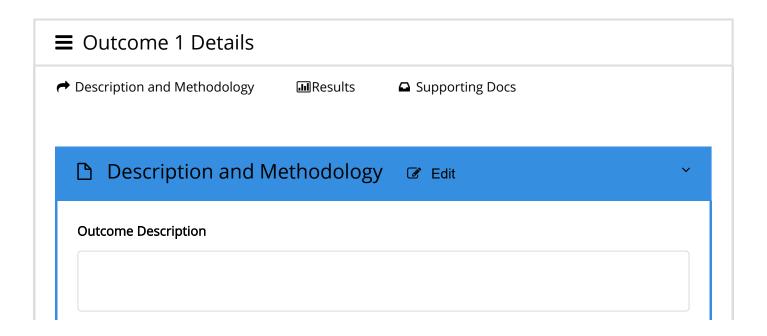
■ Assessment Plan Summary				
College/Division Education				
Department	Department Counselor Ed			
Program	M.Ed. School Counseling			
Plan Type	Learning Outcomes Plan			
Plan Status	Report approved (complete)			
Updated	Updated 09/27/2017			
Plan developed by: Elizabeth Villares				
Plan Approver:				
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)				



completing Children l Counseli	I counselor candidate will demonstrate their <u>critical thinking skills</u> by the Group Counseling Skills Practice assignment in MHS 6421 Counseling and the Small Group Counseling assignment in MHS 6800 Practicum in Schoong. The candidate's ability to differentiate instruction is required by the for all candidates who are enrolled in an initial teacher certification
Academic Lea	rning Categories related to this outcome:
Content	Knowledge
	ProceduralKnowledge (Technical Skills)
	Procedural Knowledge (Research skills)
	Declarative Knowledge
Commur	ication
	Team/Collaborative communication
	Mulimedia/Graphic communication
	Oral Communication
	Written Communication

✓ Practical Skills
Creative Skills
Analytical Skills
QEP / URI Related
No IFP Related
No Data collected from online coursework?
No
FAU Strategic Plan related goals & objectives:
Goals
Boldness: A uniquely competitive and globalized student body.
Synergy:Prominent teams of researchers and scholars.
Place: Deep engagement with South Florida's global communities
Quality:Continuously-assessed and evolving best practices.
Brand: National reputation for excellence.
Strategy:Wise and innovative allocation of resources.
Pillars (define institutional programs focused on creating knowledge that benefits society.)
Healthy aging
Neuroscience

	Ocean Science and Engineering/Environmental Sciences					
	Sensing and Smart Systems					
Pla	tforms (represent scholarly activities that apply to and support pillars)					
	Big Data Analytics					
	Community Engagement and Economic Development					
	Diversity					
	Global Perspectives and Participation					
	Healthy and Environmentally Sustainable Campus					
	Leadership, Innovation and Entrepreneurship					
	Peace, Justice and Human Rights					
	South Florida Culture					
	Undergraduate Research and Inquiry					
Per	formance Funding Metrics					
	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after					
	graduation. Net Tuition and Fees Cost to the Student					
	Six year graduation rates for First-time in College (FTIC)					
	Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]					
	Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]					
	University Access Rate [Percent of undergraduates with a Pell Grant]					
	Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]					
	Baccalaureate Degrees Awarded Without Excess Hours					
	Percent of Baccalaureate Degrees Awarded to Minorities.					

Implementing Strategy:

Candidates enrolled in MHS 6421 Counseling Children will demonstrate their ability to thinking critically by meeting expectations on FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Candidates enrolled in MHS 6800 Practicum in School Counseling will demonstrate FEAP A.3.h by recording him or herself leading a small group counseling session using the FAU model in which they tailor the group session to address various learning styles, encourage pair sharing, and ask students to nonlinguistic representations of new content in order to assess their understanding.

Candidates enrolled in MHS 6421 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in MHS 6800 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2017-2018, the School Counseling program faculty will use updated course assignments and evaluation rubrics to evaluate student performance.

Candidates enrolled in MHS 6421 will be assessed using the Group Counseling Skills Practice assignment rubric. Candidates enrolled in MHS 6800 will be assessed using the Small Group Counseling Tape assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6421 and MHS 6800 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6421 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in MHS 6800 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6421 will be offered in Jupiter in Fall 2017 and on the Boca campus in Summer 2018.

MHS 6800 will be offered on the Boca and Jupiter campuses during the Fall 2017 and Spring 2018 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

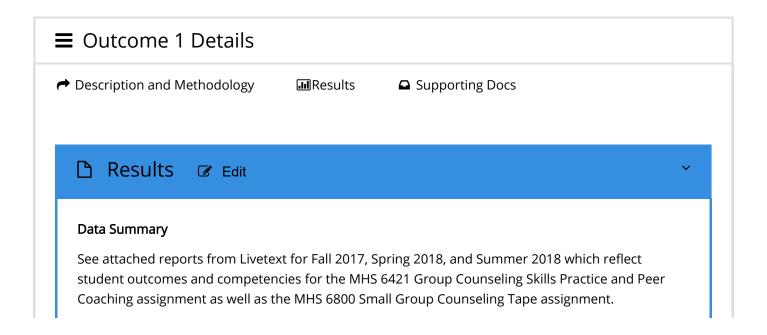
Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for success

90% of students enrolled in MHS 6421 will earn a minimum of "emerging" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

90% of students enrolled in MHS 6800 will earn a minimum of "satisfactory" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

■ Assessment Plan Summary				
College/Division Education				
Department	Department Counselor Ed			
Program	M.Ed. School Counseling			
Plan Type	Learning Outcomes Plan			
Plan Status	Report approved (complete)			
Updated	09/27/2017			
Plan developed by: Elizabeth Villares				
Plan Approver:				
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)				



22 students were enrolled in MHS 6421; 100% of students earned a minimum of "emerging" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

8 students were enrolled in MHS 6800; 100% of students earned a minimum of "satisfactory" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

The goal was met.

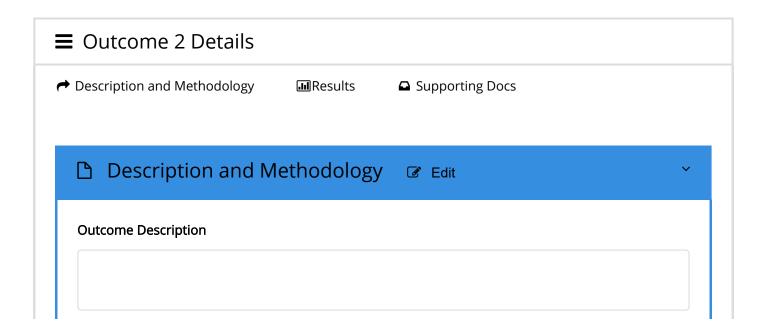
Program Improvement

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics for the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Program Improvement Codes

- 1. Curricular Change ?2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?

■ Assessment Plan Summary				
College/Division Education				
Department	repartment Counselor Ed			
Program	M.Ed. School Counseling			
Plan Type	Learning Outcomes Plan			
Plan Status	Report approved (complete)			
Updated	09/27/2017			
Plan developed by: Elizabeth Villares				
Plan Approver:				
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)				



The school counselor candidate will demonstrate their **content knowledge** by complet ing a Classroom Lesson Planning assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to sequence les sons and concepts to ensure coherence and required prior knowledge is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning	Categories	related to	this outcome:
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✓	Content k	(nowledge
		ProceduralKnowledge (Technical Skills)
		Procedural Knowledge (Research skills)
		Declarative Knowledge
	Communi	ication
		Team/Collaborative communication
		Mulimedia/Graphic communication
		Oral Communication
		Written Communication
	Critical Th	ninking
		Practical Skills
		Creative Skills
		Analytical Skills

	QEP / URI Related			
No IFP Related No				
No				
-AU	Strategic Plan related goals & objectives:			
Goal	s			
	Boldness: A uniquely competitive and globalized student body.			
	Synergy:Prominent teams of researchers and scholars.			
	Place: Deep engagement with South Florida's global communities			
~]	Quality:Continuously-assessed and evolving best practices.			
	Brand: National reputation for excellence.			
	Strategy:Wise and innovative allocation of resources.			
Pillar	rs (define institutional programs focused on creating knowledge that benefits society.)			
	Healthy aging			
	Neuroscience			
	Ocean Science and Engineering/Environmental Sciences			
	Sensing and Smart Systems			
c	orms (represent scholarly activities that apply to and support pillars)			

Big Data	Analytics				
Commu	Community Engagement and Economic Development				
Diversity	•				
Global P	erspectives and Participation				
Healthy	and Environmentally Sustainable Campus				
Leadersl	nip, Innovation and Entrepreneurship				
Peace, Ju	ustice and Human Rights				
South Flo	orida Culture				
Undergr	aduate Research and Inquiry				
Performance	Funding Metrics				
	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after				
	graduation. Net Tuition and Fees Cost to the Student				
	Six year graduation rates for First-time in College (FTIC)				
	Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]				
	Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]				
	University Access Rate [Percent of undergraduates with a Pell Grant]				
✓	Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]				
	Baccalaureate Degrees Awarded Without Excess Hours				
	Percent of Baccalaureate Degrees Awarded to Minorities.				

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system. Candidates in MHS 6423 will complete a Classroom Lessons Planning assignment in which

they develop a series of classroom guidance lessons demonstrating an understanding of the developmental needs of adolescents.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.b. by preparing a classroom lesson that documents their ability to plan a lesson that (a) is aligned to national and state-adopted standards, (b) sequences concepts to ensure coherence and required prior knowledge, (c) uses developmentally appropriate materials, (d) includes multiple activities for application of skills and competencies, (e) describes strategies to manage individual and classroom behaviors, differentiate instruction and use feedback to monitor learning and the opportunity for students to demonstrate mastery of the material.

Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2017-2018, the School Counseling program faculty use revised and updated course assignments and grading rubrics to evaluate student performance.

Candidates enrolled in MHS 6423 will be assessed using the Classroom Lessons Planning assignment rubric. Candidates enrolled in SDS 6820 will be assessed using the Classroom Guidance Lesson Planning assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6423 will be offered in Boca in Fall 2017 and on the Jupiter campus in Sping 2018. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2017 and Spring 2018 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

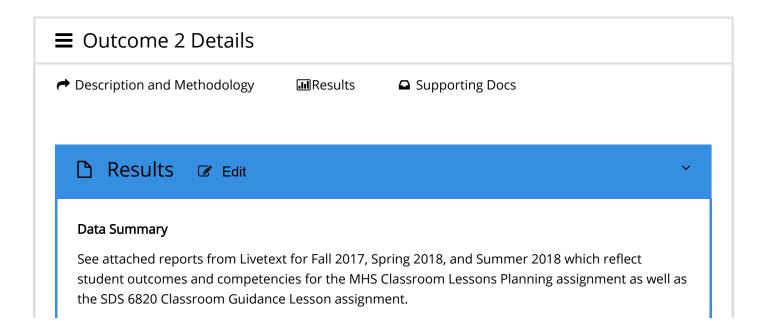
Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for success

100% of students enrolled in MHS 6423 will earn a minimum of "emerging" on the FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system.

100% of students enrolled in SDS 6820 will earn a minimum of "satisfactory" on the FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system.

■ Assessment Plan Summary				
College/Division	College/Division Education			
Department	Counselor Ed			
Program	M.Ed. School Counseling			
Plan Type	Learning Outcomes Plan			
Plan Status	Report approved (complete)			
Updated	09/27/2017			
Plan developed by: Elizabeth Villares				
Plan Approver:				
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)				



32 students in MHS 6423 were evaluated on FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system. 100% of students enrolled in MHS 6423 earned a minimum of "emerging" on the FEAP A.2.b.

7 students enrolled in SDS 6820 were evaluated on FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system. 100% earned a minimum of "satisfactory" on the FEAP A.2.b.

This goal was met.

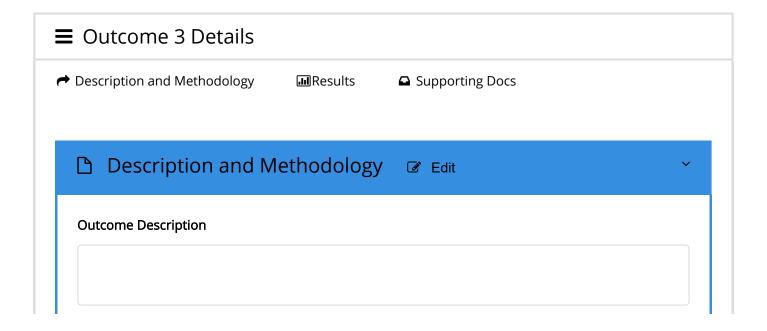
Program Improvement

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics for the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Program Improvement Codes

- 1. Curricular Change ?
- 2. Course Revision ?
- 3. Pedagogy ?
 - 4. Instructional Assignment Change ?
- 5. Assessment Plan Change ?
 - 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?

■ Assessment Plan Summary		
College/Division	Education	
Department	Counselor Ed	
Program	M.Ed. School Counseling	
Plan Type	Learning Outcomes Plan	
Plan Status	Report approved (complete)	
Updated	09/27/2017	
Plan developed by: Elizabeth Villares		
Plan Approver:		
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)		



The school counselor candidate will demonstrate their <u>communication skills</u> by completing the Classroom Lesson Facilitation assignment in MHS 6423 Counseling Adoles cents and SDS 6820 Internship in School Counseling. The candidate's ability to mode l clear, acceptable, oral and written communication skills during apparent or teac her workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program				
Academic Le	arning Categories related to this outcome:			
Content	Knowledge			
	ProceduralKnowledge (Technical Skills)			
	Procedural Knowledge (Research skills)			
С	Declarative Knowledge			
⊘ Commu	nication			
	Team/Collaborative communication			
	Mulimedia/Graphic communication			
✓	Oral Communication			
<	Written Communication			
Critical ⁻	Γhinking			
	Practical Skills			
	Creative Skills			

Analytical Skills		
QEP / URI Related No IFP Related No Data collected from online coursework? No		
FAU Strategic Plan related goals & objectives: Goals		
Boldness: A uniquely competitive and globalized student body.		
Synergy:Prominent teams of researchers and scholars.		
Place: Deep engagement with South Florida's global communities		
Quality:Continuously-assessed and evolving best practices.		
Brand: National reputation for excellence.		
Strategy:Wise and innovative allocation of resources.		
Pillars (define institutional programs focused on creating knowledge that benefits society.)		
Healthy aging		
Neuroscience		
Ocean Science and Engineering/Environmental Sciences		
Sensing and Smart Systems		

Big Data	Big Data Analytics					
Community Engagement and Economic Development						
Diversity						
Global Perspectives and Participation						
Healthy and Environmentally Sustainable Campus Leadership, Innovation and Entrepreneurship Peace, Justice and Human Rights						
			South Flo	South Florida Culture		
			Undergraduate Research and Inquiry			
	Francisco Mantuino					
erformance	Funding Metrics Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their					
erformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their					
erformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their					
erformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after					
erformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation. Net Tuition and Fees Cost to the Student					
erformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation. Net Tuition and Fees Cost to the Student Six year graduation rates for First-time in College (FTIC)					
rerformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation. Net Tuition and Fees Cost to the Student Six year graduation rates for First-time in College (FTIC) Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]					
rerformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation. Net Tuition and Fees Cost to the Student Six year graduation rates for First-time in College (FTIC) Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0] Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM					
erformance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation. Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation. Net Tuition and Fees Cost to the Student Six year graduation rates for First-time in College (FTIC) Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0] Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM University Access Rate [Percent of undergraduates with a Pell Grant]					

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Candidates in MHS 6423 will complete a Classroom Lesson Facilitation assignment in which they facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide students with differentiated instruction based on their student's individual needs during the lesson.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.i. by recording him or herself leading a classroom guidance session using the FAU model and demonstrate how they plan to use a PPT presentation with multimedia clips, use computer devices to engage the learner and assess their level of understanding, and plan to incorporate other modes of technology in their lessons.

MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2017-2018, the School Counseling program faculty will use revised and updated course assignments and grading rubrics to evaluate student performance.

Candidates enrolled in MHS 6423 will be assessed using the Classroom Lessons Facilitation assignment rubric.

Candidates enrolled in SDS 6820 will be assessed using the Classroom Guidance Tape assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6423 will be offered in Boca in Fall 2017 and on the Jupiter campus in Spring 2018. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2017 and Spring 2018 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

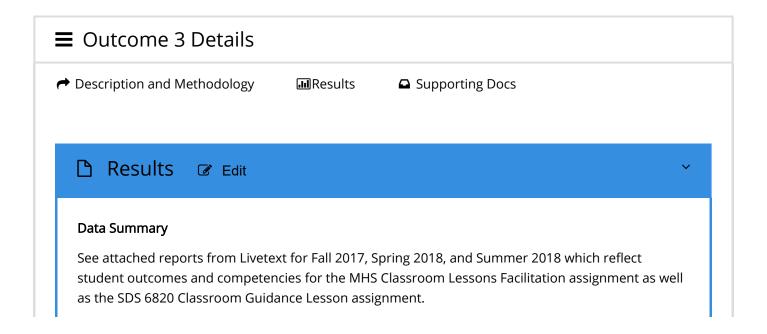
Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for success

100% of students enrolled in MHS 6423 will earn a minimum of "emerging" on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

100% of candidates in SDS 6820 will earn a minimum of "satisfactory" on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

■ Assessment Plan Summary		
College/Division	Education	
Department	Counselor Ed	
Program	M.Ed. School Counseling	
Plan Type	Learning Outcomes Plan	
Plan Status	Report approved (complete)	
Updated	09/27/2017	
Plan developed by: Elizabeth Villares		
Plan Approver:		
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)		



7 students were enrolled in MHS 6423; 100% earned a minimum of "emerging" on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

32 students were enrolled in SDS 6820; 100% earned a minimum of "satisfactory" on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

The goal was met.

Program Improvement

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics for the 2017-2018 academic year. These assignments and rubrics are now used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will now be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Program Improvement Codes

- 1. Curricular Change ?
 - 2. Course Revision ?
- 3. Pedagogy ?
- 4. Instructional Assignment Change ?
- 5. Assessment Plan Change?
- 6. Reallocation of Resources ?
- 7. Improving Advising ?
- 8. Faculty Development/Training ?
- 9. Other ?