

Plan Period: 2018-2019

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

☰ Outcome 1 Details		
↶ Description and Methodology	📊 Results	📁 Supporting Docs
<div style="background-color: #0070C0; color: white; padding: 5px;"> 📄 Description and Methodology ✎ Edit ▼ </div>		
<p>Outcome Description</p>		

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

Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goals

- Boldness:** A uniquely competitive and globalized student body.
- Synergy:** Prominent teams of researchers and scholars.
- Place:** Deep engagement with South Florida's global communities
- Quality:** Continuously-assessed and evolving best practices.
- Brand:** National reputation for excellence.
- Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- Healthy aging
- Neuroscience
- Ocean Science and Engineering/Environmental Sciences
- Sensing and Smart Systems

Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics
 - Community Engagement and Economic Development
 - Diversity
 - Global Perspectives and Participation
 - Healthy and Environmentally Sustainable Campus
 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
-

Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
 - Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
 - Net Tuition and Fees Cost to the Student
 - Six year graduation rates for First-time in College (FTIC)
 - Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
 - Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - University Access Rate [Percent of undergraduates with a Pell Grant]
 - Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

Candidates enrolled in MHS 6421 Counseling Children will demonstrate their ability to thinking critically (FL-FAU-3Cs.3c - Critical Thinking, Evidence- Student selects information and interprets/evaluates information to develop analysis or synthesis) by meeting expectations on FEAP

A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

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

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

Assessment Method :

During 2018-2019, the School Counseling program faculty will use updated course assignments and evaluation rubrics to evaluate student performance.

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

MHS 6421 will be offered in Boca in Summer 2018.

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

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

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

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

Criterion for success

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

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

Plan Period: 2018-2019

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

☰ Outcome 1 Details	
↶ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Results ✎ Edit ▼	
<p>Data Summary</p> <p>See attached reports from Livetext for Summer 2018, Fall 2018 and Spring 2019 which reflect student outcomes and competencies for the MHS 6421 Group Counseling Skills Practice and Peer Coaching assignment as well as the MHS 6800 Small Group Counseling Tape assignment.</p>	

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

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

The goal was met.

Program Improvement

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. In addition, in the Fall 2018 an additional text was added to both courses which expanded students' knowledge and application of Small Group Counseling Planning and related skills. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Program Improvement Codes

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

Plan Period: 2018-2019

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

☰ Outcome 2 Details		
↶ Description and Methodology	📊 Results	📁 Supporting Docs
📄 Description and Methodology ✎ Edit ▾		
<p>Outcome Description</p>		

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

Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goals

- Boldness:** A uniquely competitive and globalized student body.
- Synergy:** Prominent teams of researchers and scholars.
- Place:** Deep engagement with South Florida's global communities
- Quality:** Continuously-assessed and evolving best practices.
- Brand:** National reputation for excellence.
- Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- Healthy aging
- Neuroscience
- Ocean Science and Engineering/Environmental Sciences
- Sensing and Smart Systems

Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics
 - Community Engagement and Economic Development
 - Diversity
 - Global Perspectives and Participation
 - Healthy and Environmentally Sustainable Campus
 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
-

Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
 - Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
 - Net Tuition and Fees Cost to the Student
 - Six year graduation rates for First-time in College (FTIC)
 - Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
 - Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - University Access Rate [Percent of undergraduates with a Pell Grant]
 - Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. Candidates in MHS 6423 will complete a Classroom Lessons Planning assignment in

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

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.1.b. by preparing a classroom lesson that documents their ability to plan a lesson that (a) is aligned to national and state-adopted standards, (b) sequences concepts to ensure coherence and required prior knowledge, (c) uses developmentally appropriate materials, (d) includes multiple activities for application of skills and competencies, (e) describes strategies to manage individual and classroom behaviors, differentiate instruction and use feedback to monitor learning and the opportunity for students to demonstrate mastery of the material.

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

Assessment Method :

During 2018-2019, the School Counseling program faculty use revised and updated course assignments and grading rubrics to evaluate student performance.

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

MHS 6423 will be offered in Boca in Fall 2018. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2018 and Spring 2019 semesters.

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

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

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

Criterion for success

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

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

Plan Period: 2018-2019

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

☰ Outcome 2 Details	
↩ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Results ✎ Edit ▼	
<p>Data Summary</p> <p>See attached reports from Livetext for Summer 2018, Fall 2018, and Spring 2019 which reflect student outcomes and competencies for the MHS Classroom Lessons Planning assignment as well as the SDS 6820 Classroom Guidance Lesson assignment.</p>	

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

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

This goal was met.

Program Improvement

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

Program Improvement Codes

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

Plan Period: 2018-2019

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

☰ Outcome 3 Details	
↶ Description and Methodology	📊 Results
📁 Supporting Docs	
📄 Description and Methodology ✎ Edit ▾	
<p>Outcome Description</p>	

The school counselor candidate will demonstrate their **communication skills** by completing the Classroom Lesson Facilitation assignment in MHS 6423 Counseling Adolescents and Classroom Guidance Tape in SDS 6820 Internship in School Counseling. The candidate's ability to model clear, acceptable, oral and written communication skills during apparent or teacher workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program

Academic Learning Categories related to this outcome:

- Content Knowledge
 - Procedural Knowledge (Technical Skills)
 - Procedural Knowledge (Research skills)
 - Declarative Knowledge

- Communication
 - Team/Collaborative communication
 - Multimedia/Graphic communication
 - Oral Communication
 - Written Communication

- Critical Thinking
 - Practical Skills
 - Creative Skills
 - Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goals

- Boldness:** A uniquely competitive and globalized student body.
- Synergy:** Prominent teams of researchers and scholars.
- Place:** Deep engagement with South Florida's global communities
- Quality:** Continuously-assessed and evolving best practices.
- Brand:** National reputation for excellence.
- Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- Healthy aging
- Neuroscience
- Ocean Science and Engineering/Environmental Sciences
- Sensing and Smart Systems

Platforms (represent scholarly activities that apply to and support pillars)

- Big Data Analytics
 - Community Engagement and Economic Development
 - Diversity
 - Global Perspectives and Participation
 - Healthy and Environmentally Sustainable Campus
 - Leadership, Innovation and Entrepreneurship
 - Peace, Justice and Human Rights
 - South Florida Culture
 - Undergraduate Research and Inquiry
-

Performance Funding Metrics

- Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
 - Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
 - Net Tuition and Fees Cost to the Student
 - Six year graduation rates for First-time in College (FTIC)
 - Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
 - Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - University Access Rate [Percent of undergraduates with a Pell Grant]
 - Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
 - Baccalaureate Degrees Awarded Without Excess Hours
 - Percent of Baccalaureate Degrees Awarded to Minorities.
-

Implementing Strategy :

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Candidates in MHS 6423 will complete a Classroom Lesson Facilitation assignment in which they facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver an engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilize available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide students with differentiated instruction based on their student's individual needs during the lesson.

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

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

Assessment Method :

During 2018-2019, the School Counseling program faculty will use revised and updated course assignments and grading rubrics to evaluate student performance.

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

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

MHS 6423 will be offered in Boca in Fall 2018. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2018 and Spring 2019 semesters.

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

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

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

Criterion for success

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

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

Plan Period: 2018-2019

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

☰ Outcome 3 Details

↶ Description and Methodology
📊 Results
📁 Supporting Docs

📄 Results
✎ Edit
▼

Data Summary

See attached reports from Livetext for Summer 2018, Fall 2018, and Spring 2019 which reflect student outcomes and competencies for the MHS 6423 Classroom Lesson Facilitation assignment as well as the SDS 6820 Classroom Guidance Tape assignment.

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

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

The goal was met.

Program Improvement

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

Program Improvement Codes

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