**COVER SHEET**

1. **Institution’s Name:**
2. **Date Submitted:**
3. **Preparer of this Report:**
	1. **Phone:**
	2. **E-mail:**
4. **CAEP/State Coordinator:**
	1. **Phone:**
	2. **E-mail:**
5. **Name of Institution’s program:**
6. **Grade levels for which candidates are being prepared: Degree or award level (select one)**
	1. **Initial**
		1. **Baccalaureate**
		2. **\_\_\_ Post Baccalaureate**
7. **Is this program offered at more than one site?**
	1. **\_\_\_ Yes**
	2. **No**
8. **If your answer is yes to the above question, list the sites at which the program is offered:**
9. **Program report status (check one):**
	1. **\_\_\_ Initial Review**
	2. **\_\_\_ Continuing Review**
	3. **\_\_\_ Focused Visit**

**SECTION I: CONTEXTUAL INFORMATION**

1. **Candidate Information**

|  |
| --- |
| **Directions:** Provide three cycles of data on candidates enrolled\* in the program and completing\*\* the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. **Program:**  |
| **Academic** **Year**  | **# of Candidates Enrolled in the****Program** | **# of Program** **Completers**  |
|  |  |  |
|  |  |  |
|  |  |  |

\* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

\*\* Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

1. **Curriculum Exhibit (Select 1)**
	1. **\_\_\_ Option 1:** Complete the Curriculum Exhibit Form below
	2. **\_\_\_ Option 2:** Upload the Program Status Sheet (must include scholarly tools, specialty area requirements and Program Options/Cognate Criteria.)

**CURRICULUM EXHIBIT FORM BASIC PROGRAM**

**EDUCATION STANDARDS AND PRACTICES BOARD**

**SFN 14381 (05-17)**

|  |  |
| --- | --- |
| Institution:  | Major:  |
| Credits required for degree:  |
| Check one: Masters Level Specialist Level Doctoral Level |

|  |  |
| --- | --- |
| **Core Requirements** | **Program Options** |
|  | (Describe or list additional concentrations, areas of specialization or emphasis areas that candidates may take to complete a program of study. |
|  |  |
| **Total: (Minimum 32 hours)**  | **Total: ( Minimum 22 hours Including Student Teaching)**  |

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

1. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).
2. **Changes in the Program since the Last Review:** Please describe any changes since the last review and include rationale for those changes.
3. **Field & Clinical Experiences:** Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

**SECTION II: RESPONSE TO STANDARDS**

1. **Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.
2. **Course/Assessment Matrix:**
* Provide a short narrative following each section of standards describing how the program addresses the standards. (For example, identify course objectives, activities and related experiences.
* Complete the matrix.
* List courses that address the standards for your program. (All courses listed should be liked to an electronic syllabus.
* List the assessments that most clearly align with the standards. (Choose from among those listed in Section IV: Evidence of Meeting the Standard.)

**SECTION III: ADDRESSING THE STANDARDS**

**LEARNER AND LEARNING**

**Standard 1. Foundational Knowledge.**

Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students.

1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 1** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**CONTENT**

**Standard 2. Core Theories and Concepts.**

Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion. 2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 2** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**Standard 3. Instructional and School Counseling Interventions.**

Candidates use multiple data points to assess individual students’ needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 3** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**INSTRUCTIONAL PRACTICE**

**Standard 4. Student Learning Outcomes.**

Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 4** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs.**

Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 5** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

 **PROFESSIONAL RESPONSIBILITY**

**Standard 6. Professional Practice.**

Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 6** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**Standard 7. Ethical Practice.**

Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

|  |  |  |
| --- | --- | --- |
| **Standards Under Section 7** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |

**SECTION IV: EVIDENCE OF MEETING THE STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables 1a-1d described below and provide information requested related to the two-four additional assessments you selected in 2.

 **1. REQUIRED ASSESSMENTS**

 **1. A** Assessmentof Content Knowledge (Praxis II: Content Test: Complete Table 1. A reporting at least 3 years of data OR other assessment of content knowledge developed by the program- report 3 years of data**.**

|  |  |
| --- | --- |
| Year | [Enter Data Collection Start and End Dates Here] |
|  | Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

 **1. B** Cumulative GPA at the point of completion: Complete Table 1.c reporting at least 3 years ofdata (Courses included in the calculation must be required for all candidates.)

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**1. C Practicum Experience Evaluation**

 1. Build a table that includes the following

 a. The N (number of candidates)

 b. Proficiency/Evaluation scale (e.g. beginning, progressing, proficient, exceeds proficient)

 c. Performance results at each proficiency level (at least 3 years of data)

 2. Attach an electronic copy of the performance instrument

**1. C Clinical Experience Evaluation**

 1. Build a table that includes the following:

 a. The N (number of candidates)

 b. Proficiency/Evaluation scale (e.g. beginning, progressing, proficient, exceeds proficient)

 c. Performance results at each proficiency level (at least 3 years of data)

 2. Attach an electronic copy of the performance instrument

**2. Additionally,** **select from among the following assessment for a total of 6-8. Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and, where appropriate, the rubric or scoring guide.**

* + 1. Graduate/Employer/Candidate Surveys of Program Quality
		2. Capstone Assessment (e.g. research project, thesis)
		3. Capstone Portfolio
		4. Course Embedded Performances
		5. Comprehensive Exam (standardized national exam or program

 area exam other than the Praxis test

* + 1. Additional assessment of choice

**3. Respond to the following questions**:

* + 1. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.
		2. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.