

Table 1

Response to Recommendations 4 and 5

Master of Education in Counselor Education

Strategic Theme	Outcomes	Assessment	Standard Against Which Evidence Compared	Improvement(s) (e.g., affect on “design of curricula, design and practice of pedagogy, and in improvement of evaluation.”)
Academic distinction Student-centeredness Transcultural opportunities	Professional identity	Praxis II Counselor Preparation Comprehensive Examination (CPCE) Guidance Curriculum Unit Advocacy Project	Both the Praxis II and Counselor Preparation Comprehensive Examination (CPCE) show adequate achievement in knowledge areas. In the area of professional knowledge and skills, the candidates met target or acceptable levels of performance on the guidance curriculum unit and advocacy project. Similarly, all but one candidate met at least acceptable levels in the disposition areas represented by the cross-cultural paper and the journal synthesis. In the area of pupil learning, candidates successfully completed the organizational analysis, but two of the data-based projects had to be revised for implementation at a later date.	Faculty identified several areas of concern. For instance, performance levels on both the Praxis II and CPCE were low for 2004-05. These levels may be a result of admission procedures and/or the need for some curricular adjustments. More extensive admission process review have been implemented, including a background check, passing score on Praxis I, an interview, and orientation to the demands of the program. One of the changes implemented as a result of these findings was that full-time counseling faculty rather than part-time faculty will now teach two of the three areas that were shown to be at or below program-set criterion on the CPCE – Career Counseling and Individual Analysis. The other area, Research and Program Evaluation, is taught by out-of-program faculty and does not include all subject matter covered on the exit exam. The program faculty will propose that counseling faculty be allowed to substitute a course that would cover research and program evaluation as it relates to Council for Accreditation for Counseling and Related Educational Programs (CACREP) standards. In the area of pupil outcomes, there needs to be more time allowed for implementation and pupil change to occur. Presently, candidates are allowed to take both internships in one semester. This does not allow for enough time to assess, plan, and implement pupil outcomes improvement. Beginning Fall 2006, students will be required to take the internships over two semesters.
Academic distinction Student-centeredness Transcultural opportunities	Social and cultural diversity	Cross-Cultural Identify Development Paper Performance Evaluation and Journal Synthesis Organizational Analysis Data-Based Intervention		
Academic distinction Student-centeredness Transcultural opportunities	Human growth and development			
Academic distinction Student-centeredness Technological advancement Transcultural opportunities Public-private partnerships	Career development			

Strategic Theme	Outcomes	Assessment	Standard Against Which Evidence Compared	Improvement(s) (e.g., affect on “design of curricula, design and practice of pedagogy, and in improvement of evaluation.”)
Academic distinction Student-centeredness Transcultural opportunities Public-private partnerships	Helping relationships	Praxis II Counselor Preparation Comprehensive Examination (CPCE) Guidance Curriculum Unit Advocacy Project Cross-Cultural Identify Development Paper	Both the Praxis II and Counselor Preparation Comprehensive Examination (CPCE) show adequate achievement in knowledge areas. In the area of professional knowledge and skills, the candidates met target or acceptable levels of performance on the guidance curriculum unit and advocacy project. Similarly, all but one candidate met at least acceptable levels in the disposition areas represented by the cross-cultural paper and the journal synthesis. In the area of pupil learning, candidates successfully completed the organizational analysis, but two of the data-based projects had to be revised for implementation at a later date.	Faculty identified several areas of concern. For instance, performance levels on both the Praxis II and CPCE were low for 2004-05. These levels may be a result of admission procedures and/or the need for some curricular adjustments. More extensive admission process review have been implemented, including a background check, passing score on Praxis I, an interview, and orientation to the demands of the program. One of the changes implemented as a result of these findings was that full-time counseling faculty rather than part-time faculty will now teach two of the three areas that were shown to be at or below program-set criterion on the CPCE – Career Counseling and Individual Analysis. The other area, Research and Program Evaluation, is taught by out-of-program faculty and does not include all subject matter covered on the exit exam. The program faculty will propose that counseling faculty be allowed to substitute a course that would cover research and program evaluation as it relates to Council for Accreditation for Counseling and Related Educational Programs (CACREP) standards. In the area of pupil outcomes, there needs to be more time allowed for implementation and pupil change to occur. Presently, candidates are allowed to take both internships in one semester. This does not allow for enough time to assess, plan, and implement pupil outcomes improvement. Beginning Fall 2006, students will be required to take the internships over two semesters.
Academic distinction Student centeredness Technological advancement Transcultural opportunities Public-private partnerships	Group work	Performance Evaluation and Journal Synthesis Organizational Analysis Data-Based Intervention		
Academic distinction Student-centeredness Technological advancement	Assessment			
Academic distinction Student-centeredness Technological advancement	Research/Program evaluation			
Academic distinction Student-centeredness	Foundations of school counseling			

Strategic Theme	Outcomes	Assessment	Standard Against Which Evidence Compared	Improvement(s) (e.g., affect on “design of curricula, design and practice of pedagogy, and in improvement of evaluation.”)
Academic distinction Student-centeredness Transcultural opportunities	Contextual dimensions of school counseling	Praxis II Counselor Preparation Comprehensive Examination (CPCE) Guidance Curriculum Unit Advocacy Project	Both the Praxis II and Counselor Preparation Comprehensive Examination (CPCE) show adequate achievement in knowledge areas. In the area of professional knowledge and skills, the candidates met target or acceptable levels of performance on the guidance curriculum unit and advocacy project. Similarly, all but one candidate met at least acceptable levels in the disposition areas represented by the cross-cultural paper and the journal synthesis. In the area of pupil learning, candidates successfully completed the organizational analysis, but two of the data-based projects had to be revised for implementation at a later date.	Faculty identified several areas of concern. For instance, performance levels on both the Praxis II and CPCE were low for 2004-05. These levels may be a result of admission procedures and/or the need for some curricular adjustments. More extensive admission process review have been implemented, including a background check, passing score on Praxis I, an interview, and orientation to the demands of the program. One of the changes implemented as a result of these findings was that full-time counseling faculty rather than part-time faculty will now teach two of the three areas that were shown to be at or below program-set criterion on the CPCE – Career Counseling and Individual Analysis. The other area, Research and Program Evaluation, is taught by out-of-program faculty and does not include all subject matter covered on the exit exam. The program faculty will propose that counseling faculty be allowed to substitute a course that would cover research and program evaluation as it relates to Council for Accreditation for Counseling and Related Educational Programs (CACREP) standards. In the area of pupil outcomes, there needs to be more time allowed for implementation and pupil change to occur. Presently, candidates are allowed to take both internships in one semester. This does not allow for enough time to assess, plan, and implement pupil outcomes improvement. Beginning Fall 2006, students will be required to take the internships over two semesters.
Academic distinction Student-centeredness Public-private partnerships	Program development, implementation, and evaluation	Cross-Cultural Identify Development Paper Performance Evaluation and Journal Synthesis Organizational Analysis Data-Based Intervention		
Academic distinction Student-centeredness Technological advancement Transcultural opportunities Public-private partnerships	Clinical components			