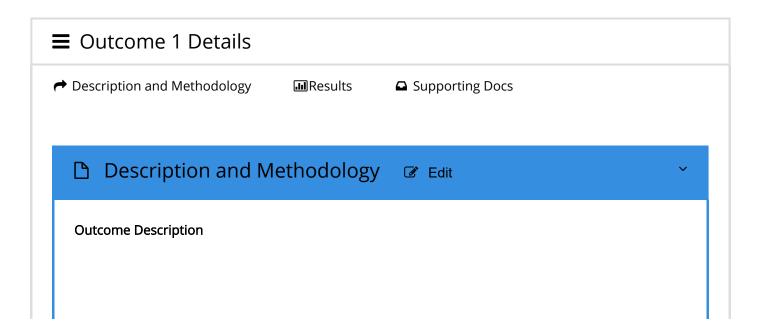
■ Assessment Plan Summary		
College/Division Education		
Department	Department Counselor Ed	
Program	M.Ed. School Counseling	
Plan Type	n Type Learning Outcomes Plan	
Plan Status	Report approved (complete)	
Updated	Jpdated 01/17/2019	
Plan developed by: Melissa Mariani		
Plan Approver: Ernest Brewer (index.cfm?event=writemessage&userid=100334)		
Carman Gill (index.cfm?event=writemessage&userid=103646)		



The school counselor candidate will demonstrate their <u>critical thinking skills</u> by completing the Group Counseling Skills Practice assignment in MHS 6421 Counseling Children and the Small Group Counseling assignment in MHS 6800 Practicum in School Counseling. The candidate's ability to differentiate instruction is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Aca	Academic Learning Categories related to this outcome:				
	Content k	Knowledge			
		ProceduralKnowledge (Technical Skills)			
		Procedural Knowledge (Research skills)			
		Declarative Knowledge			
	Commun	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 Data collected from online coursework?				
				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	Diversity					
Global F	Global Perspectives and Participation					
Healthy	and Environmentally Sustainable Campus					
Leaders	Leadership, Innovation and Entrepreneurship					
Peace, J	Peace, Justice and Human Rights					
South Fl	orida Culture					
Underg	aduate Research and Inquiry					
Performance	Funding Metrics					
Performance	Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their					
Performance	-					
Performance	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					
Performance	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					
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Performance	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]					
Performance	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 6421 Counseling Children will demonstrate their ability to thinking critically (FL-FAU-3Cs.3c - Critical Thinking, Evidence- Student selects information and interprets/evaluates information to develop analysis or synthesis) 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 2018-2019, 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 Boca in Summer 2018.

MHS 6800 will be offered on the Boca and Jupiter campuses during the Fall 2018 and Spring 2019 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.

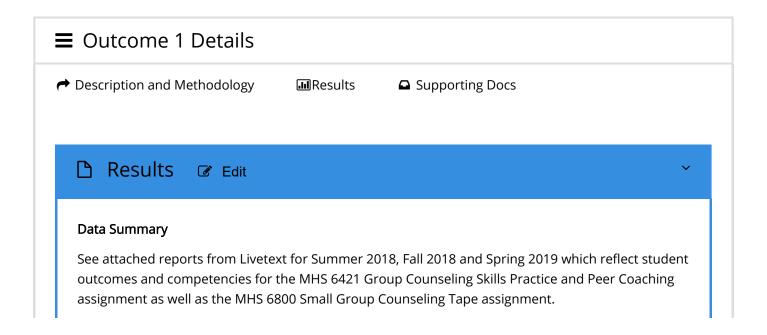
Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

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	n Type Learning Outcomes Plan	
Plan Status	Report approved (complete)	
Updated	Jpdated 01/17/2019	
Plan developed by: Melissa Mariani		
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16 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.

25 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.

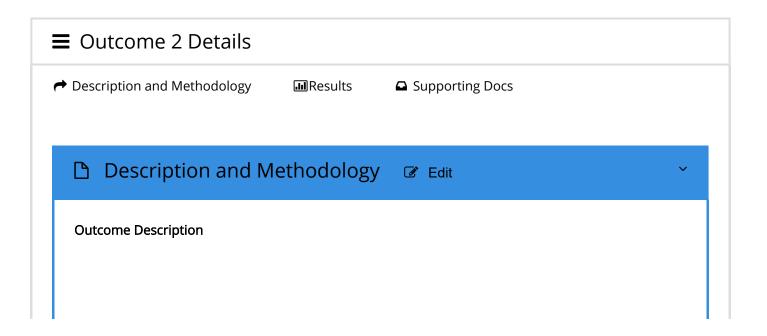
The goal was met.

Program Improvement

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in 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. In addition, in the Fall 2018 an additional text was added to both courses which expanded students' knowledge and application of Small Group Counseling Planning and related skills. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Pro	gram 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 2

■ Assessment Plan Summary		
College/Division Education		
Department	Department Counselor Ed	
Program	M.Ed. School Counseling	
Plan Type	n Type Learning Outcomes Plan	
Plan Status	Report approved (complete)	
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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>content knowledge</u> by comple ting a Classroom Lesson Planning assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to sequence less ons 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.

Aca	Academic Learning Categories related to this outcome:				
✓	Content k	Knowledge			
	✓	ProceduralKnowledge (Technical Skills)			
	✓	Procedural Knowledge (Research skills)			
		Declarative Knowledge			
	Commun	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 Data collected from online coursework?				
				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)			

Commu	Community Engagement and Economic Development				
Diversity					
Global P	erspectives and Participation				
Healthy .	and Environmentally Sustainable Campus				
Leadersł	nip, Innovation and Entrepreneurship				
Peace, Ju	stice and Human Rights				
South Flo	orida Culture				
Undergraduate Research and Inquiry					
Undergr	aduate Research and Inquiry				
Undergr	aduate Research and Inquiry				
Undergr	aduate Research and Inquiry				
	aduate Research and Inquiry Funding Metrics				
	Funding Metrics Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their				
	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				
	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				
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	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]				
	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]				
	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]				

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 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.1.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 2018-2019, 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 2018. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2018 and Spring 2019 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.

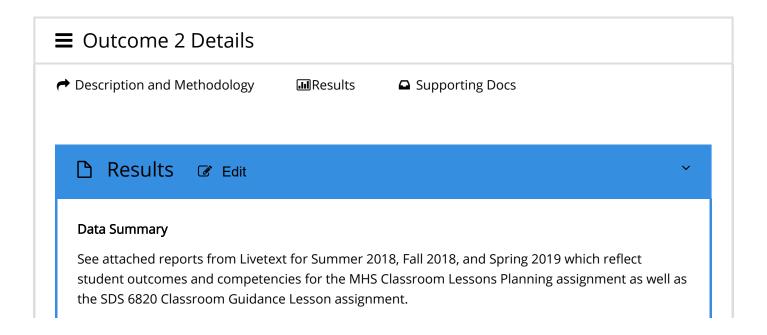
Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for success

100% of students enrolled in MHS 6423 will earn a minimum of "emerging" on the FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge.

100% of students enrolled in SDS 6820 will earn a minimum of "satisfactory" on the FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge.

■ Assessment Plan Summary			
College/Division Education			
Department	Department Counselor Ed		
Program	ogram M.Ed. School Counseling		
Plan Type	n Type Learning Outcomes Plan		
Plan Status	Report approved (complete)		
Updated	Jpdated 01/17/2019		
Plan developed by: Melissa Mariani			
Plan Approver:			
Ernest Brewer (index.cfm?event=writemessage&userid=100334) Carman Gill (index.cfm?event=writemessage&userid=103646)			



15 students in MHS 6423 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 100% of students enrolled in MHS 6423 earned a minimum of "emerging" on the FEAP A.1.b.

14 students enrolled in SDS 6820 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 100% earned a minimum of "satisfactory" on the FEAP A.1.b.

This goal was met.

Program Improvement

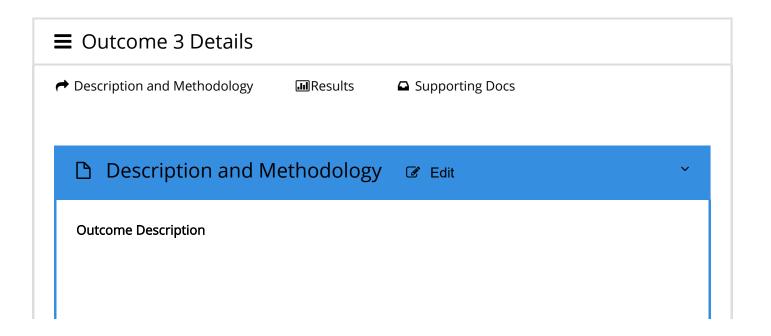
The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. 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	?
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- 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	01/17/2019	
Plan developed by: Melissa Mariani		
Plan Approver: Expect Prower (index of m20 yent - writemess 2008 userid - 100224)		
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 Classroom Guidance Tape in SDS 6820 Internship in School Counseling. The candidate's ability to model clear, acceptable, oral and written communication skills during apparent or teacher workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program

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

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.
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
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Quality to the country assessed and evening acceptace.
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Pillars (define institutional programs focused on creating knowledge that benefits society.)
Healthy aging
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Ocean Science and Engineering/Environmental Sciences
Sensing and Smart Systems
Platforms (represent scholarly activities that apply to and support pillars)

Commu	nity Engagement and Economic Development
Diversity	
Global P	erspectives and Participation
Healthy .	and Environmentally Sustainable Campus
Leadersł	nip, Innovation and Entrepreneurship
Peace, Ju	stice and Human Rights
South Flo	orida Culture
Undergr	aduate Research and Inquiry
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	Funding Metrics Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their
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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 2018-2019, 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 2018. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2018 and Spring 2019 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.

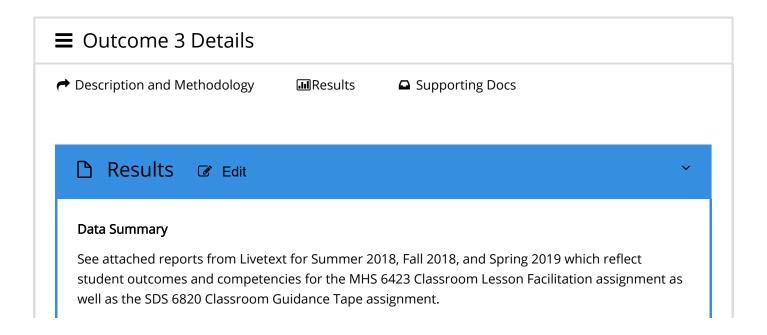
Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

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	
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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. 100% met the score of "emerging" or higher.

14 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. 100% met the score of "satisfactory" or higher.

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 ?