

SCHOOL COUNSELING

School of Education: Seattle Pacific University

Program Assessment Plan and Report for 2014-2015

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Conceptual Framework

Vision Statement

The Vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the equipping of educational leaders for public and private schools.

Mission Statement

The mission of the School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

Four Commitments

The School of Education's mission statement and the mission statement and Education Plan of the University share a common commitment to themes, informed by our Christian faith and values as articulated in Micah 6:8: *And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.* The themes include the commitment to leadership and service in the community, and the commitment to character and competence. All of these commitments are focused on the professional and personal growth of our graduates, and speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a "calling." For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character and competence, the School of Education's mission captures the distinctiveness of a Christian University that prepares educators who are capable and committed to have a positive impact on the learning of a diverse community of K-12 learners.

Service - Effective educators are committed to service, an idea that is deeply imbedded in the language of education. The goal at Seattle Pacific is to find ways to integrate the idea of "vocation" and Christian service in a winsome and appropriate way in the predominantly secular field of education. This need has prompted such terms as "servant leadership," an approach to leadership and service in which serving others is emphasized and "service learning," a form of experiential education that combines occupational and academic learning with service to community. Both of these aspects of service shed light on ways in which SPU candidates can fulfill their mission of service in an ever-changing world.

Leadership - Effective educators acknowledge the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion. Leadership involves bringing groups together in order to share learning, and construct meaning and knowledge collectively and collaboratively.

Competence - Effective educators demonstrate competence in carrying out their respective roles in learning communities. As competent practitioners, SOE graduates are expected to demonstrate excellence and mastery in their ability to plan and deliver instruction, use technology to support the learning of all students, and address the diverse needs of all students and their communities.

Character - Effective educators demonstrate character which acknowledges the dispositional implications of teaching and learning. Graduates will be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise, but all of these within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.

School Counseling

Candidates in the School Counseling program earn the Educational Staff Associate certificate along with an optional MEd in School Counseling. The program is typically completed in three years. Coursework is organized around *Foundations and Research Core* (five courses) including educational research, *School Counseling Core* (15 classes) including two practica for a total of 100 hours completed year two, and Internship, with a minimum of 600 hours in schools across an entire academic year completed year three.

Alignment of School Counseling Program to Conceptual Framework

The School Counseling Program is grounded in the mission of the School of Education and the University: to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values. In a practical sense, this means that individuals earning certification as professional school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

The conceptual framework of Seattle Pacific University's program in school counseling is based on theory and research that supports a developmental, systemic approach to facilitating the healthy development of students. It is consistent with the American School Counselor Association's National Standards for School Counseling Programs (Campbell & Dahir, 1997), National Model for School Counseling Programs (2003), and position statement on comprehensive school counseling programs (ASCA, 1997). This framework rests on the following principles:

School counselors

- Are integral to a comprehensive developmental approach to education;
- Focus on preventive and developmental strategies and sound educational interventions based on empirical research and best practice;
- Stress collaboration and consultation with other school personnel and community resources to meet the needs of all students;
- Maintain the highest level of professional and ethical competence.

The role of the school counselor in the school is central to assisting all students towards healthy development. Our students receive extensive in-class and school-site based training in the areas of lifespan development, counseling, collaboration, consultation, and coordination. Their role is that of an educator who engages in a preventative, developmental, systemic approach to counseling, education, family, and community.

Student development must be determined accurately with the highest and most current levels of professional knowledge and skill. Educational decision-making is based fundamentally on current best practice, assessment results, and legal and ethical guidelines. Thus decisions are made on solid, verifiable knowledge and grounded in professional guidelines. School counselors actively participate in educational decisions regarding students.

Schools are but one element in the student's world, and in order for students to find appropriate help and support, the family/community must be involved in the prevention and intervention process. School counselors are knowledgeable about school and community resources and can refer students when appropriate.

The School Counseling Program is grounded in the mission of the School of Education and the University: to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values. In a practical sense, this means that individuals earning certification as school counselors from Seattle Pacific University will practice ethical principles in their work in schools.

In each of the aforementioned areas, the program emphasizes the role of research in the knowledge and evaluation of programs that will help students succeed. It is a performance-based program in that students are required to demonstrate high standards of knowledge and skills while working with faculty and students in K-12 schools throughout their program. Students completing this program will be able to support students and teachers in achieving the Washington State learning goals.

Philosophy of the School Counseling Program

The philosophy and purposes of the school counseling program are to competently:

1. Educate students in the profession's history, developmental and counseling theoretical foundation, research, and best practices;
2. Prepare students for excellence in the professional use of skills in counseling, collaboration, consultation and referral, coordination of comprehensive school counseling programs, and evaluation/assessment;
3. Assist students experience the ongoing and direct application of classroom learning to the school counseling context;
4. Instruct students using research-based developmental theory and research to effectively assist all children and youth (and their families), including those with special needs and diverse backgrounds.
5. Help students integrate their whole person as they serve as professional school counselors. As faculty and students, we will seek to model Christian principles such as love, honesty, integrity, compassion, self-discipline, congruence, redemption, commitment, and community.

Program Standards and Outcomes

1. School Counseling Program: Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school. The school counselor demonstrates knowledge of:

- A. History, philosophy, and trends in school counseling and educational systems;
- B. Best practices of school counseling and guidance program design and implementation;
- C. Methods of evaluation for school counseling programs and counseling outcomes.

2. Student Learning and Assessment: Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. They work effectively with other educators to monitor and improve student success. The school counselor demonstrates knowledge of:

- A. The factors influencing student development, achievement and engagement in school;
- B. Current Washington State learning goals, assessments, and requirements;
- C. Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;
- D. Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

3. Counseling Theories and Techniques: Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students. The school counselor demonstrates knowledge of:

- A. Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;
- B. Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;
- C. School and community resources to support student needs across the three domains;
- D. Research relevant to the practice of school counseling.

4. Equity, Advocacy, and Diversity: Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities. The school counselor demonstrates knowledge of:

- A. The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;
- B. The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;
- C. The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.

5. School Climate and Collaboration – Certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families. The school counselor demonstrates knowledge of:

- A. Elements of safe and effective learning environments;
- B. Effective approaches to build family and community partnerships to support student learning;
- C. Systems change theories and models of collaboration in school settings;
- D. The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.

6. Professional Identity and Ethical Practice: Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling. The school counselor demonstrates knowledge of:

- A. Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;
- B. The school counselor's role as member of and leader in the educational community;
- C. Ethical and legal considerations specifically related to the practice of school counseling.

(Program standards are adapted from Professional Educator Standards Board, Standard 5 - School Counselor Program Approval Standards established in WAC 181-78A-220 <http://program.pesb.wa.gov/standards>)

CACREP Standards

SECTION II PROFESSIONAL IDENTITY: KNOWLEDGE

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of
(a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Assessments

Competency Standards Internship Evaluation

The Competency Standard [Internship] Evaluation consists of 47 items, aligned with each of the 6 approval standards for school counselor programs [published by PESB](#). Items represent knowledge, skills, and evidence-based practices for promoting the work of counselors as members of school and district leadership to support academic and social success for students. At the completion of each academic quarter, the candidates and site supervisor, in consultation with the university supervisor evaluate the degree to which the candidate is meeting competency. The rating scale for Competency Standard Internship Evaluation includes 3 Met – Substantial evidence for professional practice, 2 Emerging – Knowledge and skills evident, but in need of evidence, 1 Not Met – Needs assistance, and N – Did not have opportunity to demonstrate/observe.

Electronic Portfolio

Students develop a website as a repository for assignments completed through coursework at the beginning of the program. Assignments, such as *Multicultural Presentation*, *Ethical Decision Making Model*, and *Observation Paper*, are aligned with program standards and developed in specific classes. For each standard, there is an identified course and assignment. Program faculty rate each portfolio entry before candidates begin internship, 4 Highly Competent, 3 Competent, 2 Approaching Competence, 1 Needs Improvement, or 0 Unavailable to Rate.

Comprehensive Exams

Comprehensive exams are completed by candidates near the conclusion of the program. Exams are scored by program faculty, covering six open-ended items aligned with 1) Knowledge and Understanding or Content, 2) Examples Given to Support Responses 3) Authorities, Research Cited, 4) Logical and Coherent Arguments, 5) Quality of Writing, Vocabulary, Essay Organization, Punctuation, and 6) Demonstrated Ability to Analyze and Synthesize Information. Items are scored 5-Excellent to 1-Poor.

End-of-Program Survey

The End-of-Program Survey includes 10 items surveying candidate perceptions of program features and counseling knowledge and skill, such as effectiveness of adjuncts, multiculturalism, and family advocacy. Items are scaled 1 strongly disagree to 4 strongly agree. There are four open-ended questions inviting feedback from completers on scaled items, program strengths, recommendations, and other comments. Additional items ask about program administration and these are rated 1 Poor to 4 Excellent.

Completer Survey

The completer survey is deployed several months after program completion. Items cover employment, assignment, quality of preparation, work with diverse learners, and overall quality. Program quality is surveyed with items aligned with program standards scaled 5-Excellent to 1-Poor. Open-ended items enable completer response to program strengths and weaknesses. The survey consists of 10 items.

Follow-Up Survey

The Follow-Up Survey is deployed mid-winter, to completers three years after graduation. The Follow-Up survey consists mostly of open ended items, and items asking about employment and induction.

Timetable

<i>Stage and Date</i>	<i>Information</i>	<i>Collection</i>
Selection: up to April 1	Previous GPA Dispositions Cultural competence Knowledge of profession Letters of recommendation Writing sample Interview	Graduate Center Selection committee
Each Quarter	Review of student performance at meetings GPA	Program faculty Graduate programs manager
Program End	Comprehensive exams End-of-Program Survey	Graduate programs manager Director of Assessment
First Year: December	Completer Survey	Director of Assessment
Three Years After Graduation: January	Follow-Up Survey	Director of Assessment

Results

Completers

Completers N*	Female	Unidentified	White	Black or African American	Asian	American Indian	Alaska Native	Native Hawaiian	Pacific Islander	Hispanic or Latino	Undergrad GPA at admission			
											M	Median	Max	Min
17	16	1	13	0	3	0	0	0	0	0	3.44	3.54	3.85	2.75

*Note. Completers defined as earning certification or degree between September 1 and August 31.

Competency Standard Internship Evaluation

3 - Met to 1 - Not met	M	Max	Min
I. Implements and promotes ASCA National Model	2.88	3	2
I. Demonstrates leadership in the school	2.94	3	2
I. Audits school counseling program to determine effectiveness	2.80	3	2
I. Shows evidence that the counseling program is aligned with the mission of the school and has a positive impact on student learning	2.94	3	2
II. Delivers classroom guidance lessons	3.00	3	3
II. Shows skill with classroom guidance with non-general education students	3.00	3	3
II. Coordinates or Collaborates with teachers regarding classroom lessons	2.93	3	2
II. Connects large group guidance lessons with EALRs/GLEs	2.79	3	2
II. As effective, strength-based classroom management skills	2.94	3	2
III. Communicates with caregivers on ways to encourage student success	2.94	3	2
III. SAT/MDT involvement	2.88	3	2
III. Helps create behavior plans/contracts	2.71	3	2
III. Presents a large-group parent information session	2.73	3	2
III. Presents a staff in-service	2.82	3	2
III. Consults with school staff	3.00	3	3
IV. Conducts a needs-assessment to identify risks/problems at school	2.94	3	2
IV. Provides theory-driven individual counseling services	3.00	3	3
IV. Provides group counseling using best practice curricula	2.88	3	1
IV. Provides outcome data of individual and group counseling services	3.00	3	3
IV. Monitors academic progresses and creates intervention plan for students to reach potential	2.88	3	2
V. Evidence of working with diverse population	2.88	3	2
V. Be resourceful when working in communication with caregivers whose 1st language is not English	2.87	3	2
V. Establish collaboration with "trusted advocates" in community	2.82	3	2
VI. Involvement in school and district meetings	3.00	3	3
VI. Communicates effectively with stakeholders in the school (recess monitors, ELL tutors, teachers, office staff, administration)	3.00	3	3

VI. Know district policy on crisis intervention	2.88	3	2
VII. Utilizes community resources to advocate for students	2.88	3	2
VII. Provides referrals to outside counseling or community agencies	2.93	3	2
VII. See other categories that involve staff training and family involvement	NA	NA	NA
VIII. Uses technology to communicate with staff, students, caregivers, and community	2.94	3	2
VIII. Uses technology in large group guidance	2.94	3	2
VIII. Analyzes data to use in evidence-based practice	2.81	3	2
IX. Shows evidence of familiarity with school, district, and state assessments	2.76	3	2
IX. Interprets test results to caregivers	2.86	3	2
IX. Collaborates and coordinates with school psychologist to advocate for students	2.88	3	1
IX. Uses data to narrow the achievement gap	2.71	3	2
X. Involvement in a peer helper program	2.67	3	1
X. Participates in a school committee	2.77	3	1
X. Advocates for smooth transitions for students (to next level or after graduation)	2.94	3	2
X. Advocates for underserved populations to maintain enrollment in school and graduate	2.82	3	1
XI. Follows guidelines and ethical standards of ACA & ASCA	3.00	3	3
XI. Abides by WAC and Revised Code of Washington	3.00	3	3
XI. Adheres to district policy	2.94	3	2
XI. Keeps up-to-date in the field by receiving supervision and participating in professional development activities	3.00	3	3
XII. Maintains log of weekly activities (fit with National Model)	3.00	3	3
XII. Participates in self-care to protect from burn-out	3.00	3	3
XII. Solicits feedback from multiple sources to evaluate effectiveness of interventions and programming.	2.94	3	2
17 = pass, 0 = fail			

Electronic Portfolio

N = 18

1 – Needs improvement to 4 – Highly competent					
Program Standard Content	Course	Evidence	M	Max	Min
1. School Counseling Program	EDCO 6672: K-12 Comprehensive School Counseling	Group Presentation	4.00	4.00	4.00
2. Student Learning and Assessment	EDCO 6674: Assessment	Psych report critique	3.63	4.00	3.00
3. Counseling Theories and Techniques	EDCO 6931: Counseling Theory & Skills	Counseling Theory Spreadsheet	3.94	4.00	3.00
4. Equity, Advocacy, and Diversity	EDCO 6677: Multicultural Counseling	Multicultural Presentation	3.81	4.00	3.00
5. School Climate and Collaboration	EDCO 6670: Introduction to School Counseling	Observation Paper	3.88	4.00	3.00
6. Professional Identity and Ethical Practice	EDCO 6675: Legal & Ethical	Ethical Decision Making Model	3.69	4.00	3.00
18 = pass, 0 = fail					

Comprehensive Exams

N = 38

1-Poor to 5-Excellent						
	Knowledge and Understanding or Content	Examples Given to Support Responses	Authorities, Research Cited	Logical and Coherent Arguments	Quality of Writing, Vocabulary, Essay Organization, Punctuation	Demonstrated Ability to Analyze and Synthesize Information
Average	4.05	4.16	4.05	4.24	4.21	3.97
Max	5	5	5	5	5	5
Min	2	2	3	2	2	2
37 = pass, 1 = fail and required rewrite						

End of Program Survey

17 completers, 100% of the graduating class of 17, responded to the survey.

4 Strongly Agree to 1 Strongly Disagree	M
EDCO (school counseling) core courses are useful/relevant to my professional development.	3.76
EDU foundations classes are useful/relevant to my professional development.	2.94
The full-time (Drs. Edwards, Hyun, Sink) school counseling faculty were effective educators.	3.88
The part-time (Adjunct) school counseling faculty were effective educators.	3.35
I was prepared to facilitate a comprehensive school counseling program.	4.00
The spiritual distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.71
The multiculturalism distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.76
The family advocacy distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.65
The child development distinctive of the program was integrated into the whole program (courses, practicum, internship).	3.59
I was well supervised in my practicum and internship experiences by my SITE Supervisor (school counselor on site).	3.88

The education foundation classes were specifically geared towards teachers. While that is not a bad focus a lot of the time there was a lack of applicability for counselors. It made the reading materials, assignments, etc. not as useful because they did not have a counselor focus.
The statistics courses seemed unnecessary. I think there need to be classes that are more about finding and reading research in a way that fits the lifestyle of a counselor as opposed to getting into how to do the statistics. These classes could have been much more effective.
It was really hard to get ahold of my university supervisor for internship. I met with her twice at my site and once off campus. As a instructor in the class she had a lot of great information but as a supervisor it was really hard to get ahold of her.
The adjunct professor (Bella) was inflexible as a university supervisor. Other cohort members complained about how stressful it was to have her as a supervisor because she rarely responded to emails and never had any time free to meet. On one occasion, she asked everyone to meet with her on a Saturday for supervision. In my opinion, the supervisor should have a flexible schedule and make time for the graduates that they are supervising. Bella is a great professor and also so smart and passionate, and I would love to have her as a lecturer again. However, I think she overcommitted when she became a supervisor.

4 Excellent to 1 Poor	M
Application process and requirements	3.65
Student financial services such as financial aid	3.35
Admission and orientation to the program	3.71
Advisement across the program	3.65
Course registration	3.76
Communication of graduation requirements	3.47
Certification paperwork and requirements	3.47
Job placement activities like resume and job fair	3.35
General campus facilities such as classrooms	3.71
Computer information services such as email and Blackboard	3.71
Library resources such as access to books and periodicals	3.65
Program quality	3.88
Preparation to work with diverse students and parents	3.81

4 Absolutely to 1 Not at all	M
Would you recommend this program to a colleague?	3.71

Strengths of the Program
-Caring professors that want to support us as individuals, not simply as counseling candidates. -The cohort model allowed for strong relationships to develop that I will carry into my professional career -The length of the program was appropriate for me to feel truly prepared to work as a PSC
-Small classes -Community focused -Knowledgeable educators -So many more amazing things
It prepared us well for all aspects of school counseling, such as multiculturalism, working with families, leading MDTs, how to plan and lead a CSCP, how to use data to show program effectiveness, and how to help remove barriers so every student can learn.
My cohort was very close and I always felt the professors really care about the students.
Small co-hort model, relationships and availability of professors, interesting, innovative, and relevant course work, spiritual components.
The professors have really taken the time to invest in our lives. They continuously check in with us, ask how we are doing, pray for us, etc. I have felt incredibly cared for throughout these last 3 years. The textbooks chosen have been very applicable and the course content has been excellent.
Great
A close-knit cohort community with a strong foundation from the professors.
There are many incredible strengths to this program, but overall, I'd say the professors' care in developing our skills as their colleagues and the cohort style of the program are what make it unique and amazing!
The full-time faculty The strength-based nature of the program The spirituality and multi-cultural components Bringing in really good current counselors, principals, etc. (though not all of them were good) K-12 class
I think that the spiritual aspects of the program are very strong and the instructors provide excellent instruction throughout each class and during internship. I was very pleased overall with this program.
The relationships built and developed through this program (both within the cohort and with professors) make this program what it is. Starting at Blakely and ending with the Banquet help to foster this - Keep those ties strong! :)
It's personal and made me feel like I have been a part of a family. Having professors with the depth of heart, knowledge, and experience was integral to my success and I appreciate their commitment to the profession.
3 year program and the professors

Chris Sink! The content of the EDCO classes seemed really relevant and helpful during my internship. I loved the hands on work that we had. Blakely Island was an amazing way to start the program! In the beginning I was felt refreshed after class and excited to learn more.

I loved all the classes. And I felt very prepared for comprehensive exams. Chris Sink is a strength of the program.

The support from the professors

Recommendations for the Program

-Add another staff member! Our professors have a ton on their plates- I feel they could use extra support.

-Professors mostly responsive via email, however others would never respond.

Maybe more help around finding practicum and internship sites so they can be a good fit for students

A more thorough overview in the first year of what to expect in the 2nd and 3rd years of the program. I feel like the handbook did not adequately describe what to expect and I was often surprised when I found out in the 2nd and 3rd year.

Job preparation a quarter earlier than it was offered, diversity within classmates

Making the education foundation classes more applicable for counselors. Information on internship/practicum given earlier to calm nerves, just using a small section of a class to cover this information. Some communication could be improved, when asking questions via email it didn't always seem like I got clarity on some of my questions.

More communication for interns starting their internships in August.

I would recommend adding additional faculty who could spend more time mentoring and advising students. As we advanced in the program, I felt that the faculty were more and more busy, which made reaching them for questions/concerns more difficult.

My university supervisor for my internship was very hard to schedule with and was not useful. The internship plan was overwhelming. Mine ended up being almost 10 pages long and was too unwieldy to actually use during the internship. It was just a pain.

I think Family Advocacy would've been a much better course to be taken during a summer quarter while the Special Education Programs should be a normal 10 week course. I felt like I did not get to spend enough time learning about Special Ed Programs and it would've benefited me to spend a lot more time on it rather than it being rushed. I think Family Advocacy did not need to be a ten week course. The materials we are currently going over in our Spring Quarter Internship Supervision class should've been done during the Winter Quarter. Much of the material we are currently learning, we could've used throughout our internship, but because we are going over it in Spring Quarter it is, for the most part, too late. Also, waiting to go over cover letters and interviews and job application related material until the Spring Quarter proved to be too late as well. Many of us had started interviewing and long turned in cover letters which we then had to go back and re-work. It would've been nice to have done that as a part of the Winter Quarter once Comps were over.

Communication and clarity in some requirements (especially regarding practicum, internship, and comps) would be helpful earlier in the program. Maybe giving students a sense of what comp questions might look like at the end of each course could help to reduce pre-comp anxiety (Example: At the end of 'Students At-Risk', present students with a few sample questions asking about how bullying might be addressed through a comprehensive program or how alcohol use may be addressed on an individual level.)

It would be amazing to have the stats courses designed specifically for school counselors, and maybe a course on practically using excel and data in tangible ways so that we could hit the ground running with those tech and organization skills.

Research 2 was a wasteful class to the program

I walked into my internship knowing that I knew a lot about schools and school counseling but I did not feel confident. I think there are a lot of times where the professors are strengths based and there are time when they're not. I think once someone is torn down it would be nice to be brought back up so that confidence is there. I also think consistent feed back would be helpful. Communication on the big things such as comps, graduation, and certification would be helpful. Blackboard is a helpful tool but every class had blackboard set up differently and there is pertinent information throughout the whole site but it was often hard to find things in an efficient manner.

Organization, organization, organization. I had SO MANY colleagues asking me about when/where comps were going to be. Additionally, they would ask me about assignments because expectations were unclear. I hated not having templates for a lot of the documents that I was expected to turn in. Also, finding a good internship site is such a crazy process. I don't think we should be on our own for this.

More clear/consistent regarding supervision during internship.

Other Comments

Thank you for preparing me to the best!

-When responding to students, provide answers instead of only saying "look at handbook"

Overall, I think the counseling program at SPU has been absolutely amazing. I rave to all my family members and friends and feel that I am well trained and prepared to enter into the schools as a professional school counselor. It is a hands on program, with strong foundational classes, and caring professors. I have absolutely been blessed beyond measure by it.

I loved this program and I am so glad to have found it and graduated with such an amazing cohort! Thank you!

Thank you for a wonderful preparation program. I have enjoyed it very much.

Completer Survey

7 completers, 41% of the graduating class of 17, responded to the survey.

Which single choice best describes your current employment?	Count
Employed in WA public school district	7

Which role best describes your position?	Count
School counselor	7

5 Well Prepared to 1 Poorly	M
History, philosophy, and trends in school counseling and educational systems;	4.00
Best practices of school counseling and guidance program design and implementation;	4.71
The factors influencing student development, achievement and engagement in school;	4.67
Current Washington State learning goals, assessments, and requirements;	3.86
Group dynamics and team facilitation strategies to enable students to overcome barriers to learning;	4.00
Curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	3.86
Current theories and methods for delivering individual and group counseling and classroom guidance for individual, target, and universal domains;	4.86
Strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems;	4.29
School and community resources to support student needs across the three domains; Research relevant to the practice of school counseling.	4.29
The cultural, ethical, economic, legal, and political issues surrounding equity and student learning;	4.57
The community, environmental, and institutional opportunities that affect the academic, career, and personal/social development of students;	4.14
The ways in which educational decisions, programs, and practices can be adapted to be culturally congruent and respectful of student and family differences.	3.86

Elements of safe and effective learning environments;	4.14
Effective approaches to build family and community partnerships to support student learning;	4.14
Systems change theories and models of collaboration in school settings;	4.57
The potential impact of and models to address crises, emergencies, and disasters on students, educators, and school.	4.00
Professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	4.00
The school counselor's role as member of and leader in the educational community;	4.71
Ethical and legal considerations specifically related to the practice of school counseling.	4.71
Program quality	4.71
Preparation to work with diverse students and parents	4.29

5 Absolutely to 1 Not at all	M
Would you recommend this program to a colleague?	4.86

Program strengths
As I have stated in numerous other class and program evaluations; I loved my experience at SPU. I have never felt so cared for by my professors. We were like a little family. All of our professors were incredibly professional, knowledgeable, and equipped us to be amazing school counselors.
ASCA model; personal connections to professors, cohort members, and graduates; professors; K-12 class; spiritual focus; individual counseling; retreat at beginning of program
Professors who view students as future colleagues - They truly care
The close knit community the professors created, the time spent in the field
Cohort model, approachable professors, year long internship experience

Program weaknesses
Education Block classes are NOT relevant to School Counselors in any way. I found little to no application in any of those courses; they were all focused and aimed towards teachers which made engagement very difficult.
foundations classes not terribly effective; classes during internship year were less useful than others; stats class wasn't bad, but it's relevance to everyday school counseling was vague; finding an internship placement was BRUTAL. I looked for almost 6 months. Other programs help find an internship site. Although I wouldn't want the program to force a site on me, I would have loved to have help.
Sometimes communication about logistics regarding the program were not always clear
More emphasis on realistic scenarios we will deal with

Additional comments
I loved this program and am so thankful I didn't choose a different one; Chris Sink made the program extra amazing - he will be hard to replace :(; the SPU education career fair was really helpful

Follow-Up Survey

11 completers, 50% of the graduating class of 22 from 2011-2012, responded to the survey.

Which single choice best describes your current employment?	Count
Don't work in education field, not applying to work in education	1
Employed in WA public school district as a school counselor	10

District name
Issaquah
Snoqualmie valley school district
Lake Washington School District
Tacoma Public Schools
Franklin Pierce
Tukwila
Lake Washington School District
Bainbridge Island School District
Mukilteo School District
Kent

Looking back on your years in school counseling, where could you have used more training?
504 plans!
A whole class on behavioral and academic interventions that teachers can use in the classroom (e.g. prompting, close approximation, positive reinforcement, glad strategies, modified assignments etc...); behavior intervention plans etc... positive behavioral supports; how to help teachers in this area since they often turn to us for help and support and we are the behavior "expert" in the building yet I felt like I received no training in this area
Classroom Management Conducting Parent Education
Crisis Response Training, Suicide and Self-Harm
Education on state testing, introduction to class scheduling/Skyward, master schedule info, more suicide/safety plan training
high school counseling; administration
I feel like SPU really prepared me. I see counselors who have been trained by other schools in the area and I would say my program really excelled at preparing me for the job.
I felt extremely prepared to hit the ground running.
IEP's, working with community resources

What should programs do to better prepare school counselors for their first years of counseling?
Better Alumni outreach Offer PD classes/workshops for support
Better training on specific policies. Everything related to special education and 504 plans was unclear.
I had a great mentor in my internship and I have a very supportive principal who is also a mentor. I have been lucky in that way. I think both the practicum and internship were both very valuable experiences. Also, the sight visits the first quarter of school were very valuable as well.
i think they do an excellent job, high school counseling just involves a lot of non counselor duties

Maybe have a quarterly follow-up meeting for the graduating cohort to provide support to first year counselors?
Provide conversations/trainings/etc around navigating school politics. You don't always see or are involved with such as an intern, but it can be significantly impacting on a counselor, especially if a counselor is asked to mediate in any way.
We spent a whole class on assessments yet I never do these. Instead, it would be best to focus on data and how to use data in the schools. This could be a WHOLE class--- how to use data to drive the total comprehensive school counseling program (Making Data Work)
Work on more low level details instead of all theory

Any additional thoughts about helping new school counselors be successful their first few years?
An opportunity to get together and reflect (perhaps at WSCA) and check in about first 1-3 years of up and downs.
Continue to have a recent graduate talk about applying and interviewing for school counseling positions. Also maybe having a recent new counselor discuss the pitfalls or most difficult things that they unexpectedly experienced?
I think it's critical for counselors to be paired with a mentor counselor their first year at least. I was given that opportunity and it made a huge difference.
If you are at a high school, be sure you are getting a full experience of duties beyond counseling.
It would have been helpful to have very specific resources for crisis situations that were relevant to that school's area.
Just more practical knowledge
Perhaps mandatory meetings as a cohort as part of the graduation requirement? Maybe three times a year?

If you changed your mind about pursuing a career in school counseling, what were some reasons for the change?
- Having children, the cost of childcare was insane. I was basically working to pay someone else to watch my kid. - Unique opportunity to become a realtor and list a subdivision = make a lot more money with a flexible schedule! - I do plan on going back to school counseling once my kiddos are in school.

Could your preparation program have done something to assist you in persisting to choose school counseling as a career?
I felt highly prepared by my program.

Professional Educator Advisory Board Recommendations

Minutes from Professional Educator Advisory Board 11/5/2015 meeting:

PEAB members agreed that feedback seems overwhelmingly positive. The program chair addressed statements regarding not being prepared for comps. The program chair shared that students are provided with a comp exam handbook, rubric, sample questions, and actual "pass" responses and "non-pass" responses. This information is provided throughout the program in various ways. One PEAB member added that these responses appeared in PEAB student interviews, where some students communicated anxiety over program requirements and a felt need for more information.

One PEAB member noted that a common theme among responses related to site supervision, including not receiving enough support and a lack of response to email communication. The program chair responded that the program has largely relied on adjuncts for site supervision, and they could be provided with more robust training. The information they currently receive is limited, and she surmised that some supervisors may not know that they can ask questions regarding their role. Because site supervisors are paid so little, it is challenging to provide support and communication regarding supervision expectations through increased training requirements. Ongoing, regular communication with interns may not be on their radar. The program chair is open to ideas on how to best strike a balance between increasing required training while acknowledging low pay for supervisors.

Chair and Faculty Response with Recommendations

Minutes from Curriculum Committee 11/4/2016 meeting:

The program chair proposed three changes to the School Counseling program, including reducing credit requirements in several courses, splitting counseling theory and skills into two courses, adding a package of elective courses, and changing practicum to 6 credits.

The rationale for these changes emerges from student program evaluations over several years. Site supervisors and the School Counseling PEAB noted that students feel overwhelmed by the content of some courses. They suggested the program divide courses and add new courses with title changes. In order to maintain the same number of credits required for the program, faculty propose reducing the number of credits in practicum courses. In addition, one foundations course will be eliminated from program requirements.

The program will also add a package of three elective courses. All CACREP programs must increase their required credits to 90. By adding a mental health component to the program, not only will this help the program move toward meeting the 90 credit requirement but these new courses fit specific requirements for LMHC, and will bolster students' preparation for application.

The program chair noted that the program will not require additional faculty since all school counseling faculty have experience in this area. A program faculty member added that as the program grows, the department has an obligation to offer the LMHC option as not all students will be able to obtain school counseling positions in the future.