### Wichita State University

**Counseling (School Counselor), Table 2**

**Assessments and Their Alignments**

Approve 11-4-05, Last Revisions 02-06-09, CF update 6-19-09

**NOTE:** The attachment to Figure 1 lists additional assessments used to evaluate this program.

**NOTE:** If program standards have been adopted that are not KSDE standards, they are preceded by an asterisk (*).

**NOTE:** Summary assessments that are reported to KSDE are preceded by a number in the first column.

#### Transition Points in this Program:

I: Admission to Graduate School and Counseling (School Counselor) MEd Program

II: Plan of Study Review

II: Admission to Clinical Practice

IV: Completion of Clinical Practice

V: Completion of Degree

<table>
<thead>
<tr>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
<th>Transition Point Where Used</th>
<th>Conceptual Framework Predominant Proficiency/Disposition</th>
<th>Predominant Type of Knowledge (Per NCATE Standard 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #1:</strong> The school counselor demonstrates knowledge of philosophical, historical, and social foundations of contemporary education and counseling practices, preparation standards, professional credentialing practices, and ethical behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Counseling Principles Exam (Comprehensive) in CESP 804</td>
<td>Target or Acceptable on all items of the rubric</td>
<td>CESP 804—Principles and Philosophy of Counseling</td>
<td>III</td>
<td>PR1</td>
<td>Professional Knowledge and Skills</td>
</tr>
</tbody>
</table>

| **Standard #2:** The school counselor understands and implements management and consultation skills necessary to integrate program planning, curriculum development, and evaluation. |
| 7 Program Integration Skills Project | Target or Acceptable on all items of the rubric | CESP 845—Professional School Counseling | IV | C3 | Professional Knowledge and Skills |

| **Standard #3:** The school counselor demonstrates an understanding of the nature and needs of individuals throughout the stages of human development and possesses knowledge of related human behavior. |
| 3 Practicum Evaluation: Items 16-25 | Rating of 3 or 4 on 4-point scale 80-100% of the time = Target 60-79% of the time = | CESP 856—Counseling Practicum | IV | CTA3 | Student Learning |
### Wichita State University
#### Counseling (School Counselor), Table 2

<table>
<thead>
<tr>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
<th>Transition Point Where Used</th>
<th>Conceptual Framework Predominant Proficiency/Disposition</th>
<th>Predominant Type of Knowledge (Per NCATE Standard 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acceptable Below 60% of the time = Unacceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard #4:** The school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom guidance activities designed to promote educational, career, personal, and social development of students.

<table>
<thead>
<tr>
<th>3</th>
<th>Practicum Evaluation: Items 26-30</th>
<th>Rating of 3 or 4 on 4-point scale</th>
<th>CESP 856—Counseling Practicum</th>
<th>IV</th>
<th>T1</th>
<th>Professional Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target or Acceptable on Items 1-9 of the rubric</td>
<td>Target or Acceptable on Items 1-9 of the rubric</td>
<td>Comprehensive Exam CESP 856—Counseling Practicum or last semester of enrollment</td>
<td>V</td>
<td>CTA</td>
<td>Professional Knowledge and Skills</td>
</tr>
</tbody>
</table>

**Standard #5:** The school counselor understands and demonstrates knowledge of assessment and research procedures and instruments needed to assist all students.

<table>
<thead>
<tr>
<th>8</th>
<th>Final Exam in CESP 822</th>
<th>Of Possible Points: 86-100% = Target 70-85% = Acceptable 0-69% = Unacceptable Passing = 70% or better</th>
<th>CESP 822—Assessment in Counseling</th>
<th>III</th>
<th>CTA2</th>
<th>Professional Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check List for Research Proposal in CESP 704</td>
<td>Of Possible Points: 80-100% = Target 65-79% = Acceptable 64% or below = Unacceptable</td>
<td>CESP 701</td>
<td>II</td>
<td>CKS1</td>
<td>Pedagogical Knowledge and Skills</td>
</tr>
</tbody>
</table>

**Standard #6:** The school counselor has knowledge of career development and applies a systematic plan for assisting all students through
<table>
<thead>
<tr>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
<th>Transition Point Where Used</th>
<th>Conceptual Framework Predominant Proficiency/Disposition</th>
<th>Predominant Type of Knowledge (Per NCATE Standard 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam (Comprehensive) in CESP 815</td>
<td>Of Possible Points: 86-100% = Target 70-85% = Acceptable 0-69% = Unacceptable Passing = 70% or better</td>
<td>CESP 815—Career Development</td>
<td>IV</td>
<td>CKS1</td>
<td>Professional Knowledge and Skills</td>
</tr>
<tr>
<td>Project 4: Career Interventions</td>
<td>Target or Acceptable on all items of the rubric</td>
<td>CESP 815—Career Development</td>
<td>IV</td>
<td>CTA3</td>
<td>Professional Knowledge and Skills</td>
</tr>
<tr>
<td>Guidance Project</td>
<td>Target or Acceptable ratings on all items of the rubric</td>
<td>CESP 845—Professional School Counseling</td>
<td>IV</td>
<td>CTA3</td>
<td>Professional Knowledge and Skills</td>
</tr>
<tr>
<td>Practicum Evaluation: Items 10, 11</td>
<td>Rating of 3 or 4 on 4-point scale 80-100% of the time = Target 60-79% of the time = Acceptable Below 60% of the time = Unacceptable</td>
<td>CESP 856—Counseling Practicum</td>
<td>IV</td>
<td>CTA3</td>
<td>Professional Knowledge and Skills</td>
</tr>
<tr>
<td>Synthesis and Professional Development Plan Paper</td>
<td>Target or Acceptable ratings on items 4-6 of the rubric</td>
<td>Comprehensive Exam CESP 856—Counseling Practicum or last semester of enrollment</td>
<td>V</td>
<td>CTA3</td>
<td>Professional Knowledge and Skills</td>
</tr>
<tr>
<td>Case Study</td>
<td>Of Possible Points: 90-100% = Target 80-89% = Acceptable</td>
<td>CESP 856—Counseling Practicum</td>
<td>V</td>
<td>HDD2</td>
<td>Professional Knowledge and Skills</td>
</tr>
</tbody>
</table>

**Standard #7:** The school counselor understands the significance of teaming and utilizes consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between students and their environments.

**Standard #8:** The school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.

**Standard #9:** The school counselor understands how current issues affect students.
### Wichita State University
### Counseling (School Counselor), Table 2

<table>
<thead>
<tr>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
<th>Transition Point Where Used</th>
<th>Conceptual Framework Predominant Proficiency/Disposition</th>
<th>Predominant Type of Knowledge (Per NCATE Standard 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Issues/Community Resources Project</td>
<td>Target or Acceptable ratings on all items of the rubric</td>
<td>CESP 857—Professional and Ethical Issues</td>
<td>IV</td>
<td>C3</td>
<td>Dispositions</td>
</tr>
<tr>
<td><strong>Standard #10:</strong> The school counselor understands the importance of continual lifelong professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Practicum Evaluation: Items 7, 14, 15</td>
<td>Rating of 3 or 4 on 4-point scale 80-100% of the time = Target 60-79% of the time = Acceptable Below 60% of the time = Unacceptable</td>
<td>CESP 856—Counseling Practicum</td>
<td>IV</td>
<td>PR4</td>
</tr>
<tr>
<td>12</td>
<td>Synthesis and Professional Development Plan Paper</td>
<td>Target or Acceptable ratings on items 10-12 of the rubric</td>
<td>Comprehensive Exam CESP 856—Counseling Practicum or last semester of enrollment</td>
<td>V</td>
<td>CTA3</td>
</tr>
</tbody>
</table>

**Standard #11:** The school counselor must complete an internship supervised by the recommending institution as part of the performance assessment for this license. The candidate must enroll in 2-3 hours a semester during the first year under the conditional license as a full-time employee. If the employee is working only halftime, the internship can be spread out over two years. A mentor should be provided by the employing district from the same endorsement filed and under conditions described in 91-41-1 through 91-41-4. The university must supply a supervisor who makes a minimum of two visits per semester with additional communications between visits. The university will then make a recommendation for licensure after the internship has been completed successfully.
<table>
<thead>
<tr>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
<th>Transition Point Where Used</th>
<th>Conceptual Framework Predominant Proficiency/Disposition</th>
<th>Predominant Type of Knowledge (Per NCATE Standard 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Internship Evaluation Rating of 3 or 4 on 4-point scale</td>
<td>CESP 947—Internship in Counseling</td>
<td>Post-graduate</td>
<td>CTA3</td>
<td>Professional Knowledge and Skills</td>
</tr>
<tr>
<td></td>
<td>90-100% of the time = Target</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80-89% of the time = Acceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 80% of the time = Unacceptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80% or better for recommendation for full licensure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program evaluation in the Counseling Program occurs both (a) to make decisions about individual candidates’ progress through the program and (b) to make decisions about the effectiveness of the program at preparing candidates to meet the standards of the program. This document describes the operation of the Counseling Program Assessment Plan. It first describes how decisions are made regarding individual candidates and then describes how decisions are made regarding the effectiveness of the program.

Decisions about Individual Candidate Progress

There are five transition points at which decisions are made regarding candidates in the Counseling Program. These are identified in the attachment to the Counseling Program Assessment Plan Figure 1. This section will describe how decisions are made at each of these transition points.

Transition Point: Program Admission

Applicants to the Counseling Program must submit the materials identified in the attachment to Figure 1 for the Counseling Program Assessment Plan. Applications are reviewed on an on-going basis once all materials are received. The Graduate School determines the GPA, and the Graduate Coordinator reviews the transcript to determine whether the applicant has completed 15 hours of undergraduate behavioral/social sciences courses. If the GPA is below 3.0 or if there are fewer than 15 hours of the required undergraduate coursework, the Graduate School sends the applicant a letter stating the reason for denial of admission. If the applicant has met the GPA and background coursework criteria, the chair requests the applicant to submit a resume, a goal statement, and the names and address of three references. The chair then asks the references to address specific issues concerning the applicant’s ability to work as a counselor.

Once all materials are received, the Counseling Faculty review the application. If the professional goals are not compatible with the program’s mission, or if the references indicate the applicant may have difficulty respecting diversity, working with vulnerable populations or being flexible, the Department Chair forwards the recommendation to the Graduate School. The Graduate School makes the decision and writes a letter telling the applicant of the decision. If the goals are compatible and the references do not indicate any “red flags,” the Chair assigns an advisor and notifies the Graduate School. The Graduate School then informs the applicant of the decision.

If an applicant has been denied admission, he or she may appeal the decision to the Counseling Faculty. The applicant may be told that specific course work, a higher GPA, or additional references might help their admission potential. In some cases an applicant may describe circumstances pertinent to the GPA or a reference letter. The Counseling Faculty review the appeal and make the admission recommendation. The Department Chair informs the candidate of the decision in writing.
Transition Point: Plan of Study Review

All candidates in Counseling must submit a Plan of Study Form and a plan of study review form after they have completed 12 hours in the program. The candidate submits the plan to the faculty advisor who then contacts the other faculty and asks if they have concerns about the candidate’s ability to succeed academically or ability to work as a counseling professional. If there are no concerns and the courses listed on the plan of study are consistent with program requirements, the faculty advisor signs the plan of study and forwards it to the Graduate School.

If there are academic or professional concerns, the advisor meets with the candidate and they collaboratively develop an improvement plan. The plan may list specific objectives to be achieved and a timeline.

Transition Point: Admission to Clinical Practice

Candidates applying to CESP 856, Counseling Practicum, must submit a practicum application by November 1 for a spring practicum and by April 1 for a fall practicum to the Counseling Placement Coordinator.

The Counseling Placement Coordinator reviews the application to make sure all prerequisite courses have been completed and that the requested site is compatible with the candidate’s career goals.

If the prerequisites have been met and the site requested is compatible, the Counseling Placement Coordinator contacts the Director of Guidance and Counseling at USD 259 or has the site arrangements made through the Dean’s office.

If the prerequisites have not been met, the Counseling Placement Coordinator notifies the candidate. The candidate may not take practicum until all prerequisites have been completed. If the requested site is not compatible with the candidate’s career goals, the Counseling Placement Coordinator meets with the candidate to select another site.

Transition Point: Completion of Clinical Practice

By the completion of CESP 856, Counseling Practicum, candidates will have been evaluated using the Assessment of microskills evaluation form and the Case Study rubric by the faculty supervisor. Additionally, they will have been evaluated by both the faculty supervisor and the on-site clinical supervisor using the Practicum Evaluation Form.

If the candidate has met the criteria specified in the Figure 1 Attachment, he or she has successfully completed the counseling practicum.

The CESP 856 faculty supervisor assigns the course grade. In the event that a candidate does not meet the criteria for the Assessment of microskills evaluation form and/or the Case Study rubric, the faculty supervisor meets with the candidate to outline remediation. If either the faculty or field supervisor’s practicum evaluation of the candidate is unsatisfactory, both
supervisors and the candidate meet to discuss which criteria have not been met and how the situation might be remediated.

Candidates may appeal the decision in writing to the Department Chair. The counseling faculty reviews the appeal and makes the decision as to the merit of the appeal. If the appeal is based on the Assessment of microskills evaluation form and the Case Study rubric, the faculty reviews the submitted materials and criteria. Specific suggestions are made and assignments made to address the deficiencies. Candidates are informed of the decision in conference with the faculty supervisor and in writing by the Department Chair.

In the case that either the faculty supervisor or field supervisor gives the candidate an unsatisfactory practicum evaluation, the candidate, field supervisor and faculty supervisor meet to discuss how the situation can be remedied. Remedial options include: (a) specific activities to be completed, (b) additional time to be spent on site, (c) counseling for the candidate, and (d) removal from the practicum site.

In the case that the candidate is removed from the practicum site, the counseling faculty, after consultation with the field supervisor, determine whether the candidate will be (a) placed in another setting, perhaps during another semester, or (b) removed from the program. The candidate is informed of the decision in a meeting with the counseling faculty and in writing by the Department Chair.

Transition Point: Program Completion

Candidates applying to complete their MEd in Counseling must meet the knowledge, skills and dispositions of the Conceptual Framework, have a GPA of 3.0, and complete all courses and assessments.

The counseling faculty determine if the candidate has successfully completed the comprehensive examination. The Graduate School performs the course and GPA audits.

Candidates are informed with a letter from the Graduate School if courses have not been completed or the GPA is below 3.0. Candidates are informed in writing by the Department Chair about the results of the comprehensive examination. They are told which portions were failed, asked to review the results with their advisor, and make arrangements to retake the necessary portions.

Candidates who have not satisfactorily completed the program may appeal the decision to the faculty. The counseling faculty reviews the appeal and makes the decision. The Department Chair informs the candidate of the decision in writing. Remedial options include (a) retaking the comprehensive examination, or (b) retaking a course and satisfactorily meeting the evaluative criteria.
Decisions about the Effectiveness of the Program

Decisions about the effectiveness of the Counseling Program are made by the Counseling Program Committee, in consultation with the Counseling Advisory Council utilizing aggregated data from transition points, program follow-up surveys, external reviews, state required licensure tests, and relevant unit operations (e.g., advisement). This section describes how decisions are made about the program’s effectiveness at preparing candidates to meet the standards adopted for the program.

Who Reviews the Data

The Counseling Program Committee is the primary group responsible for reviewing the data and for making decisions about the adequacy of the program. The Counseling Program Committee obtains advice from the Counseling Advisory Council. Practitioners who serve on the Advisory Council are selected on the basis of level (high, middle or elementary), location (urban, suburban, rural), and ethnicity. The candidate who serves on the Council is selected on the basis of being in the school counseling program and willingness to serve. Membership in these groups and the terms in office are consistent with the Professional Education Unit Governance document.

Frequency of and Nature of the Reviews

At least once each year, the Counseling Program Committee examines program data to ascertain program effectiveness. After making tentative conclusions about the program and any changes, it forwards to the Advisory Council the aggregated data that have led it to believe changes are or are not needed along with its proposed changes (if any). The Committee may also make recommendations about possible changes in the Conceptual Framework. The Council examines these and offers advice on (a) whether the decision(s) about the need for changes is/are consistent with what the data show, (b) whether any proposed changes will reasonably address the problem(s) that have been detected, and (c) any additional suggestions members may have for improving the program. After receiving the recommendations of the Council, the Committee makes final decisions about program changes to be recommended, if any, and forwards those to the appropriate University groups according to University policy.

Questions to be Considered by the Counseling Program Committee

At a minimum, the annual review by the Counseling Program Committee considers the Core Questions in Appendix A of the Unit’s “Program Assessment” document. In addition, it considers any questions not covered by the Core Questions raised by practitioners. If changes are being recommended for the program, for the common assessments and their rubrics, or for the criteria to be used, the Committee identifies the data that will be used in the following year(s) to examine the effectiveness of the changes.

If changes were made as a result of the prior reviews of program data, the Committee also examines the data to determine the success of those changes or any collateral adverse results from the changes.
Data to be Examined at Yearly Reviews

For the yearly reviews, the Counseling Program Committee examines aggregated data for the preceding year. This includes but is not limited to aggregated data from (a) decisions made about individual candidates at transition points, (b) the counseling program advising survey, (c) candidate exit surveys, (d) surveys of graduates, (e) surveys of employers of graduates, (f) any external reviews that occurred in the past year, and (g) graduates’ results on the state licensure exams in school counseling. Whenever possible, data coming from candidates, graduates, and employers are aggregated by (a) transition point, (b) by program standard, (c) by Unit Conceptual Framework proficiencies and dispositions, and (d) by type of knowledge. Where possible data are disaggregated by ethnicity and gender. In addition, the Committee examines aggregated data on clinical placements to determine if they meet program requirements for student/client and institutional (e.g., elementary, middle, high school) diversity. Finally, the Committee also examines reports from the Assessment Coordinator on (a) the predictive validity of the assessments used for making decisions at transition points, and (b) the reliability of the common assessments used by the program.

Review of the Work of the Counseling Program Committee

Each year, the Counseling Program Committee submits to the Unit Assessment Committee the annual report of its program review. Each annual report summarizes its conclusions and recommendations, and describes program changes undertaken, the problem each program change was designed to address, and how the data should change if the revision is successful. Additionally, it summarizes how effective prior program revisions were at addressing the problem(s) they were designed to solve, and any unexpected outcomes thought to be due to the program revisions.

Once every five years, the Counseling Program Committee submits to the Unit Assessment Committee evidence of its work for review. The materials submitted include, but are not limited to,

1. the Counseling Program Assessment Plan,
2. the minutes of the meetings of the Counseling Program Committee,
3. the minutes of the Counseling Advisory Council,
4. the aggregated and disaggregated data that were reviewed by the Counseling Program Committee during its most recent program review,
5. a copy of the suggestions given to the Counseling Program Committee by the Unit Assessment Committee as a result of its last review of the Counseling Committee’s work, and
6. a brief statement of how the Counseling Committee addressed any suggestions that were provided at the last review by the Unit Assessment Committee.

In addition, the Counseling Program Committee provides other information requested by the Unit Assessment Committee to assist in this review.
Figure 1. Counseling (School Counseling)  
Approved 11-14-05  

NOTE: Information that belongs in the boxes is provided immediately below Figure 1.
### Transition Point and Post Program Assessments

<table>
<thead>
<tr>
<th>Standard (Assessment)</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Point 1: Program Admission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Undergraduate GPA for last 60 hours</td>
<td>3.00 or above</td>
<td>Pre Program</td>
</tr>
<tr>
<td>None</td>
<td>Completion of undergraduate behavioral/social sciences courses</td>
<td>15 hours</td>
<td>Pre Program</td>
</tr>
<tr>
<td>None</td>
<td>Resumé</td>
<td>Evidence of interest in or experience with counseling-related activities</td>
<td>Pre Program</td>
</tr>
<tr>
<td>None</td>
<td>Statement of professional goals</td>
<td>Evidence of consistency with the program’s mission</td>
<td>Pre Program</td>
</tr>
<tr>
<td>None</td>
<td>Three letters of reference asking about applicant's respect for diversity, ability to work with vulnerable populations</td>
<td>No indication the applicant will have difficulty respecting diversity, working with vulnerable populations or being flexible</td>
<td>Pre Program</td>
</tr>
<tr>
<td>Transition Point II: Plan of Study Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>A plan of study and plan of study review form</td>
<td>Absence of faculty concerns regarding both the candidate’s ability to succeed academically and to work as a counseling professional</td>
<td>Freestanding</td>
</tr>
<tr>
<td>1</td>
<td>Counseling Skills in CESP 802: Criterion 1</td>
<td>“Acceptable” rating</td>
<td>CESP 802—Introduction to Interaction Process</td>
</tr>
<tr>
<td>3(1)</td>
<td>Unit Tests</td>
<td>Average of 80% of possible points</td>
<td>CESP 728—Theories of Human Development</td>
</tr>
<tr>
<td>5(1)</td>
<td>Final Exam in CESP 701</td>
<td>75% of possible points</td>
<td>CESP 701—Introduction to Educational Research</td>
</tr>
</tbody>
</table>
### Wichita State University

#### Counseling (School Counselor), Attachment to Figure 1

<table>
<thead>
<tr>
<th>Standard (Assessment)</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>5(2)</td>
<td>Midterm and Final Exams</td>
<td>Average of 75% of possible points</td>
<td>CESP 704—Introduction to Educational Statistics</td>
</tr>
</tbody>
</table>

**Transition Point III: Admission to Clinical Practice**

<table>
<thead>
<tr>
<th>Standard (Assessment)</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>GPA in all plan of study courses</td>
<td>Must have grades of “B” or better in all plan of study courses, or an overall GPA of 3.0 with no grades lower than “C”</td>
<td>Freestanding</td>
</tr>
<tr>
<td>1, 4</td>
<td>Must have completed CESP 824 and all its prerequisite courses</td>
<td>Grade of “B” or better</td>
<td>Freestanding</td>
</tr>
<tr>
<td>c</td>
<td>Practicum Application form</td>
<td>Form is complete and candidate’s choice of site is appropriate for candidate’s stated goals</td>
<td>Freestanding</td>
</tr>
<tr>
<td>1(2)</td>
<td>Final Exam (Comprehensive) in CESP 804</td>
<td>76% of possible points</td>
<td>CESP 804—Principles of Philosophy of Counseling</td>
</tr>
<tr>
<td>1(3)</td>
<td>Crisis Intervention Project</td>
<td>“Acceptable” rating on 3 of 3 items</td>
<td>CESP 824—Techniques of Counseling</td>
</tr>
<tr>
<td>4(1)</td>
<td>Course Exams in CESP 803</td>
<td>Average of 75% of possible points</td>
<td>CESP 803—Counseling Theories</td>
</tr>
<tr>
<td>4(2)</td>
<td>Journals</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 824—Techniques of Counseling</td>
</tr>
<tr>
<td>4(3)</td>
<td>Counseling Skills in CESP 824: Criteria 3 and 4</td>
<td>“Acceptable” ratings on 8 of 10 items</td>
<td>CESP 824—Techniques of Counseling</td>
</tr>
<tr>
<td>4(4)</td>
<td>Group Project</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 825—Group Counseling Techniques</td>
</tr>
<tr>
<td>5(3)</td>
<td>Final Exam in CESP 822</td>
<td>75% of possible points</td>
<td>CESP 822—Assessment in Counseling</td>
</tr>
<tr>
<td>5(4)</td>
<td>Test Review Project</td>
<td>Minimum of 70% of possible points</td>
<td>CESP 822—Assessment in Counseling</td>
</tr>
<tr>
<td>8(1)</td>
<td>Project #2</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 821—Multicultural Issues in Counseling</td>
</tr>
<tr>
<td>8(2)</td>
<td>Project #3</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 821—Multicultural Issues in Counseling</td>
</tr>
</tbody>
</table>
### Wichita State University

**Counseling (School Counselor), Attachment to Figure 1**

<table>
<thead>
<tr>
<th>Standard (Assessment)(a)</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 4, 5, 7, 9, 10</td>
<td>Meet criteria for successful completion of CESP 856: a. Audio/video/case consultation review rubric b. Practicum evaluation form c. Assessment of microskills rubric</td>
<td>a. “Acceptable” ratings on 15 of the 19 items on the evaluation rubric b. Ratings of “3” or “4” on all items on evaluation rubric (“1” or “2” for items reversed scored) c. Average of “3.0” or higher on 90% of the items on the evaluation rubric</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>7,10</td>
<td>Counseling Dispositions Rubric</td>
<td>“Acceptable” evaluation</td>
<td>Freestanding</td>
</tr>
<tr>
<td>1(4)</td>
<td>Practicum Evaluation: Items 9, 13, 40</td>
<td>Rating of 3 or 4</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>1(5)</td>
<td>Ethical Issues Project</td>
<td>“Acceptable” on 6 of 7 of items</td>
<td>CESP 857—Professional and Ethical Issues</td>
</tr>
<tr>
<td>2(1)</td>
<td>Needs Assessment Project</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 845—Professional School Counseling</td>
</tr>
<tr>
<td>2(2)</td>
<td>Program Project</td>
<td>“Acceptable” ratings on 5 of 7 items</td>
<td>CESP 845—Professional School Counseling</td>
</tr>
<tr>
<td>3(3)</td>
<td>Practicum Evaluation: Items 16-25</td>
<td>Rating of 3 or 4</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>5(5)</td>
<td>Practicum Evaluation: Items 4-6, 10, 11</td>
<td>Rating of 3 or 4</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>6(1)</td>
<td>Project #4A</td>
<td>“Acceptable” ratings on 5 of 7 items</td>
<td>CESP 815—Career Development</td>
</tr>
<tr>
<td>6(2)</td>
<td>Final Exam (Comprehensive) in CESP 815</td>
<td>76% of possible points</td>
<td>CESP 815—Career Development</td>
</tr>
<tr>
<td>6(3)</td>
<td>Project #1</td>
<td>“Acceptable” ratings on 5 of 7 items</td>
<td>CESP 815—Career Development</td>
</tr>
<tr>
<td>7(1)</td>
<td>Program Project</td>
<td>“Acceptable” ratings on 5 of 7 items</td>
<td>CESP 845—Professional School Counseling</td>
</tr>
<tr>
<td>7(2)</td>
<td>Needs Assessment</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 845—Professional School Counseling</td>
</tr>
<tr>
<td>7(3)</td>
<td>Practicum Evaluation: Item 41</td>
<td>Rating of 3 or 4</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
</tbody>
</table>
## Wichita State University

### Counseling (School Counselor), Attachment to Figure 1

<table>
<thead>
<tr>
<th>Standard (Assessment)</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(4)</td>
<td>Current Issues/Community Resources Report</td>
<td>“Acceptable” ratings on 4 of 5 items</td>
<td>CESP 857—Professional and Ethical Issues</td>
</tr>
<tr>
<td>8(3)</td>
<td>Practicum Evaluation: Items 10, 11</td>
<td>Ratings of 3 or 4</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>9(2)</td>
<td>Practicum Evaluation: Items 10, 11, 27-36</td>
<td>Rating of 3 or 4</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>9(3)</td>
<td>Current Issues/Community Resources Project</td>
<td>“Acceptable” ratings on 5 of 7 items</td>
<td>CESP 857—Professional and Ethical Issues</td>
</tr>
<tr>
<td>10(1)</td>
<td>Practicum Evaluation: Items 7, 14, 15</td>
<td>“Acceptable” rating on 2 of 3 items on the rubric</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
<tr>
<td>10(2)</td>
<td>Professional Development Plan</td>
<td>“Acceptable” rating on rubric</td>
<td>CESP 856—Counseling Practicum</td>
</tr>
</tbody>
</table>

### Transition Point V: Program Completion

<table>
<thead>
<tr>
<th>Standard</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>GPA on Plan of Study Courses</td>
<td>Grades of “C” or better in all courses and GPA of 3.0 or higher</td>
<td>Freestanding</td>
</tr>
<tr>
<td>1-10</td>
<td>Degree Audit</td>
<td>All courses on plan of study completed with grades of “C” or better and a GPA of 3.0 or higher</td>
<td>Freestanding</td>
</tr>
<tr>
<td>1-10</td>
<td>Comprehensive Examination</td>
<td>67% of multiple-choice questions correct; “acceptable” ratings on 6 of 7 items on the synthesis portion and “acceptable” ratings on 8 of 10 items on the case study portion of the evaluation rubric</td>
<td>Freestanding</td>
</tr>
<tr>
<td>3(2)</td>
<td>Course Exams in CESP 835</td>
<td>75% of points possible</td>
<td>CESP 835—Psychopathology and the DSM-IV</td>
</tr>
<tr>
<td>9(1)</td>
<td>Case Study</td>
<td>“Acceptable” ratings on 7 of 8 items</td>
<td>CESP 837—Family Issues in Counseling</td>
</tr>
</tbody>
</table>
### Wichita State University

#### Counseling (School Counselor), Attachment to Figure 1

<table>
<thead>
<tr>
<th>Standard (Assessment)(^a)</th>
<th>Common Assessment</th>
<th>Criterion</th>
<th>Course Where Assessment is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>11(1)</td>
<td>Internship Evaluation</td>
<td>Rating of 3 or 4 on all items—recommendation for full licensure</td>
<td>CESP 947—Internship in Counseling</td>
</tr>
<tr>
<td>NA</td>
<td>Graduate Survey</td>
<td>To be determined</td>
<td>Post Program</td>
</tr>
<tr>
<td>NA</td>
<td>Employer Survey</td>
<td>To be determined</td>
<td>Post Program</td>
</tr>
</tbody>
</table>

**Other Review Data: Program Follow-Up**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11</td>
<td>KSDE Program Review</td>
<td>Program accredited</td>
<td>Freestanding</td>
</tr>
</tbody>
</table>

**Other Review Data: External Reviews**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>School Guidance and Counseling (PRAXIS II)</td>
<td>600 or higher</td>
<td>Post Program</td>
</tr>
</tbody>
</table>

\(^a\)Numbers outside parentheses are program standard numbers. Numbers inside parentheses are the numbers assigned to that assessment instrument in Table 2. If “none” is listed, this assessment does not assess a program standard. If “NA” is listed, this column is “Not Applicable” because either the assessment is not created by faculty at Wichita State University or it is a Unit-Wide assessment keyed to the Unit’s Conceptual Framework.

\(^b\)To evaluate candidate performance and appropriate planned sequencing of courses.

\(^c\)To determine appropriateness of placement site for candidate’s stated goals.