(19) an understanding of systems, including family dynamics and school environments.	
(C) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outline in <i>The Texas Model for Comprehensive School Counseling Programs</i> . The certified school counsel must:	
1.5 (1) develop processes and procedures for planning, designing, implementing, and evaluating <i>The Texas Model for Comprehensive School Counseling Programs</i> ;	
(2) provide a proactive, comprehensive, developmental school counseling program based of the needs of students, as set forth in <i>The Texas Model for Comprehensive School Counseling Programs</i> ;	
2 (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;	
(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;	
1.5 (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;	
(6) demonstrate proficiency in teaching small and large groups by actively engaging studen in the learning process;	ts
(7) participate in the selection, use, and interpretation of assessments and assessment results;	
(8) use multiple sets of information and data to make decisions about students, programs, and services;	
(9) use counseling-related research techniques and evidence-based practices to address student needs;	
1-5 (10) advocate for a comprehensive school counseling program that is responsive to all students;	
(11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;	
2 (12) maintain proficiency in counseling and campus-related technology; and	
(13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.	

### Domain I

(B) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
(1) the history of counseling;
2 (2) counseling and consultation theories and practices;
(4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, includin college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
(6) changing societal trends, including demographic, economic, and technological tendencies and their relevance to school counseling;
(7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;
(8) learners' developmental characteristics and needs and their relevance to educational and career choices;
(9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
(11) techniques and behavioral interventions to assist teachers with classroom management;
(12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
(13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
(14) counseling-related research techniques and practices;
(15) developing and teaching best practices on leadership skills;
1.5 (16) how cultural factors and group membership impact individual students;
(17) the comprehensive school counseling program model;



## Dual Credit Enrollment Checklist

Apply for admissions through angelo.edu

Students must be certain they <u>submit</u> the application at the end. The student's name used when applying should match their name on their high school transcript.

- · Go to angelo.edu/dualcredit
- · Select "Learn More about Presidential Scholars"
- Select the plus (+) symbol, located next to "Steps to Apply"
- · Complete and submit the online dual credit application

Submit a Dual Credit Agreement Form

A signed dual credit agreement form must be submitted to ASU. You can do this by turning it in to your high school counselor.

3 Submit Transcripts via TREX

Please request a transcript to be sent via TREX with test scores (if possible).

Submit Test Scores for TSI

Students that need test scores are students taking a **Math or English class**. You may submit EOC scores, TSI assessment scores, ACT scores, or SAT scores (see the TSI chart, below).

5 Submit Appeals Form (if applicable)

Students who are not in the top half of their graduating class or do not have a 3.0 GPA on a 4.0 scale will need to submit an appeals form for an admissions decision. This form must be signed by the student, parent, and high school counselor.

Be Responsible

Once you are taking dual credit classes, keep up with important deadlines.

TSI Eligibility for Dual Credit Enrollment					
Test	Required Score: Reading*	Required Score: Writing*	Required Score: Math**		
ACT	Composite Score: <u>23</u> (with at least <u>19 on English</u> )		Composite Score: <u>23</u> (with at least <u>19 on Math</u> )		
SAT (old)	Combined reading & math: <u>1070</u> (minimum of <u>500 on the reading test</u> )		Combined reading & math: 1070 (minimum of <u>500 on the</u> math test)		
Redesigned SAT (new)	Evidence-Based reading & writing: <u>480</u> or higher		Minimum of <u>530</u>		
STAAR	English II EOC: <u>4000</u> or higher		Algebra I EOC: <u>4000</u> or higher		
TSI Assessment	<u>351</u> or higher	Essay: <u>5</u> OR Essay: <u>4 and</u> multiple choice: 340	<u>350</u> or higher		

\*All college-level English courses require passing TSI scores in Reading and Writing

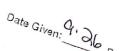
\*\*All college-level Math courses require passing TSI scores in Math

Coordination of Se

s/her current performa avior, as well as accom. Id IEP for this student.

Uses time wisel.
Works independ.
Requests assista.
Follows class rule.
Low test grades:
Low daily grades:
Lack of organization:

other stu





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STAAR	English II EOC: <u>4000</u> or higher		Algebra I EOC: <u>4000</u> or higher	
TSI Assessment	<u>351</u> or higher	Essay: <u>5</u> OR Essay: <u>4 and</u> multiple choice: 340	<u>350</u> or higher	