



Office of the



State Superintendent of Education

March 2, 2011

Dr. Antoinette Mitchell, Interim Dean
School of Education
Trinity Washington University
125 Michigan Avenue, N.W.
Washington, DC 20017

Dear Dr. Mitchell:

Recently, a state appointed team of program examiners completed its review of Trinity Washington University's program report for the renewed approval of its School Counselor program. Enclosed, please find two (2) copies of the Initial Program Review Report, which summarizes the findings of fact of the State-facilitated Program Review Team. Please note, this report does not indicate or contain official actions or recommendations of official actions to be taken by the State Superintendent of Education.

Although all standards were deemed to be met for the program reviewed, your institution still reserves the right to submit a Program Rejoinder to the findings of the Program Review Team. The purpose of the rejoinder is to clarify information presented in the team report and to correct any factual errors in the report. If the judgments of the team members are being contested, the rejoinder must indicate the grounds for such a stand and the available documentation to support them. This information should be summarized, cited, and included in an appendix as appropriate. If you do not intend to submit a rejoinder, please notify us in writing so that we may expedite the process of preparing the Final Program Review Report and Recommendations for review and consideration by the State Superintendent of Education.

If you do intend to submit a program rejoinder, it should be paginated and include the following four sections:

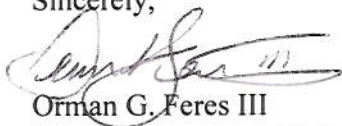
1. Letter from the unit head acknowledging the receipt of the team report.
2. Response to the weaknesses cited by the team. If there is evidence to suggest that a weakness does not exist, the appropriate documentation should be appended.
3. Perceptions of procedural concerns, if any, regarding the program approval process that might have prejudiced the team judgments.
4. Appendices that support any requests for reconsideration of the team judgments.

If there is data that you believe was included in the Program Report but not given adequate consideration by the team, the appropriate pages should be reproduced and sent with the rejoinder. If the reference exceeds three pages in the program report, the page numbers of the program report should be cited and not duplicated. The appendices should be paginated and their sources (e.g., Faculty Handbook or program folio) clearly identified on each appendix item.

The rejoinder must be factual in nature. It should be concise, to the point and complete, and should not include newly developed materials or evidence that did not exist prior to submission of the original program report. All inaccurate information should be corrected and appropriate documentation should be submitted with the rejoinder. Since the team report describes the program as it was at the time of the review, all evidence must describe what existed at the time of the program review. Changes made by the unit after the review cannot be considered. All evidence must relate directly to the standards and procedures that applied at the time of the program review.

Three copies of the Program Rejoinders must be submitted within 30 days of the receipt of the team reports. If you have any questions or concerns regarding this letter or preparation of the Institutional Rejoinder, you may contact me at (202) 741-5218.

Sincerely,



Orman G. Feres III
Coordinator, Accreditation and Title II HEOA
Office of the State Superintendent of Education
Educator Licensure and Accreditation

enclosures



 Office of the
 State Superintendent of Education

Office of the State Superintendent of Education

Educator Licensing and Accreditation

Program Review Report

for

Teacher Education Programs

Trinity (Washington) University

Visit Date March 19 - 23, 2011

I. Introduction

In the spring of 2010, Trinity (Washington) University's School of Education submitted its *Intent to Seek Unit Accreditation and Renewal of its Approved Teacher Education Programs* to the Educator Licensure and Accreditation unit within the Office of the State Superintendent of Education (OSSE). The institution's request was for continued accreditation and the renewed approval of nine (9) subject area programs (Elementary Education, Early Childhood Education, Non-Categorical Special Education, Secondary English, Secondary Social Studies, English as a Second Language, Reading, Educational Administration and Leadership, and School Counselor).

Of the nine (9) programs for which the institution is seeking renewed approval, the institution elected to have eight (8) reviewed by their respective specialty professional associations (SPAs), each of which is recognized by OSSE and its partner, the National Council for Accreditation of Teacher Education (NCATE). The terms of the partnership agreement between OSSE and NCATE allow for OSSE to utilize the evaluation and subsequent national recognition decision of the SPAs as a finding of fact in formulating OSSE's own determination of state program approval status. In accordance with DCMR Title 5 1601.11, an OSSE-facilitated Program Review Team conducted a review of the remaining program for which the institution requested renewed approval: School Counselor.

This document represents the conclusion of the finding of facts by the OSSE Program Review Team of Trinity Washington University's School Counselor program.

III. Findings

School Counselor - Advanced (Grades K-12)

A. Team Standards Determination(s):

All Standards Are Met Without Weakness

B. Rationale for the Decision:

Trinity Washington University's advanced-level School Counselor program is offered in two academic tracks as a 48 semester hour Master of Arts specialization in School Counseling (MA) program or as a 60 semester hour Master of Arts in Counseling, which requires candidates to undergo additional preparation to qualify for the LPC assessment. The program is aligned with the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) which have been recognized by OSSE for the development and maintenance of School Counselor programs in DC.

Extensive emphasis is placed on candidates' preparedness to make appropriate assessments and appraisals, and to interpret the impact of societal, cultural, and environmental factors on students' learning. Candidates' focus throughout the program is aligned with the CACREP common core curricular areas and instruction ranges from understanding of professional orientation and ethics, social and cultural foundations, human growth and development, career and lifestyle development, helping relationships, group work, assessment, and research and program evaluation. Before candidates are permitted to participate in the internship phase of the program, they are required to successfully complete a 160-question comprehensive examination that explores their knowledge, skills, and professional attitudes in these areas. Further documentation of assessments and linkage of the program to the Unit's overall conceptual framework provide a comprehensive overview of expectations for the successful completion of the program.

Candidates' field experiences occur within multiple placements and encompass a total of 980 hours of field work. Candidates complete 40 hours of practicum during the COUN 631 - Practicum in Counseling course and an additional 120 hours during enrollment in both COUN 640 - Internship I and COUN 642 - Internship II. Following the successful completion of all major coursework in counseling theory and application candidates are permitted to participate in a 100-clock hour, 15 week supervised field practicum semester followed by a 600-clock hour internship which occurs over the course of two semesters, under direct supervision by a certified school counselor or licensed professional counselor. In addition, candidates participate

in weekly on-campus seminars with a licensed or approved clinical supervisor. Throughout the field practicum component of the program, candidates are required to demonstrate a range of knowledge, skills, and attitudes about the profession. Overall, the review team noted that the field practicum component is well aligned to program assessments and CACREP common core curriculum areas, and reflects the overall goals and objectives of the Unit and its conceptual framework.

The program incorporates a strong candidate evaluation system, based on 7 key program assessments, which are administered at various stages throughout the program. Key assessments measure candidates' knowledge of the content area, proficiency with communication and technology, ability to work effectively with diverse populations, knowledge of ethical standards, and their ability to demonstrate what they have learned in their practice. Assessments have been aligned with a wide assortment of rubrics and scoring guides to ensure that grading is uniform and that candidates are aware of what is expected of them throughout the duration of program. A review of summary assessment data shows that a preponderance of candidates meets or exceed the requirement and objectives of the assessment. Further evidence clearly demonstrates that data from assessments has been routinely used to measure the efficacy of the program and inform program augmentations. The review team is confident in concluding that the program's assessment system effectively evaluates candidates' performance and is comprehensively aligned to the standards.

In summary, there is sufficient evidence to suggest that required coursework, assessments and field experiences are uniformly and comprehensively aligned with all components of the national and state standards for programs in School Counseling. Required courses deal specifically with understanding child development and learning, building family and community relations, developing skills and effective techniques for observing, documenting, and assessment to support children and families, and effectively impact student learning. Furthermore, the program is designed in such a way as to ensure that candidates receive extensive field experiences within diverse settings.

C. Weaknesses:

There are no perceived weaknesses in the program

D. Corrections to the Program Report:

There is no need for corrections to the program report.