



COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

**SCHOOL OF COUNSELING, HUMAN PERFORMANCE, AND
REHABILITATION (CHPR)**

**COUNSELOR EDUCATION
CNSL M. Ed.**

**ANNUAL ASSESSMENT REPORT
SUBMITTED APRIL 2018**

**FOR THE REPORTING PERIOD
JULY 1, 2016-JUNE 30, 2017**

**FOR QUESTIONS ABOUT THIS REPORT, PLEASE EMAIL THE
CEHP ASSESSMENT COORDINATOR, DR. KENT LAYTON, CEHP
INTERIM ASSOCIATE DEAN
KXLAYTON@UALR.EDU**

Arkansas Department of Education
Office of Teacher Quality
Program Report for the Preparation of Teachers to be Licensed in
School Counseling

C O V E R S H E E T

Institution University of Arkansas at Little Rock

Date submitted April 16, 2018

Name of Preparer Jason Kushner, Ph.D.

Phone # 501.683.7443 **Email** jdkushner@ualr.edu

Program documented in this report M.Ed. School Counseling

Name of institution's program (s) Counselor Education

Grade levels for which candidates are being prepared PK-12

Degree or award level Master's

Is this program offered at more than one site? **Yes** **No**

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared:
School Counseling

Program report status:

- Initial Report**
- Response to a Not Recognized Decision**
- Response to a State Recognition With Conditions**
- Response to a Deferred Decision**

State licensure requirement for national recognition:

CAEP requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field. Test information and data must be reported in Section III.

GENERAL DIRECTIONS

To complete a program report, institutions must provide evidence of meeting State standards based on data from 6-8 assessments. In their entirety, the assessments and data required for submission in this report will answer the following questions:

- Have candidates mastered the necessary knowledge for the subjects they will teach or the jobs they will perform?
- Do candidates meet state licensure requirements?
- Do candidates understand teaching and learning and can they plan their teaching or fulfill other professional education responsibilities?
- Can candidates apply their knowledge in classrooms and schools?
- Do candidates focus on student learning?

To that end, the program report form includes the following sections:

Section I. Context (*6-page maximum narrative, plus three attachments not to exceed 5 pages each*)

Provide general information on the program as specified by the directions for this section.

Section II. List of Assessments (*completion of chart*)

Using the chart included in this report form, indicate the name, type, and administration point for each of the 6-8 assessments documented in this report. (Note that Section IV of the report form lists examples of assessments that may be appropriate for each type of assessment that must be documented in the program report.)

Section III. Relationship of Assessments to Standards (*completion of chart*)

Using the chart included in this report form, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards.

Section IV. Evidence for Meeting Standards (*attachments of the assessment, scoring guide/criteria, and data tables plus a 2-page maximum narrative for each of the 6-8 assessments*)

Attach assessment documentation plus a narrative statement for each assessment as specified by the directions for this section.

Section V. Use of Assessment Results to Improve Candidate and Program Performance (*3-page maximum narrative*)

Describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.

Section VI. For Revised Reports Only

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

Format and page limits for narrative sections and attachments:

Narrative: Sections I, IV, and V include narrative sections based on specific directions and page limits. Page limits are based on single-spaced text using 12-point type.

Attachments: Sections I and IV include attachments. In general, attachments should be no longer than the equivalent of five text pages.

→ Arkansas Department of Education (ADE) staff may require institutions to revise reports that do not follow directions on format and page limits. In addition, hyperlinks imbedded in report documentation will not be read by reviewers and cannot be used as a means of providing additional information.

Specific Instructions for the ADE

Who Should Submit Program Reports?

Institutions which offer School Counseling programs to prepare K-12 school counselors must respond to these guidelines. A separate program report must be submitted for each program to be reviewed.

State Recognition Decision Rules:

Additional Assessment Types (beyond the first 5 required types) required by the State:

None

Other specific information required by State only:

None

Will the State accept grades as one of the assessments?

Yes, however, if grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

SECTION I – CONTEXT

Provide the following contextual information:

1. Description of any institutional policies that may influence the application of State standards.

The University of Arkansas at Little Rock (UALR) is positioned well to address the school counseling competencies from the Arkansas Department of Education (ADE) Standards. As a CAEP accredited unit, the College of Education and Health Profession's programs in teacher education, educational leadership, and counselor education exceed the standards from its high number of full time faculty, many of whom also carry the licenses for which they prepare candidates, its cutting edge technology, and its geographic position in the capital city. UALR is accredited by the North Central Association of Colleges and Schools and is a venue often used for workshops, training programs, and collaboration between higher education and PK-12 initiatives. UALR provides outreach to the schools from its expert faculty and administration. UALR supports state standards in countless areas. The Counselor Education (CNSL) program is well positioned to prepare school counselors at all levels in the UALR service area.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The Counselor Education program adopts the standards of the Council for the Accreditation for Counseling and Related Educational Programs (CACREP) for its clinical and field experiences. Candidates complete a pre-practicum course in interview techniques in which they learn from role play and taped counseling sessions. Candidates complete a practicum in which they provide counseling services to schools over the course of a semester totaling 100 clock hours. Candidates complete an internship in their last semester which totals 600 clock hours, for a total of 700 of supervised field work prior to graduation or licensure. Field experiences are completed during the 15 week Fall and Spring semesters or the 10 week summer session. Candidates are assessed by supervising faculty at UALR and cooperating counselors at the site where they intern.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

All potential candidates must meet the requirements set by the UALR graduate school of a minimum grade point average of 2.75 cumulative and/or 3.0 in the last 60 credit hours of the baccalaureate degree. Candidates also have an interview with program faculty assessing their readiness for graduate study and interest in the school counseling profession. All candidates complete the College of Education and Health Professions biographical data form to assess professional background and interests. After entry, candidates are assessed after completing 12 credit hours and an advancement to candidacy form is completed by the candidate and advisor. Candidates are expected to achieve grades of “A” or “B” in all program courses. While “C” grades can be accepted, all candidates must achieve a GPA of 3.0 or they will be placed on probation. If a candidate remains on probation for two semesters the candidate is dismissed from the program and graduate school. A major gate keeping assessment point is Practicum. If insufficient skills are noted at this point, the course must be repeated. The final assessment points include Internship assessments by program faculty and cooperating counselor, the program comprehensive examination, and the Praxis II in Guidance and Counseling Test # 421. Candidates must satisfactorily complete all requirements to attain degrees and/or licenses.

4. Description of the relationship¹ of the program to the unit’s conceptual framework.

The conceptual framework for the Counselor Education program is the same as the conceptual framework for the College of Education and Health Professions at the University of Arkansas at Little Rock and aligns with the Arkansas School Counseling Licensure Standards, which follow CACREP standards for school counseling.

The mission of the University of Arkansas at Little Rock College of Education and Health Professions is to promote and strengthen the professional development of individuals concerned with education and human resource development in a variety of settings such as schools, colleges and universities, private and corporate organizations, and government agencies. We strive to develop professionals who use state of the art methodologies and technologies.

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¹ The response should describe the program’s conceptual framework and indicate how it reflects the unit’s conceptual framework

The Arkansas School Counselor Licensure Standards are:

Standard #1: The school counselor understands the central concepts, tools of inquiry, and structures of the discipline, and can create experiences that support the learning process for students.

Standard #2: The school counselor plans a school counseling program that is comprehensive in scope and developmental in nature.

Standard #3: The school counselor plans counseling services that facilitate student development in academic, career, and personal/social domains.

Standard #4: The school counselor exhibits human relations skills which support the development of human potential.

Standard #5: The school counselor works collaboratively with school colleagues, parent/guardians, and the community to support students' learning and well-being.

The relationship of the Counselor Education program to the college's conceptual framework is reflected in the program's outcome goals for each candidate. The Counselor Education program is held accountable to the Arkansas School Counselor Licensure Standards, and it models the standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program goals listed below are used to meet each set of required standards. In addition to these standards, we are responsible for preparing our students to succeed in passing the Praxis II test in School Guidance and Counseling. The goals are:

1. (Licensure Assessment) The candidate understands the central concepts, tools of inquiry and structures of the of the school counseling discipline measured by the Praxis II exam in School Guidance and Counseling.
2. (ADE # 1) The candidate applies knowledge of the central concepts, tools of inquiry, and structures of the discipline, and can create experiences that support the learning process for students by assessment of major concepts, multicultural competencies, and technology related to school counseling. Candidate disposition for the school counseling profession is assessed by an interview prior to admission to the program and is continually assessed in courses and field experience.
3. (ADE # 2) The school counselor plans a school counseling program that is comprehensive in scope and developmental in nature assessed by the submission of a comprehensive developmental guidance plan.
4. (ADE # 3) The school counselor plans counseling services that facilitate student development in academic, career, and personal/social domains assessed by the career project, and field experience in academic counseling and persona/social counseling.
5. (ADE # 4) The school counselor exhibits human relations skills which support the development of human potential assessed by the multicultural project and video of counseling skills.

6. (ADE # 5) The school counselor works collaboratively with school colleagues, parent/guardians, and the community to support students' learning and well-being assessed by consultation relationships with teachers and parents during field experience.
7. (Group Counseling) Program faculty assess candidates group counseling skills during on-campus group and submission of group plan.
8. (Candidate learning) the candidate demonstrates the knowledge, skills, and dispositions of the school counselor assessed by the evaluation instrument for site supervisors and program faculty.

Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system².

The assessment plan for the M.Ed. program consists of two parts: one for individual candidates and one for the program as a whole.

1. The progress of candidates toward completion of degrees will be evaluated both through the demonstration of required skills and knowledge and through completion of coursework and field experience. Degree seeking candidates must complete 48 semester credit hours, the accepted minimum of CACREP. Because a master's degree is required for a school counseling license, those with a master's upon entry can complete the licensure requirements only, which is 33 credit hours depending on prior coursework. Assessments are made for individual assignments in the courses as well as those submitted in Chalk & Wire at entry to the program, after 12 credit hours, and upon completion of the program of study.
2. The Program assessment is reported annually to the UALR provost's office for the continuing accreditation by the North Central Association of Colleges and Schools, the regional accrediting body which accredits all public schools, colleges, and universities in Arkansas. These data are compiled from the annual program assessment based on the ADE standards for school counseling candidates. The numerical results are aggregated in Chalk & Wire, the electronic portfolio College of Education and Health Professions candidates use over the course of their degree and/or licensure program of study.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system³.

The Counselor Education program uses the same assessment at each gate for all advanced program in the College of Education and Health Professions in ALab in Chalk & Wire. Included are Gate 1: undergraduate GPA, educator licensure or certification, an interview for disposition. Gate 2: GPA after 12 credit hours to determine eligibility for continuation in the program. Gate 3: specialized coursework from the ADE standards addressed in part II. Gate 4: GPA upon completion of the program, a comprehensive examination covering the program competencies in part II, Praxis II scores, and the evaluation by the internship site supervisor. All are included in ALab and are assessed in Chalk & Wire prior to candidate

² This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under CAEP Standard 2.

³ This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under CAEP Standard 2.

graduation or licensure completion. The Counselor Education standards and the artifacts that indicate their mastery are connected to the unit conceptual framework (Specialized Expertise, Communication, Professional Development, and Diversity) in the objectives of each course.

Attach the following contextual information:

1. A program of study that outlines the courses and experiences required for candidates to complete the program and copies of syllabi for those courses. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
2. Chart with the number of candidates and completers (Attachment A at end of form).
3. Chart on program faculty expertise and experience (Attachment B at end of form).

(response limited to 6 pages, not including attachments)

1. Program of study: Graduate School
Master of Education: Counselor Ed. (M.Ed.)
 Degree Seeking Licensure (Program of Study)

Admission Date _____ Admission Status _____

Name: _____ T # _____

Address: _____ Cell Phone _____

City/State/Zip _____

Degree/Certification Requirements (All Tracks)

- | | |
|--|--|
| <input type="checkbox"/> Minimum of 36-48 hours (33 hours-license) | <input type="checkbox"/> Valid Teaching Certificate |
| <input type="checkbox"/> Internship (see course requirements) | <input type="checkbox"/> Praxis II in Guidance and Counseling (test 421) |
| <input type="checkbox"/> Exit Requirements (Degree Seeking) | <input type="checkbox"/> Praxis PLT |
| - (1) Comprehensive Exam | <input type="checkbox"/> Praxis CORE |
| - (2) Chalk & Wire e-portfolio | |

Course Requirements:

Enter: Letter grade for completed course (e.g., “B”, “T” for transfer course). Attach appropriate form. WV for waived course. Attach appropriate form. Number of hours for courses not completed. (e.g., 3).

Common Core 6-12 hours (depending on preparation) Counseling Core 24 hours

- | | |
|--|---|
| <input type="checkbox"/> EDFN 7303 Intro Research _____ | <input type="checkbox"/> CNSL 7300 Foundations Guid & Cnsl. _____ |
| <input type="checkbox"/> EDFN 7330 Human Development _____ | <input type="checkbox"/> CNSL 7301 Counseling Theories & Apps _____ |
| Technology course or skill demonstration _____ | <input type="checkbox"/> CNSL 7302 Techniques. CNSL. Intvw. _____ |
| | <input type="checkbox"/> CNSL 7303 Career Dvlp. Plng. Info Ser. _____ |
| | <input type="checkbox"/> CNSL 7305 Appraisal. Serv. Cnsl. _____ |
| | <input type="checkbox"/> CNSL 7307 Group Cnsl. _____ |
| | <input type="checkbox"/> CNSL 7308 Cross-Cul. Cnsl. _____ |
| | <input type="checkbox"/> CNSL 7313 Ethical-Legal Issues in Cnsl _____ |

Supervised Practice 9 Hours

- CNSL 7330 Practicum (School Cnsl)
- CNSL 7340 Internship (300hr) _____
- CNSL 7640 Internship (600hr) _____
- CNSL ---- Specialty _____

Electives 6-9 hours

- SPED 7301 Foundations of Special. Educ. _____
- CNSL 7310 Human Sexuality _____
- EDFN 7171 Ed. Asses. Mes Pro _____
- EDAS 7303 School Law _____
- Other: consult with advisor before registration

Decision Point

Revised April 2018

__ Advanced to candidacy-Degree seeking-12 hours (date) _____
__ Plan adopted-Licensure or Certification-9 hours (date) _____
Student _____ Dept. Chairperson _____

Prerequisites

SCED 7306 Instructional Skills. or other similar curriculum course
Course _____ Grade _____ Univ. _____ Year _____

SPED 7301 Foundations of Spec. Educ. or Undergraduate Equivalent
Course _____ Grade _____ Univ. _____ Year _____

College of Education Core

Learning theories-Level 1 (EDFN 7320 Adv. Ed. Psych or Undergraduate Equivalent)
Course _____ Grade _____ Univ. _____ Year _____

(OR)

Students seeking a degree must satisfy Graduation Requirements stated in the Academic Rules and Regulations section of the Graduate Bulletin and additional program requirements specified by the College of Education. The University reserves the right to modify policies and programs of study by supplying students with written notice of the change.
Special Notes

SECTION II — LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting State standards for School Counseling. All programs must provide a minimum of six assessments. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

Name of Assessment ⁴	Type or Form of Assessment ⁵	When the Assessment Is Administered ⁶
1 [Licensure assessment, or other content-based assessment] 1.1 Praxis II School Guidance and Counseling Series # 0421	1.1 State and National licensure test	1.1 CNSL 7(3)(6)4(0)(1) Internship Students: Scan and upload your praxis II score report
2 [Assessment of ADE standard 1: Concepts of School Counseling content Knowledge] 2.1 Major concepts 2.2 Multicultural competencies 2.3 Assessment	2.1 Professional orientation paper 2.2 Action projects 2.3 Action projects	2.1 CNSL 7300 (Foundations for School Guidance and Counseling Program) Students: Upload one project 2.2 CNSL 7308 (Cross Cultural Counseling) Students: Upload one multicultural experience reaction paper 2.3 CNSL 7305 Review of testing services assignment
3 [Assessment ADE standard 2: Comprehensive Developmental Guidance] 3.1 Developmental Guidance Plan	3.1 Project	CNSL 7300 (Foundations for School Guidance and Counseling Program) Students: Upload guidance plan
4 [Assessment of ADE standard 3: Student Development in Academic, Career, Personal/Social domains] 4.1 Career Development paper 4.2 Academic and Career Counseling 4.3 Lifespan project	4.1 Project 4.2 Project	4.1 CNSL 7203 (Career Development) Students: Upload Career guidance activity to this link 4.2 CNSL 7330 Case studies 4.3 EDFN 7330 or other lifespan development course
5 [Assessment ADE standard 4: Human Relations Skills] 5.1 Multicultural interpersonal skills paper 5.2 Microskills video	5.1 Essay 5.2 Project	5.1 CNSL 7302 (Models and Techniques for Counseling Interviews) Students: Upload Interpersonal Skills Paper to link 5.2 CNSL 7330 (Practicum) Students: Upload Microskills Assessment Evaluation paper to this link
6 [Assessment of ADE standard 5: collaboration and consultation] 6.1 Teacher workshop 6.2 Parent workshop	6.1 Field Experience 6.2 Field Experience	6.1 CNSL 7(3)(6)40 Internship Students: Scan and upload the teacher workshop evaluation form 6.2 CNSL 7(3)(6)40 Internship Students: Scan and upload the parent workshop evaluation form
7 [Assessment of Group Counseling]		7.1 CNSL 7307 Group Counseling

⁴ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

⁵ Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

⁶ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment ⁴	Type or Form of Assessment ⁵	When the Assessment Is Administered ⁶
7.1 Group Counseling plan 7.2 Group counseling participation	7.1 Written plan 7.2 Class Experience	Students: Upload the group counseling plan 7.2 CNSL 7307 Group Counseling Students: Assessed during participation in course.
8 [Assessment of Student Learning] 8.1 Site Supervisor Internship Evaluation	8.1 Field Experience	6.1 CNSL 7(3)(6)4(0) Internship Students: Scan and upload the site supervisor internship evaluation

SECTION III — RELATIONSHIP OF ASSESSMENT TO STANDARDS

Context - Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for preservice School Counselors. Information is provided in Section I - Contextual Information.

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

	APPLICABLE ASSESSMENTS FROM SECTION II
STANDARD ONE - The school counselor understands the central concepts, tools of inquiry, and structures of the discipline, and can create experiences that support the learning process for students. The school counselor has knowledge of the following:	
1.1 The school counselor knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to counseling.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
1.2 The school counselor knows the multicultural counseling competencies adopted by the professional associations within the discipline.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
1.3 The school counselor knows methods of integrating counseling curriculum and related program content into the total school curriculum.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
1.4 The school counselor knows that students' conceptual frameworks and their personal and world views influence their learning and development.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
STANDARD TWO - The school counselor plans a school counseling program that is comprehensive in scope and developmental in nature. The school counselor has knowledge of the following:	
2.1 The school counselor understands principles of program development and knows processes for implementation and evaluation of the program.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.2 The school counselor knows how to apply interdisciplinary and multicultural approaches to program design.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.3 The school counselor recognizes the continuum of development from a life span perspective.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
2.4 The school counselor knows the principles of effective interpersonal communication.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

	APPLICABLE ASSESSMENTS FROM SECTION II
2.5 The school counselor knows how to ask questions to stimulate discussion as well as creative and critical thinking.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
2.6 The school counselor knows how to use various modalities, including technology, to address individual and group needs.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
2.7 The school counselor knows how to use a variety of assessment tools.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
STANDARD THREE - The school counselor plans counseling services that facilitate student development in academic, career, and personal/social domains. The school counselor has knowledge of the following:	
3.1 The school counselor recognizes the continuum of development from a lifespan perspective.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3.2 The school counselor knows how to apply counseling techniques and strategies based on different learning and personality theories.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3.3 The school counselor knows how to evaluate and use a variety of materials to support different school counseling services.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3.4 The school counselor understands how students' physical, social, emotional, and cognitive development influence learning and applies these factors when making intervention decisions.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
3.5 The school counselor is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, and cognitive); the school counselor can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
3.6 The school counselor understands the importance of peer relationships in development.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
3.7 The school counselor knows how to find information and services to support students.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
STANDARD FOUR - The school counselor exhibits human relations skills which support the development of human potential. The school counselor has knowledge of the following:	
4.1 The school counselor is familiar with students, the communities from which they come, and other factors that shape their outlook, values, and orientation toward learning.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
4.2 The school counselor understands how learning and behavior are influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

	APPLICABLE ASSESSMENTS FROM SECTION II
4.3 The school counselor understands the importance of treating self and others with respect and dignity.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
4.4 The school counselor knows how to communicate effectively with diverse audiences.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8

STANDARD FIVE - The school counselor works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and wellbeing. The school counselor has knowledge of the following:	
5.1 The school counselor understands the importance of reflecting on practice to improve service delivery.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
5.2 The school counselor knows how to interpret, evaluate, and apply current research within the school counseling program.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.3 The school counselor understands legal and ethical obligations as represented by statute, regulation, school board directive, court decision, or other policies and professional standards of practice.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
5.4 The school counselor understands the process of change.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.5 The school counselor understands schools as organizations within the larger community context.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
5.6 The school counselor understands the importance of collaboration and consultation.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
5.7 The school counselor understands how student groups function and influence people and how people influence students.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8

SECTION IV — EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments have been organized into the following three areas that are addressed in CAEP's unit standard 1:

- Content knowledge⁷
- Pedagogical and professional knowledge, skills and dispositions
- Focus on student learning

For each assessment, the evidence for meeting standards should include the following information:

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards; and
5. Attachment of assessment documentation, including⁸:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

*The narrative section for **each** assessment (1-4 above) is limited to two text pages. It is preferred that each attachment for a specific assessment (5a-c above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond 5 pages.*

Data for # 5 above are in table format following the text below

#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests for content knowledge in School Counseling.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

Description of the assessment: The Praxis II is required for school counselor licensure in Arkansas. This program requires candidates to report Praxis II scores for School Guidance and Counseling; Test # 421

The Praxis II content exam reports content knowledge sub-scores in the areas of:

- I. Foundations
- II. Delivery of Services
- III. Management
- IV. Accountability

The Arkansas Department of Education requires a score of 156 (Test 421) for licensure.

Candidate data for 2015-2017 follows:

Praxis II: School Guidance and Counseling Test 421 Data, University of Arkansas at Little Rock

⁷ In some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

⁸ All three components of the assessment – as identified in 5a-c – must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

2016-2017				2015-2016				2014-2015			
Test	Mean	Range	N	Test	Mean	Range	N	Test	Mean	Range	N
421	164	24	21	421	166	26	20	421	168	24	18

Pass rate of 2016-2017 takers, 95%

In late 2012, the Praxis by ETS was updated to test 421 in school counseling. The range is 100-180. The Arkansas score for passing is 156.

#2 (Required)-CONTENT KNOWLEDGE: Additional Assessment of content knowledge in School Counseling. Examples of assessments include comprehensive examinations, GPAs or grades,⁹ and portfolio tasks.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

2.1 Major Concepts:

1. Candidates complete a project on the ASCA and ARCA model of school counseling.
2. The project ensures candidates are familiar with state and national models of effective counseling programs and addresses the five licensure principles of the Arkansas Department of Education.
3. Data reveal candidates posted a mean score of 3.0/4 in 2016-17, the tenth year since assessment was implemented.

The program naturally does not see much change from year to year because the characteristics of candidates does not change from year to year, and the same assessors evaluate the artifacts each year. There is stability in the CNSL program’s assessments precisely because the assessors have remained the same for the past six years. The rubrics describing the assessment of the artifacts appear in detail in Attachment B of this report.

4. Candidates perform well on the Praxis II exam and post high evaluations from site supervisors, many of whom are administrators.

2.2 Multicultural Competencies

1. Candidates complete an experiential project involving a culture other than their own.
2. This assessment addresses ADE standard 4 for licensure: human relations skills.
3. Data reveal a mean score of 3.1/4 for 2016-17
4. The project demonstrates candidate exposure to and appreciation of diversity by experience and written report assessed in CNSL 7308 and in Chalk & Wire.

2.3 Use of Assessment

1. Candidates complete a graduate or undergraduate course in technology with a minimum grade of “C.”
2. The assessment ensures minimum competency in technology as required by ADE standard 2.
3. Candidate mean score was 2.9/4 in 2016-17
4. Assessments indicate candidates have minimum technology skills. Candidates also engage in CBT in both CNSL 7305 and CNSL 7303 to provide an overview of computer skills from a user and practitioner perspective.

#3 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. Examples of assessments include the evaluation of candidates’

⁹ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards

abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

3.1 Developmental Guidance Plan

1. Candidates complete a guidance plan that addresses the ArSCA model for their school.
2. The plan addresses standards: 1.1, 1.3, 2.1, 2.2, 3.3, and 5.1 by connecting the state competencies to the work performed by the school counselor for the school and district where they're employed or will be employed.
3. Candidates have performed well achieving a mean score of 3.1/4 in 2016-17. This assessment has always been required by the program. Data from prior years yield positive results because candidates must achieve a passing score to complete the requirement; i.e., a candidate cannot graduate until it is satisfactorily completed.
4. Data provide evidence for the standard by addressing all parts of the guidance curriculum as required by ADE standards. For this and all assessments, the ADE (CACREP) standard informs the assessment the program requires of candidates.

#4 (Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. The assessment instrument used for clinical practice should be submitted.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

4.1 Career Development: Candidates complete course in Career Development covering theory and practice. In it, candidates complete an information delivery site project by visiting a career counseling center and learning about career assessments about which they write a report. Candidate mean scores were 3.1/4 in 2016-17 indicating a solid area of achievement in the program.

4.2 Academic and Social Counseling

1. Candidates complete 2 or 3 courses in field preparation (practicum and internship) covering theory and practice. In it, candidates complete Academic and Personal/Social counseling during their practicum and internship field experience. These are assessed in the courses and in Chalk & Wire.
2. This assessment addressed ADE standard 3 broadly and specifically standards: 2.4, 3.2, 3.3, 3.5, 3.6, and 4.2.
3. Candidate mean scores were 3.1/4 in 2016-17 indicating a solid area of achievement in the program. The findings are intuitive in that by the time candidates progress to the practicum and internship where these assessments are administered, their skills have improved over prior assessments earlier in the program.
4. These data illustrate evidence that by the time candidates reach the practicum stage of the program they are able to scaffold prior knowledge into practical on-the-job skills as assessed by both university faculty and site supervisors in schools.

#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

School counselors affect student progress from interventions provided to students in the context of comprehensive developmental guidance. The Counselor Education program addressed these

competencies during the internship as assessed by the faculty supervisor and site supervisor. The results are a part of the grade for the field experience and area aggregated by candidate in Chalk & Wire. Candidates also complete an exit survey upon completion of their degree indicating their preparedness for the position of school counselor. Site supervisors evaluate each intern on the criteria in the attached assessment form.

#6 (Required): Additional assessment that addresses State standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

6. ADE standard 4: Human Relations Skills

6.2 Multicultural Interpersonal Skills

6.2 Microskills

1. These assessments demonstrate candidate competency in human relations skills by taped counseling session, assessment of the session, and a research paper on the counseling technique in the video. The program assesses microskills, which are brief interview interventions needed to perform a counseling session.

2. This assessment addressed ADE standard 4 broadly and specifically standards: 1.2, 1.4, 2.4, 2.5, 3.2, 3.5, 4.1, 4.4, and 5.4. The assessments in area 6 address many areas because they demonstrate counseling interview skills and are the foundation for many of the activities counselors perform.

3. Aggregate scores for candidates in 2016-2017 were 3.0/4.0 indicating proficient performance on human relations skills, a finding indicating quality skills prior to field experience.

4. These data provide evidence for meeting standards because candidates are required to demonstrate the skills in videotaped sessions submitted to university faculty and are supervised live by site supervisors.

#7 (Optional): Additional assessment that addresses State standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

7. ADE standard 5 Collaboration and Consultation.

The program recognizes the need for candidates to be able to play an effective role in the total school community by their skills in collaboration and consultation.

6.1 Teacher Workshop Aggregate scores for candidates in 2016-2017 were 3.0/4.0 indicating proficient performance.

6.2 Parent Workshop

1. These assessments demonstrate candidate competency in consultation skills by taped presentation of the teacher and parent workshop, and the site supervisor evaluation.

2. This assessment addressed ADE standard 5 broadly and specifically standards: 1.3, 4.3, and 5.6. The assessments in area 7 demonstrate through action on the candidates' part skills in consulting with the stakeholders required by ADE standard 5.

3. Aggregate scores for candidates in 2016-2017 were 3.1/4.0 indicating proficient performance on collaboration and consultation.
4. These data provide evidence for meeting standards because candidates are required to demonstrate the skills in videotaped sessions submitted to university faculty and are supervised live by site supervisors.

#8 (Optional): Additional assessment that addresses State standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV.

8. Program Assessment of Group counseling implementation and skills and site supervisor evaluation: The program recognized the need for group counseling skills as an efficient delivery method of counseling to small groups and classes. The program also uses the comprehensive evaluation of site supervisors to evaluate candidate progress in field experience.

7.1 Group counseling: 3.2/4 indicating proficient performance from candidates on the artifacts illustrating this skill.

8.1 Site Supervisor Evaluation

1. Candidates submit a group counseling plan and demonstrate skills by leading a group in CNSL 7307. Candidates submit the comprehensive evaluation form completed by their site supervisor.
2. This assessment addressed ADE standards 1.1, 1.3, 2.3, 2.5, 3.1, 3.2, 3.3, 3.7 4.3, 5.1, 5.3, 5.5, and 5.7.
3. Aggregate scores for candidates in 2016-2017 were 3.2/4.0 for group counseling and 3.4 for site supervisor evaluation indicating proficient performance in the areas of group counseling and field experience.
4. These data provide evidence for meeting standards because candidates are required to demonstrate the skills in videotaped sessions submitted to university faculty and are supervised live by university faculty and site supervisors.

(a) the assessment tool or description of the assignment

1.1 Major Concepts

Assuming that you are a counselor, beginning or otherwise, and you decide to project a "five year plan" regarding the improvement of school guidance or counseling services, describe a real or hypothetical program as it exists at the start and then, on a year by year basis, project the expansion and/or improvement of the program for a five year period. Investigate the needs of the guidance program for the community in which you will be a counselor. Cite the literature in the course text, the ASCA model, the ARSCA model, and relevant peer-reviewed research articles. Submit a 5-10 page paper in APA style.

1.2 Multicultural Competency

Cross Cultural personal heritage analysis assignment:

This paper is to be 5-10 pages. It is to be an exercise of reflection of your analysis of your personal culture and how you see it shaping your counseling. Included in the paper should be the following:

1. Ethnic heritage: With what ethnic background do you primarily identify? Can you trace a family history, perhaps with different ethnic, religious, and racial backgrounds? Trace your heritage in the list form or in a family tree. Do not forget your heritage from the country within which you live.
2. Are you monocultural, bicultural, or more? Review this course material and pick out the central cultural, ethnic, religious, or other types of groups that have been involved in your development.
3. What messages do you receive from each of the cultural groups you have listed? List the values, behavior, and expectations that people in your group have emphasized over time. How have you personally internalized these messages? If you are aware of the message, you have probably made some deviation from the family, ethnic, or religious value. If you are unaware, you may have so internalized the values that you are a "culture-bearer" without knowing it. Becoming aware of obvious but unconscious culture-bearer messages may become the most difficult task of all.
4. How might your cultural message affect your counseling and therapeutic work? This final question is the most important. Because we all have cultural histories, it is easy to believe that our way of being in the world is "the way things are and should be."
5. Be sure to include and examine your memberships in subcultural and intracultural categories.

1.3 Use of Technology | Assessment Skills

Technological Skills Assessment

Candidates' technology skills are assessed throughout the program through Computer Based Assessment, taking a web-based or web-enhanced course, taking a Learning Systems Technology course, or making a presentation using educational technological media.

Assessment Skills

New in 2014 was the inclusion of testing and assessment skills, assessed with the artifact of the review of testing services assignment in the Appraisal (CNSL 7305) class, an assignment that has always been required. Going forward, technology will no longer be assessed by the transcript of a technology course as technology is ubiquitous now, and it is impractical to require an independent class because technology is used as a part of

assignments in several CNSL courses, and many courses are online courses, so the elimination of an entire technology class is a way to reflect current practices in the state and nation, where it is not typical to require an entire technology class. The requirement was removed from the catalog in 2016.

2.1 Developmental Guidance Plan

Create a comprehensive counseling plan for the school you are currently assigned to or one in which you would like employment, in collaboration with school personnel. Review the ASCA model, the TSC model, the S-CCM and the ARSCA model. Conduct a needs assessment of your internship site and construct an annual plan making sure to address the needs of all stakeholders in the guidance program including but not limited to, students, teachers, parents, administrators, school board members, district level administration, community members and leaders and other key groups. Prepare a classroom guidance lesson. Include topic, rationale, and details of presentation, e.g. power points, worksheets, activities and references. Present to class or share in discussion in online class format.

3.1 Career Development Activity

Visit one information delivery site, arrange an interview with the director and give a brief oral report to the class. The report should describe a physical description of the site and services provided. Identify consumers; indicate funding source and purpose, forms or letters, activities and resources used. Describe the process by which services are matched with client needs. What professional certification standards are required? Discuss with staff trends toward global economy, technology, overseas production, and other changes in the labor force will likely influence the nature of services offered and career alternatives. Turn in written report.

3.2 Academic and Social Counseling

Tapes and Presentations of counseling sessions

1. Maintain a weekly log of contracts and activities
2. Plan and schedule on-site supervision by course instructor
3. Describe weekly activities in journal format to focus on introspective learning during the experience.
4. Class participation is required and necessary to complete the course at a "B" level.
5. Identify a need in your school or district to be addressed by the guidance department. Write a plan for addressing the need.
6. Turn in the required number of videotaped sessions to the course instructor
7. Demonstrate skill in course presentation
8. Participate in supervision with site supervisor and submit site supervisor evaluation at the completion of the required number of hours for the internship course number 7340 or 7640 for which you are enrolled.

For each 300 hours:

A combined 240 hours direct (counseling) and indirect (related services)
15 hours supervision with site supervisor (1 hr. week)
40 hours group supervision in class
5 hours individual supervision

Direct Service involves hours of actual client/student contact which includes the application counseling, consultation, or human development skills. Examples include: individual and group counseling, classroom guidance, consultation with parents, teachers, and administrators.

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Indirect service generally involves anything that supports the direct delivery of counseling services to students. Examples of indirect service include: observation of students, observation of another counselor providing counseling services, supervision, telephone consultation, in services, workshops, conferences, staffing, ESE meetings and other assigned duties.

Five video-recorded examples of counseling sessions. Obtain written informed consent for recording of each subject. **Types of recorded sessions include:**

- 1) Individual students
- 2) Teachers or parent consultation regarding students
- 3) Small groups of students
- 4) Test/instrument interpretations with students, teachers, or parents.
- 5) Personal problem
- 6) Academic problem
- 7) Behavior problem
- 8) College or career issue

Adult

- 1) Teacher w/ student problems
- 2) Parent-child

Directions for audio/visual recordings and summary:

Record a counseling session of 30 minutes (or more).

Use the psychosocial assessment attached to guide the session.

Most of the session will be information gathering.

You are supposed to model the following skills:

- 1) Active listening
- 2) identifying feelings
- 3) Reflecting content
- 4) Empathy
- 5) Immediacy.

For a review of these topics refer to Egan textbook or other source of counseling interview research.

Client: your choice.

Obtain Informed consent (see sample), but develop your own. This should be on letterhead. If using a minor or anyone in the school, be sure to obtain parent signature on consent form. If using someone known to you, do the form as well for practice.

Tape: Video is highly preferred. Tapes must be digital or DVD. Audiotapes will be accepted if a video is not feasible due to restrictions of the site (digital recording). Bring recording and Summary to class on scheduled presentation day.

4.1 Multicultural Skills

Cross Cultural Experience reaction

Identify and participate in a multilevel action plan or multicultural experience designed to help you gain knowledge, sensitivity and skills needed to work with cross-cultural clients effectively. We believe that personal contact is a more robust way for counselors in training to increase their level of comfort with and to

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decrease their level of anxiety about individuals or cultures or races different from your own. In your reaction paper, you are required to identify one major stereotype and the origin of the stereotype of your selected race/culture group. What you learn about this stereotype should be reported in your report.

The purpose of the experience is to help you learn, grow, or change regarding your relationship with ethnic minorities. It is suggested that you become involved with one of the following racial/cultural groups (Asian Americans, African Americans, Hispanic Americans, and Native American Indians, persons with disabilities, GLBT) at the following three levels:

One - Observation (learning from a safe distance). Reading about or doing research. Taking a course. Watching TV or movies.

Two - Information seeking (learning from a closer distance). Talking to individuals in a safe setting such as a school, church, university, on the phone, or online.

Three - Direct participation (learning from the closest distance). Learning by participation. Engaging in an activity of the other culture, could be something like participating in an event such as a church service of a religion other than your own; going to a pow wow; going to an event with persons with disabilities such as a wheelchair basketball game, or other event; going to a soul food restaurant or musical event; going to a GLBT or PFLAG, pride event or support group. Going to an meeting for person's in recovery. These are just some examples; you may have other ideas, which are fine; just expose yourself to something different, and if you really want to make it interesting, do something that you know will take you outside your comfort zone. Have fun.

Turn in a 2-3 page reaction paper. Include: what you learned about the culture/race, what you learned about yourself, how you will use the information you learned as a counselor

4.2 Counseling Microskills

Paper and Recording

5-10 pages approx. Recording 30 minutes approx.

Select a topic for a term paper on a counseling technique you would like to use in your work as a counselor

Find 5 independent sources for research on your subject and review those sources to become familiar with the technique in question. Along with paper, submit a video recorded session of your demonstration of the counseling skill and technique.

Outline the paper in this or similar order:

Background of technique

Review of the literature

Application of technique (for whom or what issue is the technique designed)

How is it practiced?

Is there outcome research on the technique; what does it say?

How will you use the technique (or not) in your work

Concluding remarks

What are some counseling techniques?

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Egan's *The Skilled Helper* is an extended technique of counseling based on positive psychology.

Other techniques:

Animal assisted therapy

Play therapy

Sand tray therapy

Art therapy

Music therapy

Computer assisted therapy

Empty chair technique

Brief therapy

Hypnosis

Bibliotherapy

Cinematherapy

Eye Movement Desensitization and Reprocessing

Systematic desensitization

Role playing

5.1 Teacher Workshop

Conduct a needs assessment of your school's teachers for a topic for which the guidance program can assist them in promoting academic, career, and persona/social development. Some areas may include classroom management, motivating students, academic coaching, special education knowledge and referral process, reducing discipline referrals, and others.

Prepare a multimedia presentation using slides (power point), a web-site, or interactive curricula. Present to teachers. Evaluate the presentation by constructing a survey for participants to complete following the presentation. Submit media and paper summarizing the survey results.

5.2 Parent Workshop

In concert with your site supervisor, assist with or conduct a workshop for parents on a topic relevant to your site. Topics may include, parenting skills, motivating your child, navigating peer pressure and relationships, college preparation, helping your child prepare for standardized exams, finding a career or postsecondary school, and others.

Prepare a booklet for parents/guardians on the subject of the workshop. Present to parents/guardians. Evaluate the presentation by constructing a survey for participants to complete following the presentation. Submit booklet and paper summarizing the survey results.

6.1 Group counseling plan

6.2 Group participation

7.1 Field experience/internship

Field experience/internship is evaluated using the following form. The ADE standards are the guidepost for the competencies expected of interns.



University of Arkansas at Little Rock
Counselor Education Program
COUNSELING INTERN EVALUATION

Name of Counseling Intern _____

Intern's Placement Site _____

Evaluating Supervisor _____

Date of Evaluation _____

Using the following scale, rate the intern's performance on the competencies below:

	Highly Unsatisfactory	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory
	1	2	3	4	5

Performance of Basic Internship Requirements

- ___ the intern is making progress in meeting the requirements of service hours at the placement site
- ___ the intern is providing the supervisor with sufficient work samples in a timely way
- ___ the intern is following the policies and procedures outlined in the Internship Manual
- ___ the intern is attending scheduled supervision sessions regularly and in a timely way
- ___ the intern has identified learning goals and is making progress toward achieving them in supervision and at the placement site
- ___ the intern is amenable to supervision and demonstrates application of supervisor feedback

Counselor Practice, Knowledge, and Skills

Interns should be able to demonstrate appropriate (to the degree program involved) professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, utilizing the previous didactic and experiential training received while in the Counselor Education Program. Competence will be displayed through the student's ability to:

Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process the intern is:

- ___ Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
- ___ Using concrete language to assist client.
- ___ Displaying genuine concern for students

Counselor Practice, Knowledge, and Skills

Using modes of direct service intervention appropriate to role level, client needs, and site function the intern is:

- ___ Providing counseling services to students, and family members (if appropriate)
- ___ Planning and coordinating services for a client.
- ___ Co-leading or leading a client group.
- ___ Matching client with needed community services.

Formulating and implementing a plan to deal with a student problem the intern is:

- ___ Writing and discussing a plan of action and rationale for it.
- ___ Carrying out the steps of the plan in collaboration with the client.
- ___ Consults appropriate school and community personnel.

Becoming a Professional Counselor

This learning objective is demonstrated in the intern's willingness to be fully responsible for personal thoughts, feelings, and actions and in the intern's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to:

Applying content from counselor program courses in the school, the intern is:

- ___ Applying concepts, skills, professional counseling values, and ethics in work with clients and colleagues.
- ___ Identifying and discussing ethical dilemmas in professional decision-making.
- ___ Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
- ___ Generating reports, presentations, process records, and tapes.
- ___ Applying knowledge of theory/empirical findings.

Becoming a Professional Counselor

Managing time and work demands the intern is:

- ___ Arriving at assigned times at the placement site or for supervision.
- ___ Planning and organizing available time to manage the flow of work.
- ___ Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
- ___ Completing assignments on time.
- ___ Exercising good judgment in completing work priorities.

Site and Community Skills

Interns should be aware of the reciprocal influences of social class, age, gender, ability, sexual orientation, racial and ethnic differences, as well as culture and personality on human and organizational behavior. Interns should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients, and staff. Competence will be displayed through the student's ability to:

Consultation

- ___ Identify and describe the key components within the community which promote or diminish student functioning.

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- _____ Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.
- _____ Schedule and conduct meetings with parents or guardians about issues that affect students

Knowledge, Skills, Dispositions:

- _____ The intern demonstrates the professional competencies of a practicing school counselor.
- _____ The intern demonstrates the theoretical knowledge of school counseling and demonstrates practical solutions to student, administrator, parent, and faculty concerns in relation to the counseling program.
- _____ The intern's disposition effectively demonstrates care and concern for all students.

Strengths that the intern has demonstrated include:

Are there areas in which the intern could improve?

Overall summary of this intern's counseling performance at this time:

Highly Unsatisfactory	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory
1	2	3	4	5

If you were assigning a letter grade for this intern's performance what would it be?

____A ____B ____C ____D ____F

I REQUEST A MEETING WITH THE INTERNSHIP INSTRUCTOR OR CLINICAL COORDINATOR TO DISCUSS THE INTERN'S PROGRESS: ____ YES ____ NO (please check)

Signature of Supervisor

Date

Signature of Counseling Intern

Date

List the major resources of referral sources in your community to which you might refer students/clients for assistance. For each agency list the information you believe a counselor, teacher, parent, or principal would need to have, i.e., the kind of assistance that could be expected

Table I. ADE Counselor Education (school counseling) licensure standards. Results for 2015, 2016, and 2017 from Chalk and Wire.

Standard	When Assessed	Artifact	Results: Mean score reported based on 4 point scale. Scoring rubric in appendix X		
1. School Counseling Content Knowledge			2017	2016	2015
1.1 Major Concepts	CNSL 7300	Guidance program paper	3.0 n=28	2.9 n=25	3.1 n=44
1.2 Multicultural Competency	CNSL 7308	Experience Reaction Personal History project	3.1 n=26	3.0 n=27	3.1 n=35
1.3 Use of Technology (now assessment)	Throughout	Assessed in CNSL courses or met by taking LSTE course (depending upon preparation)	3.0 n=30	2.9 n=27	3.0 n=39
2. Comprehensive Developmental Guidance					
2.1 Developmental Guidance Plan	CNSL 7330	Guidance plan	3.1 n=28	2.9 n=27	3.2 n=44
3. Academic, Career, Social Counseling					
3.1 Career Development Activity	CNSL 7303	Site Review paper	3.0 n=30	3.1 n=28	3.1 n=38
3.2 Academic and Social Counseling	CNSL 7330 CNSL 73(6)40	Tape Review and Assessment form	3.1 n=31	3.0 n=27	3.2 n=40
4. Human Relations Skills					
4.1 Multicultural Skills	CNSL 7308	Experiential activity report	3.1 n=31	3.2 n=28	3.0 n=35
4.2 Counseling Microskills	CNSL 7302	Tape and paper	3.0 n=29	2.9 n=26	3.0 n=42
5. Collaboration and Consultation					
5.1 Teacher Workshop	CNSL 7330 CNSL 7640	Tape and paper	3.0 n=24	3.0 n=27	3.1 n=36
5.2 Parent Workshop	CNSL 7330 CNSL 7640	Tape and paper	3.0 n=24	3.0 n=27	3.1 n=37
6. Group Counseling					
6.1 Group counseling plan	CNSL 7307	Written plan	3.2 n=30	3.0 n=28	3.1 n=38
6.2 Group participation	CNSL 7307	Assessed in course	3.2 n=30	2.9 n=28	3.0 n=36
7. Field experience/internship					
	CNSL 7(3)640	Site supervisor evaluation form	3.2 n=33	3.3 n=31	3.4 n=36

The results in the preceding table represent the assessment matrix for the program based on the Arkansas Department of Education (ADE) standards for PK-12 licensure (ADE code 288). The ADE standards and the program standards are aligned with the Unit standards to provide consistent evaluation of the program based upon the expectations of the Specialty Professional Association (SPA) to which the UALR Counselor Education program reports, the Arkansas Department of Education, which for school counseling, uses Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards.

SECTION V — Use Of Assessment Results To Improve Candidate And Program Performance

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

1. Content Knowledge:

The Counselor Education program, at 48 semester credit hours, has a lengthier preparation curriculum than most graduate programs in the College of Education and Health Professions. The guiding principle for our coursework is the standards of the Council for the Accreditation of Counseling and Related Educational Programs or CACREP. CACREP's eight core areas of competency are addressed in the program with a unique course for each one, comprising 24 credit hours of study (see program of study pp. 7). The faculty continually update their training by attending and presenting at state, regional, and national conferences in the area of school counseling, reading and publishing in peer reviewed research journals (see attachment B), and participating in site supervision of counselors in training. Such knowledge is disseminated to candidates in courses and by extension to students with whom candidates work.

The program has used the ADE standards since 2007 (now CACREP standards) to align the program standards. While previous assessments of the program from NCATE/CAEP's prior UALR Unit accreditation in 2002 and 2009 addressed all the ADE standards, it had a unique assessment that was university specific. Based on revisions in 2007, the program and ADE standards for preparation of school counselors are the same. The change was made to promote transparency of assessment of all stakeholders and to certify the program actually taught candidates each of the skills in the ADE licensure framework for school counselors. Content knowledge is assessed in courses through demonstrated experience in practice and content knowledge from the assessments in section II. At the time of this writing, the ADE has updated the license competencies for school counseling to the CACREP standards, and the CNSL program has made adjustments in 2014 to align with those competencies. Updated assessments are reflected in this 2016-2017 assessment report.

2. Professional and pedagogical knowledge, skill, and dispositions:

Candidates for the degree and license (from 2009-2013 the counselor education degree was required for a license) in school counseling demonstrate knowledge through a variety (see section II) of course assignments, readings, and field experiences. Candidates demonstrate skills in a variety of course assignments, projects, and field experience. Dispositions for the position of school counselor are accounted for in the ADE standards and assessed in each of the areas in Section II, with

particular emphasis on multicultural skills (diversity) in accord with the College of Education and Health Professions mission. A change made in the newly adopted assessment plan of 2007 was to specifically assess multicultural skills to capture disposition. Moreover, candidates are assessed live and in recorded counseling sessions for knowledge and demonstration of the ADE standards for school counselor licensure. Candidates have performed well in these areas, so changes the program makes are in the areas of new knowledge to keep the curriculum current. One example of this is the inclusion of psychopharmacological, crisis management, and systems theory in the practicum course, so school counselors know the effect of medication on students diagnosed with Attention Deficit Disorder, and various other diagnoses common to school populations, are familiar with crisis management, and are able to consider student problems in a family systems context. These initiatives were generated from discussion with current candidates and stakeholders. The program has successfully experimented as well with distance technology using live classroom with the Collaborate software technology component of BlackBoard, UA-Little Rock's Learning Management System, for online courses to deliver field courses to students in underserved parts of the state. Much of the CNSL program's growth has been in areas in the state not served by a nearby program. UA-Little Rock's counselor education program reaches all parts of Arkansas now through the use of synchronous technology. In 2014, the CNSL program was approved to offer the initial license in school counseling. The changes for candidates include the addition of a curriculum course, the Praxis CORE, the Praxis PLT, and the Praxis II, prior to ADE granting a license.

3. Student learning

The Counselor Education program's candidates influence student learning through classroom guidance, advisement, scheduling, appraisal, placement, and planning. Candidates are familiar with the relationship of advising to long-term educational attainment from class assignments and field experience. Due to the emphasis on measurement, the program has adopted the ADE standards as one of the metrics for which they are evaluated during field experience. Outcomes are measured by the individual schools where candidates are employed through the evaluation of ACTAAP, PARCC, or ACT-Aspire scores, promotion and graduation rates, and enrollment in postsecondary education. The Counselor Education program facilitates student learning during field experience and after graduation in their work as professional school counselors.

4. Sharing findings

Results from the annual assessment report were shared with the licensure officers of the Arkansas Department of Education who grant the Counselor Education program the permission to offer the K-12 license in school counseling. In addition, these findings were shared at the annual meeting of the College of Education and Health Professions stakeholders every November and in the sub-group of stakeholders specifically representing the Counselor Education program. Stakeholders at the November 10, 2017 meeting were impressed by the promise that the program may in the future seek CACREP accreditation in an effort to streamline the M.Ed. program as an online degree program connected to the MA in Counseling (the current Rehabilitation Counseling degree). The absence of CACREP accreditation is a serious concern as nearby states require it for school counselor licensure. As a public university, these data are available to anyone with an interest.

5. Changes needed or planned

Given that the assessments and competencies are the same as are required by the ADE for licensing purposes, the program maintains alignment to those standards and creates artifacts, assignments, and experiences that ensure that graduates are capable of fulfilling the role of the school counselor and are qualified for the license in school counseling. This year’s findings were similar to those of past years, with particular strength in the areas of diversity and site supervisor evaluations of the candidates. The program addresses new content in the courses as needed to keep up-to-date curricula relevant to today’s candidates; however, no substantive changes to the program’s content are planned for the following year. Revisions were made to update the CNSL program’s assessments to align with new standards, but those new standards, while updated, are not substantively different from the ones now required. The Arkansas Department of Education allows for the use of non-degree programs of study to satisfy the requirements for a license, which are fewer credit hours than the master’s degree; non-degree programs of study are only approved for candidates holding a master’s degree already, as school counseling is a master’s level license. In 2013, new programs of study were submitted and approved to grant licenses for the initial license (288) for the K-12 non-teaching school counseling endorsement as well as for those with related degrees in other education emphasis areas. No changes were made to the teaching endorsements as an advanced license or the initial license (area 288) school counseling.

(response limited to 3 pages)

SECTION VI — FOR REVISED REPORTS ONLY

Describe what changes or additions have been made in the report to address the standards that were not met in the original submission. List the sections of the report you are resubmitting and the changes that have been made.

ATTACHMENT A

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: M.Ed. in CNSL (and programs of study)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹⁰

¹⁰ CAEP uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

Revised April 2018

2016-2017	78	34
2015-2016	87	33
2014-2015	82	29
2013-2014	88	25
2012-2013	78	23
2011-2012	64	25
2010-2011	71	21
2009-2010	68	21
2008-2009	66	27
2007-2008	62	21
2006-2007	51	19
2005-2006	43	9

ATTACHMENT B

Assessment rubrics for Counselor Education program in school counseling at the University of Arkansas at Little Rock Counseling Competency Evaluation Instrument. The standards represent those required by the Arkansas Department of Education for school counselor licensure, CACREP standards for school counseling programs, and CAEP program standards.

This rubric represents the competencies expected of graduates of the UA-Little Rock counselor education program in school counseling.

Standard	Unacceptable Level 1	Acceptable Level 2	Proficient Level 3	Target Level 4
1. ADE: standard 1 Concepts of School counseling content knowledge				
1.1 Major concepts	The student is unable to identify roles and functions of school counselors	Has a basic knowledge of the work of school counselors and understands the legal and ethical issues in school counseling.	Understands the roles and functions of school counselors; can distinguish counseling from teaching and can articulate the philosophy of developmental guidance and abides by legal and ethical standards.	Shows a broad understanding of the roles and functions of school counselors in the total school environment; knows the philosophy and history of school counseling and can articulate the role of developmental guidance using state standards and the ASCA model (2003) and NOICC; Understands and abides by the code of ethics of ACA and ASCA.
1.2 Multicultural Competencies	Displays a stereotyped, hostile, or one-dimensional worldview related	Displays competency with more than one population. Understands the	Has knowledge of different cultures and can interact accordingly; Knows that diversity in	Displays proficiency with and understanding of the ACA MCC standards; Includes multicultural perspectives and understands

	to students	dynamics of other worldviews	schools, families, and communities affects individual behavior	that that knowledge is developed from the vantage of the culture; Recognizes that helping styles and approaches should be culturally sensitive.
1.3 Assessment	Does not choose an appropriate assessment instrument; does not write a professional report	Chooses an assessment instrument that is of marginal use for selected issue or group. Provides the basic elements of a assessment report	Selects, describes, and applies assessment instrument to clinical practice. Uses a variety or empirical sources to support use of selected instrument. Writes a professional report.	Selects, describes, analyzes and applies assessment instrument to clinical practice. Uses a variety or empirical sources to support use of selected instrument. Describes other appropriate instruments for selected issue; Writes a professional report.
2. ADE: standard 2 Comprehensive Developmental Guidance				
2.1 Developmental Guidance Plan	Unable to display knowledge of age and stage appropriate counseling activities. Little to no understanding of the counselor’s role in the school environment	Has a basic understanding of human development and can enlist other school personnel in guidance activities.	Displays understanding of human development can design appropriate activities for age and stage; actively engages teachers, parents, and other stakeholders in guidance activities.	Shows competency with the various stages of development; can identify contributions of major developmental theorists, actively engages students, teachers, parents, the community and others in the school community; understands and can implement the ASCA and ARSCA model
ADE: Standard 3 Student Development in Academic, Career, Personal/Social domains				
3.1 Career development activity	The student does not show comprehension of career	Shows a limited understanding of career development as a lifespan	Illustrates competence in career development as a lifespan process; links career development	Displays knowledge of career development through the use of career planning across the grade

	development in the lifespan. Cannot apply career theory to practice	process, can name at least one career development theory.	theory to practice; understands the role of career theory in school counseling.	levels, links theory to practice, can show the use of at least two career development theories in implementing career counseling in the school setting.
3.2 Academic and Social counseling	Does not show competence in academic knowledge and study skills. Makes remarks that are judgmental or demeaning to multicultural populations.	Shows a basic knowledge of academic counseling, study skills, and progress requirements. Can select appropriate materials for academic and social counseling situations.	Demonstrates understanding of study skills, requirements for further education and assessment. Can demonstrate multicultural competency; Uses students as a resource to help other students.	Demonstrates understanding of study skills, requirements for further education, appraisal. Demonstrates multicultural competency, Uses students as a resource to help other students. Shows basic skills in crisis counseling, Can identify and select resources for students with special needs.
ADE: Standard 4 Human Relations Skills				
4.1 Multicultural Skills	Does not support learning strategies for all students; makes stereotyped and/or inaccurate dispositions regarding multicultural populations.	Understands diverse perspectives; Uses counseling approaches that take into account students' unique heritage, experiences, and historical backgrounds.	Promotes diversity, counsels effectively for all student populations; is aware of AMACCD competencies; Counselor respects, accepts, and supports all students, Committed to personal growth; accounts for students' unique heritage, experiences, and historical background.	Promotes diversity, counsels effectively for all student populations; Uses the AMACCD competencies; Knowledgeable in the ASCA, ArSCA, and ADE multicultural counseling standards; Respects, accepts, and supports all students, Committed to personal growth; accounts for students' unique heritage, experiences, and

				historical background.
4.2 Microskills	Counselor does not demonstrate ability to communicate with students, administrators, and coworkers.	Can assist others; promotes relationship between interpersonal skills and success in life for students	Assists others; promotes relationship between interpersonal skills and success in life for students; verbally and nonverbally communicates caring and interest in students;	Assists others; promotes relationship between interpersonal skills and success in life for students; Promotes positive interpersonal relationships among students, families, school personnel, and community; Promotes developmentally and culturally appropriate human relations skills; Verbally and nonverbally communicates caring and interest in students;
ADE: Standard 5 Collaboration and Consultation				
5.1 Teacher workshop	Makes little or no effort to consult and collaborate with teachers	Provides basic assistance and consultation with teachers	Engages teachers in the counseling program; Seeks teacher consultation; Solicits responses from all teachers for a student's success;	Incorporates teacher input into the developmental guidance program; Actively seeks teacher input; Educates teachers on the counseling program and effective strategies for student success; Conducts a program evaluation; Uses research to improve program effectiveness.
5.2 Parent workshop	Makes little or no effort to consult and collaborate with parents; Does not contact parents.	Responds to parent/guardian requests for student intervention; Makes basic efforts (phone call or email) to include parents in	Actively engages parents/guardians/family in school counseling program; encourages parental involvement in study habits and future planning;	Actively engages parents/guardians/family in school counseling program; encourages parental involvement in study habits and future planning; Coordinates a

		student achievement.		collaborative approach linking parents to teachers, administrators, and support personnel
Standard 6: Group Counseling				
6.1 Group Counseling Plan	Does not formulate a group counseling plan; No direction for group	Non-specific topics; Minimal plan by subject area, e.g. divorce, body image	Plans topics prior to group; Actively seeks input from other group members; Organizes topics to include all group members;	Plans topics prior to group; Actively seeks input from other group members; Organizes topics to include all group members; Accounts for multicultural group members; Plans and administers assessment
6.2 Group Counseling Tape	Counseling delivered in an unorganized directionless manner; No advance organizer	Counseling occasionally wanders off topic; counselor allows extraneous banter from other group members; Does not correct ineffective behavior of others.	Counseling is topic-focused; Includes all members; Shows organization; Uses group members as support agents; Uses research as a basis for practice;	Group selected by topic and type of group; Members screened for appropriateness of student to group; Counseling is topic-focused; Includes all members; Shows organization; Uses group members as support agents; Uses research as a basis for practice; details for students the importance of confidentiality and group cohesion; Uses an assessment of group.
Standard 7 Counselor Internship				
7.1 Evaluation of Intern by site supervisor	Does not understand the role of counselors in comprehensive developmental	Shows a basic understanding of the role of the school counselor; Has a basic	Has a theoretical and practical ability to articulate national and state standards; Is proficient in Academic,	Has a theoretical and practical ability to articulate national (ASCA) and state (ArSCA) standards; Is proficient in

	<p>guidance; makes culturally insensitive remarks or actions; violates legal or ethical codes.</p>	<p>knowledge of the ASCA and ArSCA model; Shows moderate skill in helping all students achieve.</p>	<p>Career, and Personal/Social counseling; Promotes understanding of diversity; Knows counseling strategies in individual and group models.</p>	<p>academic, career, and personal/social, and crisis counseling; Promotes understanding of diversity; Knows counseling strategies in individual and group models. Is proficient in consultation with teachers, parents, administrators, support staff, and community members.</p>
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ATTACHMENT C

Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ¹¹	Assignment : Indicate the role of the faculty member ¹²	Faculty Rank ¹³	Tenure Track (Yes/ No)	Scholarship, ¹⁴ Leadership in Professional Associations, and Service: ¹⁵ List up to 3 major contributions in the past 3 years ¹⁶	Teaching or other professional experience in P-12 schools ¹⁷
Jason Kushner	Ph.D in Counselor Education and Supervision, University of Arkansas, 2006	Faculty	Professor	Yes	67 presentations 19 publications International Journal editorial board Past-President: Arkansas Association for Counselor Education and Supervision Secretary: ArACES PPL representative ArACES	Clinical Supervision, In-service participation, school counselor and teaching Certification: Guidance and Counseling PK-12; English 6-12. 16 years counseling experience.

¹¹ e.g., PhD in Curriculum & Instruction, University of Nebraska

¹² e.g., faculty, clinical supervisor, department chair, administrator

¹³ e.g., professor, associate professor, assistant professor, adjunct professor, instructor

¹⁴ *Scholarship* is defined by CAEP as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

¹⁵ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

¹⁶ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

¹⁷ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

Revised April 2018

JoEllen McAdams	Ph.D in Counseling and Development, Iowa State University, 1988	Faculty Retired May 2017 (No longer affiliated with UA-Little Rock)	Associate Professor	Yes	US-DOE grant \$3500 to study the effectiveness of dog-assisted reading instruction Transformative Learning book: contributing author	Clinical Supervision, In-service participation, school counselor PPS credential (CA) Guidance and Counseling PK-12; 15 yrs experience K-12 schools.
Dawn Harris	Ed.D. in Counselor Education, University of Memphis, 1991	Faculty	Adjunct Faculty	No	Licensed Psychologist Licensed Counselor Frequent presenter on mental health American Red Cross crisis counselor	LPC/S 16 years school counseling experience State level supervision experience