

CWU Department/Program Goals Assessment Plan Preparation Form

Department: Psychology

Program: M. Ed. in School Counseling

The program goals and assessments of the Psychology Department as a whole are also the program goals and assessments of the graduate program in school counseling. The graduate program in school counseling has additional goals and assessments. Goals and assessments of the CWU school counseling program are consistent with those of the Council for the Accreditation of Counseling and Related Programs (CACREP)*, the National Council for the Accreditation of Teacher Education (NCATE)*, and Washington State Office of the Superintendent of Public Instruction (OSPI) standards for Educational Staff Associate in School Counseling certification programs*.

Program Goals	Related Department Goals	Related College Goals	Related University Goals	Method(s) of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
1. All Psychology Department Goals are also goals of the M.Ed. School Psychology program.	Goals 1 - 8	Goals I - VI	Goals I - VI	See Psychology Department Goals form.	See Psychology Department Goals form.	See Psychology Department Goals form.	See Psychology Department Goals form.
2. Train specialists to provide comprehensive, developmental guidance programs in the schools and to consult with parents and teachers concerning the social, educational, and developmental tasks of children and youth.	1. Maintain currency of academic programs 3. Promote excellence in learning to prepare students for careers and advanced study 8. Serve as a center for psychological and educational services to the community and region	Goals I:& II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. Goal VI: Strengthen the college's contributions to the field of education.	Goals I:& II: Maintain and strengthen an outstanding academic and student life at all sites Goal V: Achieve regional and national prominence for the university.	Assessment of student progress form. (Appended. Assesses academic performance, clinical performance, and professional and personal development) Professional Education Advisory Board written and oral examination, portfolio review. Alumni survey	All students in program. assessed by student's advisor (with input from program faculty)	Spring of first year. Fall of second year. PEAB review at end of degree and certification program. Post graduation	By their second review, students must receive a "3" or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter. All students will receive satisfactory PEAB evaluations All students who pursue appropriate professional placement or doctoral program acceptance should be successful.

Program Goals	Related Department Goals	Related College Goals	Related University Goals	Method(s) of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
3. Meet or exceed current national standards for professional training [e.g., Council for the Accreditation of Counseling and Related Educational Programs (CACREP); National Council for Accreditation of Teacher Education (NCATE), Washington State Office of the Superintendent of Public Instruction (OSPI)]	Goals 1-8	Goals I:& II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence. Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations. Goal VI: Strengthen the college's contributions to the field of education.	Goals I:& II: Maintain and strengthen an outstanding academic and student life at all sites Goal III: Strengthen and further diversify our funding base and strengthen infrastructure Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry Goal V: Achieve regional and national prominence for the university. Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry	Practica/Internship evaluations (PSY 593A, B, C, and E, and PSY 682) Comprehensive exam Professional Educators Advisory Board (PEAB) oral interview Review by NCATE accreditation team. Review by State Board of Public Instruction for conformity to OSPI standards.	All students complete practica and examinations. Entire program is reviewed by accrediting bodies. PSY 593A, B, and C evaluations are completed the faculty supervisor. PSY 593E and 682 evaluations are completed by the onsite supervisor. Comprehensive Exam is scored by the program director. PEAB oral interview is scored collectively by the PEAB members.	PSY 593A is started either the student's second or third quarter. Students continue to take the sequence until every quarter until they complete PSY 682. The PEAB and Comprehensive Exam are taken during or after their final quarter of internship. Accrediting reviews occur at intervals dictated by law or accrediting bodies.	Students must receive a "3" (Expected performance) or above on their PSY 593A evaluation. They must receive a "Satisfactory" or above on 593B or C. The student must not receive any "1"s on the 79-item evaluation from PSY 682. The PEAB and Comprehensive Exam are scored pass/fail. Students must receive a passing score on both. Program achieves initial CACREP accreditation and maintains it thereafter. NCATE and OSPI approvals are regularly maintained.
4. Meet annual Washington State approval standards for school counselor certification training programs** (One standard per year: Professional Education Advisory Board, Accountability, Unit Governance and Resources, Program Design, Knowledge and Skills)	Same as Goal 3, above.	Same as Goal 3, above.	Same as Goal 3, above.	In concert with PEAB, submit evidence for annual approval standard	One aspect of the program is evaluated each year by the State Board of Education	Entire program is reviewed with each five-year cycle	Maintain full approval of each annual standard.

*CACREP is a leading national body for accrediting educational programs in school counseling. It establishes standards for the institution, program objectives and curriculum (including foundations, contextual dimensions, and knowledge and skills), clinical instruction, faculty and staff, organization and administration, and evaluations in the program. The current CACREP standards may be found at <http://www.cacrep.org/2001Standards.html>. NCATE standards may be found at <http://www.ncate.org/public/standards.asp> in which school counselors fall under the standards for "other school personnel." Washington State standards for school counselor certification programs are codified in WAC 181-78A-270(5), available online at <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

** Details of Washington State approval standards are codified in WAC 181-78A-220 et seq., available beginning at <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-220>