

Program Report for the American School Counselor Association (ASCA) Option 1 (2019 Standards)

This form uses the 2019 ASCA SPA Standards. Programs submitting reports starting fall 2021 must use the 2019 standards.

COVER SHEET

1. **Institution Name**

2. **State**

3. **Date submitted**

MM DD YYYY

/ /

4. **Report Preparer's Information:**

Name of Preparer:	
<hr/>	
Phone:	Ext.
() -	
E-mail:	
<hr/>	

5. **CAEP Coordinator's Information:**

Name:	
<hr/>	
Phone:	Ext.
() -	
E-mail:	
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6. **Name of institution's program**

7. **CAEP Category**

8. **Grade levels⁽¹⁾ for which candidates are being prepared**

(1) e.g. K-6, K-12

9. **Program Type**

- Other School Personnel
-

Non-licensure/non-certification degree

10. Degree or award level

- Master's
- Master's/Doctorate combined
- Education Specialist

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition with Conditions

15. Is your Educator Preparation Provider (EPP) seeking

- CAEP accreditation for the first time (initial accreditation)
- Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ASCA standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for any field-based experiences (connected to coursework) and the number of hours/weeks for school counseling practicum or internships. (Response limited to 8,000 characters)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

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4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, PDF files, and other commonly used file formats are acceptable.

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5. Candidate Information

Directions: Provide three years 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. Report the data separately for the levels/tracks (e.g., alternate routes for school counselor licensure, education specialist, master's, master's/doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Name of School Counselor Preparation Program:

Academic Year	# of Candidates Enrolled in the School Counselor Preparation Program	# of Program Completers ⁽²⁾

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved school counselor preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University⁽³⁾	
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ASCA standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Content knowledge (required)			
Assessment #3: Candidate ability to plan (required)			
Assessment #4: Field experience - practicum/internship (required)			
Assessment #5: Candidate ability to integrate domains of knowledge and apply professional skills as evidenced by positive student outcomes (required)			
Assessment #6: Additional assessment that addresses how candidate integrate domains of knowledge and apply professional skills as			

evidenced by positive student outcomes (required unless addressed in #5) (required)			
Assessment #7: Additional assessment that addresses ASCA Standards 2-7 (optional)			
Assessment #8: Additional assessment that addresses ASCA Standards 2-7 (optional)			

- (10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
- (11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
- (12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each ASCA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ASCA standards.

	#1	#2	#3	#4	#5	#6	#7	#8
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments and data reported must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides/rubrics should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards.

- In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in CAEP standard 1:
- Content knowledge (Assessments 1 and 2)
 - Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
 - Focus on student learning (Assessment 5)
 - Professional skills (Assessment 6)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including: (a) the assessment tool or description of the assignment; (b) the scoring

guide/rubric for the assessment; and
(c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available

- 1. State licensure tests or professional examinations of content knowledge in school counseling. ASCA standards addressed in this entry could include but are not limited to Standards 1-5. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)**

Successful completion of exam addresses all ASCA standards with the exception of standards that can only be demonstrated in field experiences. Provide assessment information as outlined in the directions for Section I.

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- 2. Assessment of content knowledge in school counseling. ASCA standards addressed in this entry could include but are not limited to Standards 1-5. Examples of assessments include comprehensive examinations, reflections, essays, research papers, or case studies where grades are present; and other portfolio tasks. ⁽¹³⁾(Answer Required)**

Provide assessment information as outlined in the directions for Section IV

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⁽¹³⁾A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

- 3. Assessment that demonstrates candidates can effectively plan the professional responsibilities of a school counselor. ASCA standards that could be addressed in this assessment include but are not limited to Standards 2-6. Examples of assessments include the development of a comprehensive school counseling program project and description of the impact of the program on student outcomes, case studies, reflections, needs assessments, or intervention plans. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

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- 4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice in school counseling practicum/internship. ASCA standards that could be addressed in this assessment include Standards 2-7. Examples of assessments include curriculum development, project, internship project, candidate log/reflections, and clinical site supervisor evaluation demonstrating candidates' ability to apply knowledge in practice. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

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- 5. Assessment that demonstrates candidates' ability to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on students. ASCA standards addressed in this assessment include Standards 3-5. Assessments could include collecting and analyzing impact data specific to learning environment such as improved grades, reduction in behavioral referrals, school climate improvement. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

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- 6. An additional assessment that demonstrates candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on students. ASCA standards addressed in this assessment include Standards 3-5. Assessments could include collecting and analyzing impact data specific to learning environment such as improved grades, reduction in behavioral referrals, school climate improvement. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

7. **Additional assessment that addresses ASCA standards 2-7. Examples of assessments include comprehensive exams, exit surveys, alumni and/or employer followups, theses, and/or case studies.**

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Provide assessment information as outlined in the directions for Section IV

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8. **Additional assessment that addresses ASCA standards 2-7. Examples of assessments include comprehensive exams, exit surveys, alumni and/or employer followups, theses, and/or case studies.**

Provide assessment information as outlined in the directions for Section IV

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SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. **Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. **For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>**

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.