school system. This philosophy draws upon the candidates views of him/herself as a lifelong learner, laws, issues, policies, historical points of view and other aspects of counseling in the school system. Candidates must demonstrate their understanding of theories and principles, human development issues, relevant laws and ethical concerns that influence the education and services provided to students within a dynamic, diverse setting, such as the school system. The summative reflection is the candidate's opportunity to showcase and demonstrate skills and growth over the duration of the counselor education program. It incorporates evidence derived from all of the standards reflections and artifacts to present a final picture of competency.
3. A brief analysis of the data findings:
Angelo State University has a 100% passing rate on the comprehensive program review. The program advisor, graduate faculty representative, and faculty representative complete a rubric describing actual levels of performance. The rubric descriptors (proficient, acceptable, and unacceptable) provide for consistency in expectations of all counselor candidates.
4. An interpretation of how the data provides evidence for meeting standards.
Angelo State University Counseling Program has a 100% pass rate on the CPR. As noted, candidates must address each standard in the presentation, as well as present a summation of evidence of growth and competency. Should a student score in the "Unacceptable" category of the CPR rubric, remediation would occur.

5. Attachment of assessment documentation, including:
 - a. The assessment tool or description of the assignment;
 - b. The scoring guide for the assessment; and
 - c. Candidate data derived from the assessment.

Assessment III

1. A brief description of the assessment and its use in the program.

In CI 6346, Theories of Counseling, students examine techniques and methods used by counseling personnel to help students individually and in groups with educational planning, vocational choice, and interpersonal relations. After reviewing the history, the major tenets, role of the counselor, and sample interventions; students complete reactions papers outlining major strengths and weaknesses of the theories, along with a specific application of the theory and how likely and under what circumstances they might use the theory. Drawing from this background, candidates are asked to formulate a personal theory. This is a formal paper, which includes the following queries: What are your personal beliefs about human nature? What are your personal beliefs about behavior change? Can people really change who they are or only how they behave? What needs to occur in order for people to change? What major theory best describes your own beliefs and values about counseling? Apply your chosen theory to an educational, vocational, or interpersonal relations issue or event, that you would like to resolve or change. Describe the presenting problem and past history; previous problems, etiology or nature of the problem using theoretical constructs, proposed treatment approach, techniques to be used, and possible roadblocks to change. Identify any ethical, legal or professional considerations that may present.
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

In order to complete this assignment, candidates must have an understanding of the processes of human development and diversity. They must know theories related to behavioral change as well as how cultural norms or exceptionalities influence behavior and cognitive skills. The candidate must understand how to plan, implement, and evaluate counseling services provided to students to promote success. They must be familiar with issues that may affect students under their care. They must be cognizant of areas of personal growth and development pertinent to the particular age group within their school setting. The candidate must evaluate their theory and the possible effectiveness of the theory in terms of both individual and group counseling sessions. Additionally, the candidate must be aware of ethical, legal, and professional standards that may be relevant to their chosen issue or event.

3. A brief analysis of the data findings:
This assessment was initiated during the Spring 2008 semester. The course is generally taught only once per year and limited data are available at this time. All students scored in either the “A” or “B” grade categories. Anecdotal reviews indicate that this assignment is thought provoking and helpful for candidates in examining issues which may arise and clarifying individual approaches to counseling in the school system.
4. An interpretation of how the data provides evidence for meeting standards.
The unit goals include development of critical thinking skills and a student centered approach. In completing this assessment, students must apply critical thinking skills to specific situations in the school setting. Additionally, they must consider the impact of their approach on the student, the intersection between their approach and ethical, legal, and professional standards (Competency 010) set forth by the Texas Education Agency and the American Counseling Association. Candidates must understand factors noted in Competencies 001 and 002 related to development, diversity, and counseling in order to successfully complete the assignment. Additionally, the candidate must understand the appropriateness of the use of various theory applications in small groups or as individuals (Competency 006).
5. Attachment of assessment documentation, including:
 - a. The assessment tool or description of the assignment;
 - b. The scoring guide for the assessment; and
 - c. Candidate data derived from the assessment.

Assessment IV

1. A brief description of the assessment and its use in the program.
The clinical practicum is the capstone of the candidate’s program. The practicum consists of 150 clock hours completed in a Texas Education Agency accredited school under the direct supervision of a certified school counselor and a university supervisor. Candidates are evaluated during the clinical practicum using both dispositions endorsed by the unit and TExES standards. The standards describe what every entry level counselor should know and be able to do. Candidates are evaluated on knowledge, dispositions and performance. The 10 TExES standards are:

DOMAIN I—UNDERSTANDING STUDENTS

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

During the course of the clinical practicum, both formative and summative data are collected at decision points (university supervisor observations, on-site counseling supervisor).

The on-site supervising counselor completes a rubric evaluating performance skills and dispositions. The university supervisor observes the candidate in small group instruction,

conferences with both the candidate and on-site supervisor, and completes an evaluation checklist. Candidates are required to attend regularly scheduled meetings with peers and the university supervisor throughout the course of the semester. In order to document knowledge of basic counseling concepts, candidates complete a multiple choice exam during a practicum meeting with the university supervisor. This is a secure, criterion referenced test and is scored by the university supervisor.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

This assessment aligns with all of the ten competencies of the TExES. Throughout the clinical practicum candidates must demonstrate their understanding of students (Competencies 1, 2, and 3), including typical developmental factors, diversity, and environmental and developmental factors that affect achievement, in order to provide a guidance program and counseling services that enable all students to achieve their potential. The candidate is involved daily with implementing the developmental guidance program through counseling services, small group instruction, individual conferences, and collaboration with colleagues, families, community members, and others. The candidate is called upon to demonstrate knowledge of assessment procedures by standardized administration of tests, interpretation of test scores, and designing programs for individuals and/or groups based on assessments. The candidate participates in activities designed to involve families and the communities in the guidance and counseling process, such as parent information nights, college days, vocational planning, academic planning, and individual conferences. The candidate works with other professionals in the school setting, such as the principal, teachers, assessment personnel, and on-site supervisor to promote positive change and to facilitate student learning. During the course of the clinical practicum, the candidate must be cognizant of and comply with ethical, legal, and professional standards, such as adherence to standards set by the Family Education Right to Privacy Act (FERPA), Free and Appropriate Public Education (FAPE) standards, school rules and regulations, and standards set forth by the American Counseling Association.

3. A brief analysis of the data findings:
Clinical practicum is a Pass/Fail course. To date, all students enrolled in the course have received passing scores.
4. An interpretation of how the data provides evidence for meeting standards.
The consistent passing rate on the clinical practicum experience clearly indicates evidence of meeting the TExES content standards aligned with this program.
5. Attachment of assessment documentation, including:
 - a. The assessment tool or description of the assignment;
 - b. The scoring guide for the assessment; and
 - c. Candidate data derived from the assessment.

Assessment V

1. A brief description of the assessment and its use in the program.
Assessment V is comprised of several “pieces” that are on-going evaluations throughout the program. In each course, candidates are required to choose the project that best exemplifies their understanding and mastery of the competencies associated with that course. Additionally, candidates are required to write a reflection denoting how the course/artifacts selected indicates mastery of the competencies, and how the course/artifact is applicable to their work as counselors. This assessment also includes assignments that assess the candidates understanding of diversity, skills to communicate with parents and community, understanding of the range of human growth and development, understanding of research tools and methods, knowledge of career and vocational issues, and familiarity with legal and professional issues.
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.
Artifacts from, reflections on, and assignments related to Competencies 1, 2, 3, 4, 5, 7, 8, 9, and 10 are required in this on-going assessment.
3. A brief analysis of the data findings:
Candidates’ scores are collected on each individual assignment and on the components of the direct response folio. The median score for the collective work sample is proficient. Scores are skewed towards the proficient end of the scale with a limited number falling in the needs improvement category.
4. An interpretation of how the data provides evidence for meeting standards. The majority of the candidates score at or above proficient levels on this assessment, which indicates mastery of standards.
5. Attachment of assessment documentation, including:
 - a. The assessment tool or description of the assignment;
 - b. The scoring guide for the assessment; and
 - c. Candidate data derived from the assessment.

Assessment VI

1. A brief description of the assessment and its use in the program.
CI 6343: Counseling Techniques I is a required specialization course with an emphasis on individual counseling skills. CI 6344: Counseling Techniques II is a required specialization course with an emphasis on small group counseling skills. Each candidate completes experiential activities that demonstrate skills taught in the didactic portion of the class. TExES Competency 006 requires that candidates demonstrate understanding of how to provide effective counseling services to individuals and small groups. The assignments addressing these skills are included below.
Counseling skills with individuals are assessed in CI 6343 by the following assignment:

Counseling Tapes (3 tapes @ 100 possible points each)

Three counseling tapes will be completed in this course. The tapes must be recorded on CD or DVD. **You may NOT use family members as clients to complete tape assignments.** It is advisable to use consenting adults in this process. If you are intending to work with an adolescent you must obtain and have signed a permission slip from the parents. Scripting a taped interview is strictly prohibited. Tapes must be of good viewing quality. Both persons must be able to be heard. A disclaimer at the beginning of each tape is important emphasizing that the tape is a class project and that whatever is said on the tape is confidential.

Appraisal Sheets:

For tape one and two submit a "Peer Appraisal Sheet" written by a peer reviewer. The Peer Appraisal Sheet should contain the following information and should be word-processed, saved and submitted as an Office Word (.doc) document.

Name of counselor and date of tape.

Name of peer reviewer.

An explanation of how the interview was opened.

A description of the counselor's level of communication with the client.

An explanation how the interview was closed.

A description of what significant feelings the counselee expressed and how the counselor handled these feelings.

A description of positive changes that took place in the counselee.

For tape three you will complete and submit a "Personal Appraisal Sheet". The Personal Appraisal Sheet should describe your progress (in what ways have you improved from tape one to tape three, as well as what areas you perceive as still needing improvement) as an effective helping professional. The Personal Appraisal Sheet should be word-processed, saved and submitted as an Office Word (.doc) document.

Competency 006 also requires that the candidate understand how to provide effective counseling services to small groups. This skill is assessed in CI 6344 by completion of the following assignment:

Individually facilitate a structured group activity. Your classmates will serve as your student group. You should choose a group activity for the age group that you plan to work with. Elementary activities, such as coloring, cutting, pasting, etc., are fine, IF you plan to work with elementary students. For middle school groups, you should choose some activity that you might feasibly use with them and the same for high school or adults. You will be required to write a reflection on the group experience. In this reflection, be sure and note who your anticipated audience is, including age group and any diversity factors, as well as your goals and objectives for the group. Explain how you chose the activity for this particular group.

Counselors are always desperate for activities! Please make a handout or packet for your classmates to carry with them. Each of you should leave with at least (#of people in class) activities you can use or modify. If your activity is electronic, I will be glad to put it on blackboard so your classmates can access it.

2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.

These two assessments specifically align with Competency 006, which relates to provision of effective counseling services to individual and small groups.

3. A brief analysis of the data findings:

Since the main emphasis of this assessment is the demonstration of skills for rendering counseling services and the effects that individual and small group counseling may have on the success of the learner, the data on CI 6343 and CI 6344 provide convincing evidence of the candidate's demonstration of content knowledge related to TExES competency 006. These two courses are generally taught on an annual basis. Candidates' score at proficient or exceeds expectations levels. See attached chart for distribution.

4. An interpretation of how the data provides evidence for meeting standards.
The consistent ranking of proficient or exceeds expectations clearly indicates evidence of meeting the TExES content standards aligned with this program.
5. Attachment of assessment documentation, including:
 - a. The assessment tool or description of the assignment;
 - b. The scoring guide for the assessment; and
 - c. Candidate data derived from the assessment.

SECTION V – USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Although the Guidance and Counseling program maintains a 100 % passing rate on the state licensing exam, the program is consistently and systematically evaluated for improvement. Students historically score lower on Domain I, Understanding Students, including diversity, factors that may affect development, and the developmental process. In the summer of 2008, CI 6327, Social and Multi-Cultural Issues, was added to the degree plan. This course focuses on diversity issues that candidates will encounter in the school system. It is our contention that a concentration of information, such as this course encompasses, provides a much broader understanding of and opportunity to examine diversity issues, especially when supplemented with information threaded throughout the Guidance and Counseling program. In the fall of 2009, several other changes will occur in the program, again based on an examination of candidate scores and program materials. The Exceptional Children (CI 6362) course will be changed to CI 6364 Dysfunctional Behavior. This course change is in line with the higher requirements set forth by the Texas State Board of Examiners of Professional Counselors and addresses issues that may affect development. The original materials and goals of the course will be retained and a component addressing disorders outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) will be added. Due to the increased occurrence of such disorders as depression, bi-polar disorder, developmental delays, anorexia, and post traumatic stress disorder (to name just a few) in the school system as well as in the general population, it is imperative that the school counselor have a familiarity with the “official coding system” in use in the United States.

During the summer of 2009, the Department of Curriculum and Instruction, which houses Guidance and Counseling, will begin a revision of all course syllabi. The syllabi will reflect not only the competencies for the course, but also, the relationship between the competencies, Unit goals, and NCATE standards.