

2.5 (18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and

2 (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 outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

1.5 (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;

1.5 (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;

2 (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

2.5 (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;

2 (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

1 (7) participate in the selection, use, and interpretation of assessments and assessment results;

2 (8) use multiple sets of information and data to make decisions about students, programs, and services;

2 (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;

2 (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

2 (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

Source: The provisions of this §239.15 amended to be effective December 21, 2017, 42 TexReg 7144.

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:

- 2 (1) the history of counseling;
- 2 (2) counseling and consultation theories and practices;
- 2.5 (3) career development theories and practices;
- 3 (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- 1.5 (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;
- 2 (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- 2 (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;
- 2.5 (8) learners' developmental characteristics and needs and their relevance to educational and career choices;
- 2 (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- 3 (10) the characteristics and educational needs of special populations;
- 2 (11) techniques and behavioral interventions to assist teachers with classroom management;
- 1.5 (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
- 2 (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- 2 (14) counseling-related research techniques and practices;
- 2 (15) developing and teaching best practices on leadership skills;
- 1.5 (16) how cultural factors and group membership impact individual students;
- 2 (17) the comprehensive school counseling program model;



Dual Credit Enrollment Checklist

1 Apply for admissions through angelo.edu

Students must be certain they submit 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

2 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 TRES

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

4 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.

6 Be Responsible

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

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

Date Given: 9.26

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Low daily grades:
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**All college-level Math courses require passing TSI scores in Math