

# **ASSESSMENT PLAN: M.S. in Counseling**

## **Methods of Assessment**

### **Specialization-Specific Coursework**

In order to complete a course, students must meet explicit standards indicated on the course syllabus, which are based on CACREP Standards. These standards are listed as course objectives and assessed using discussions, quizzes and exams, papers/essays, projects, presentations, and direct observation of counseling skills.

### **Advancement to Candidacy**

Every student in each specialization must submit a form entitled Advancement to Candidacy after completion of 30 units in the master's degree program. The program advisor meets individually with students to review their program of study and ensure that they are on track to graduate. The Advancement to Candidacy is completed with the advisor, reviewed by the program coordinator, then reviewed by the branch chair, and then reviewed by the Office of Graduate Studies. Once the form is approved by the Office of Graduate Studies, the student advances towards completion of the degree. This form allows program faculty to track student progress and ensure that the curriculum outlined by the program is being met by every student.

### **Specialization Case Study**

Each specialization is assigned a case study beginning in EDC 475: Practicum. They write two additional case study papers during both semesters of EDC 480: Field Study. There is a template and rubric based on each specialization's requirements. In order to pass the final case study in the final semester of EDC 480, students must receive a score of Meet or Exceeds Standard on all items assessed by the rubric.

### **Counselor Trainee Evaluation**

The Counselor Training Evaluation was used to collect data in order to directly assess students' knowledge and skills in two required core courses offered in Fall 2013 and Spring 2014: Practicum in Counseling (EDC 475) and Field Study in Counseling (EDC 480). Students' university supervisors conducted the evaluations in EDC 475, and their onsite supervisors performed the evaluations in EDC 480. The university supervisor also reviews the onsite supervisors' evaluations. The Counselor Training Evaluation includes a specific rubric that provides supervisors with a guide for evaluating students' performance.

### **Counselor Preparation Comprehensive Examination (CPCE)**

The Comprehensive Counselor Examination (CPCE) was used to provide external benchmarking data. This exam is administered in students' final semester during EDC 290: Master's Culminating Experience. The exam is scored by the Center for Credentialing & Education. The CPCE is a national exam with extensive reliability and validity testing.

### **Student Exit Survey**

The Student Exit Survey was used to collect data in order to indirectly assess students' based on their own perceptions of knowledge and skills. This survey is administered through Class Climate and students' responses are completely anonymous. Students receive the link to the survey while enrolled in EDC 290. All students are invited to complete the Student Exit Survey during their last semester in the program, and it is a requirement for completion of EDC 290. Therefore, the response rate is 100%.

## **ASSESSMENT PLAN: M.S. in Counseling**

### **Alumni Survey**

The Office of Institutional Research conducts alumni surveys on a periodic basis. The most recent survey of M.S. in Counseling alumni was distributed and data collected and analyzed in spring 2015. A total of 69 alumni responded to the survey from graduation years 2010-2014. The survey includes questions about current employment and perception of job preparedness based on one's master's degree. The survey also asks respondents about their perceptions of their graduate program. The results of this survey were distributed to faculty in September and discussed at program faculty meeting.

### **Site Supervisor Survey**

The Site Supervisor Survey is distributed to all EDC 475: Practicum and EDC 480: Field Study supervisors annually. The survey is qualitative and includes four questions: (1) What strengths have you identified in our practicum/field study students? (2) What knowledge and/or skills would you like for our students to have prior to beginning practicum? (3) What knowledge and/or skills would you like for our students to have prior to beginning field study? and (4) What information, training, or other resources would help you in performing your duties as a supervisor? Supervisors may also add additional comments. The survey data is collected and shared at program meetings with faculty. Data is then used to determine what modifications need to occur in the curriculum in order to better prepare trainees for practicum and field study.

### **Alumni Employer Survey**

The Alumni Employer Survey was developed in fall 2015 and has been distributed to employers from all three specializations. Alumni are requested to provide their employer information for this anonymous survey, and so surveys are only sent to those employers whose alumni responded. At this time, we have distributed 14 surveys to career counseling alumni employers, 24 surveys to MCFC alumni employers, and 48 surveys to school counseling alumni employers. Data will be analyzed and discussed at a program meeting with faculty during the spring 2016 semester.

### **Community Advisory Committee**

The Community Advisory Committee is composed of full-time and part-time faculty, administrators, site supervisors, alumni, and other community partners. The purpose of the committee is to allow community partners to meet with faculty and administrators and share their perceptions about our program and how it prepares students for the counseling profession. The committee meets at least once a year. Feedback from partners is shared with the entire faculty at a program meeting, and curriculum modifications are made based on this feedback. The committee receives a report on what changes are being made based on their feedback.

## **2013-2014**

### **Overview:**

The Counselor Education graduate program has developed 12 program learning outcomes for the Career Counseling specialization, 11 program learning outcomes for the Marriage, Child, and Family Counseling specialization, and 15 program learning outcomes for the School Counseling specialization. This year, for the Career Counseling specialization, we assessed program learning outcomes 7 and 8 (**PLO 7** and **PLO 8**): civic knowledge and engagement – local and global and intercultural knowledge and competency.

Career Counseling specialization graduate students will:

1. Demonstrate knowledge and skill in providing career counseling to diverse populations.
2. Be able to work effectively with and demonstrate sensitivity towards persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).

## ASSESSMENT PLAN: M.S. in Counseling

For the Marriage, Child, and Family Counseling specialization this year, we assessed program learning outcomes 3 and 7 (**PLO 3** and **PLO 7**): civic knowledge and engagement – local and global and intercultural knowledge and competency. Marriage, Child, and Family Counseling (MCFC) specialization graduate students will:

1. Demonstrate understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities.
2. Be able to work effectively with and demonstrate sensitivity towards persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).

This year, for the School Counseling specialization, we assessed program learning outcomes 13 and 14 (**PLO 13** and **PLO 14**): civic knowledge and engagement – local and global and intercultural knowledge and competency. School Counseling specialization graduate students will:

1. Demonstrate the ability to advocate for students.
2. Be able to work effectively with and demonstrate sensitivity towards persons from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, disability, and spiritual/religious beliefs).

### **CACREP Standards Assessed:**

Career Counseling Program Learning Outcomes 7 and 8 are directly correlated to the following CACREP Program Standards:

- II.G.1.i – Advocacy processes needed to address institutional and social barriers that i impede access, equity, and success for clients
- II.G.2.a – Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
- II.G.2.b – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
- II.G.2.c – Theories of multicultural counseling, identity development, and social justice
- II.G.2.d – Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
- II.G.2.e – Counselors’ roles in developing cultural self-awareness, promoting cultural Social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
- II.G.2.f – Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- II.G.7.f – Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations

CACREP Career Counseling Specialization Standards:

- E.1 – Understands the role of multicultural issues in career counseling
- E.2 – Understands the effects of racism, discrimination, power, privilege, and oppression in one’s own life and career and those of the client
- E.3 – Understands sociopolitical and socioeconomic forces that affect career opportunities of ethnic and cultural minorities, such as immigration racism, and stereotyping
- E.4 – Understands the changing role and responsibilities of women and men, and the implications of these changes for employment, education, family, and leisure
- E.5 – Understands the impact of globalization on life role(s), careers, and the workplace

## ASSESSMENT PLAN: M.S. in Counseling

- F.1 – Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:
  - a. Identifying alternative approaches to meet clients' career planning needs
  - b. Designing and delivering career development programs and materials to hard-to-reach populations
  - c. Demonstrating the ability to advocate for clients' career development and employment
- F.2 – Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues

Marriage, Child, and Family Counseling Program Learning Outcomes 3 and 7 are directly correlated to the following CACREP Program Standards:

- II.G.1.i – Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- II.G.2.a – Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
- II.G.2.b – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- II.G.2.c – Theories of multicultural counseling, identity development, and social justice
- II.G.2.d – Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
- II.G.2.e – Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
- II.G.2.f – Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- II.G.7.f – Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations

CACREP Marriage, Child, and Family Counseling Specialization Standards:

- A.6 – Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns
- E.1 – Understands how living in a multicultural society affects couples and families
- E.2 – Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couple)
- E.3 – Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems
- E.4 – Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s)
- E.5 – Understands the effect of local, state, and national policies, programs, and services on diverse family systems
- F.1 – Demonstrates the ability to provide effective services to clients in a multicultural

## ASSESSMENT PLAN: M.S. in Counseling

society

- F.3 – Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families
- F.4 – Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families
- G.1 – Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society

School Counseling Program Learning Outcomes 13 and 14 are directly correlated to the following CACREP Program Standards:

- II.G.1.i – Advocacy processes needed to address institutional and social barriers that i impede access, equity, and success for clients
- II.G.2.a – Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
- II.G.2.b – Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- II.G.2.c – Theories of multicultural counseling, identity development, and social justice
- II.G.2.d – Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
- II.G.2.e – Counselors' roles in developing cultural self-awareness, promoting cultural Social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
- II.G.2.f – Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination
- II.G.7.f – Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations

CACREP School Counseling Specialization Standards:

- A.6 – Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development
- D.1 – Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms
- D.3 – Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development
- E.1 – Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
- E.2 – Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students
- E.3 – Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families
- E.4 – Understands multicultural counseling issues, as well as the impact of ability levels,

## ASSESSMENT PLAN: M.S. in Counseling

stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement

- F.1 – Demonstrates multicultural competencies in relation to diversity, equity, and opportunities in student learning and development
- F.2 – Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students
- F.3 – Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations
- F.4 – Engages parents, guardian, and families to promote the academic, career, and personal/social development of students
- H.5 – Assess barriers that impede students’ academic, career, and personal/social development
- N.1 – Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school
- N.3 – Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development
- O.4 – Understands the important role of the school counselor as a system change agent

### Assessment Results:

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from the Career Counseling specialization are presented in Table 1.

**Table 1: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for Career Counseling Graduate Students**

Assessment	Fall 2013	Spring 2014
<b>Counselor Trainee Evaluation</b>	No data available	N = 21 Mean Score = 4.9/7 (N = 21; 100%)
<b>Counselor Trainee Evaluation</b>	N = 1 Mean Score = 6/7 (N = 1; 100%)	N = 21 Mean Score = 6.89/7 (N = 19; 90%)
<b>Counselor Trainee Evaluation</b>	No data available	No data available
<b>Counselor Trainee Evaluation</b>	No data available	No data available
<b>Student Exit Survey</b>	N = 1 Mean Rating = 6/7 (N = 1; 100%)	N = 12 Mean Rating = 6.22/7 (N = 9; 75%)

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from the Marriage and Family Therapy specialization are presented in Table 2.

## ASSESSMENT PLAN: M.S. in Counseling

**Table 2: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for Marriage, Child, and Family Counseling Graduate Students**

Assessment	Fall 2013	Spring 2014
<b>Counselor Trainee Evaluation</b>	No data available	N = 18 Mean Score = 6/7 (N = 18; 100%)
<b>Counselor Trainee Evaluation</b>	No data available	N = 6 Mean Score = 7/7 (N = 6, 100%)
<b>Counselor Trainee Evaluation</b>	N = 10 Mean Score = 6.7/7 (N = 10; 100%)	No data available
<b>Counselor Trainee Evaluation</b>	N = 1 Mean Score = 7/7 (N = 1; 100%)	N = 37 Mean Score = 6.7/7 (N = 37; 100%)
<b>Student Exit Survey</b>	N = 6 Mean Rating = 6.33/7 (N = 6; 100%)	N = 57 Mean Rating = 6.06/7 (N = 49; 86%)

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from the School Counseling specialization are presented in Table 3.

**Table 3: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for School Counseling Graduate Students**

Assessment	Fall 2013	Spring 2014
<b>Counselor Trainee Evaluation</b>	N = 5 Mean Score = 6.2/7 (N = 5; 100%)	N = 27 Mean Score = 5.72/7 (N = 25; 93%)
<b>Counselor Trainee Evaluation</b>	N = 5 Mean Score = 6.5/7 (N = 2; 40%)	N = 27 Mean Score = 6.22/7 (N = 23; 85%)
<b>Counselor Trainee Evaluation</b>	N = 32 Mean Score = 5.82/7 (N = 32; 100%)	N = 30 Mean Score = 5.91/7 (N = 30; 100%)
<b>Counselor Trainee Evaluation</b>	N = 32 Mean Score = 6.52/7 (N = 21; 66%)	N = 30 Mean Score = 6.44/7 (N = 30; 100%)
<b>Student Exit Survey</b>	N = 6 Mean Rating = 5.83/7 (N = 6; 100%)	N = 25 Mean Rating = 6.27/7 (N = 22; 88%)

Data for the civic knowledge and engagement – local and global and intercultural knowledge and competency of our graduate students from all three specializations are presented in Table 4.

## ASSESSMENT PLAN: M.S. in Counseling

**Table 4: The Results for Civic Knowledge and Engagement – Local and Global and Intercultural Knowledge and Competency for M.S. in Counseling Graduate Students**

Assessment	Fall 2013	Spring 2014
<b>Counselor Preparation Comprehensive Examination (CPCE)</b>	N = 13 Mean Score = 12.62/17 (N = 13; 100%) National Mean = 10.84/17 (N = 494)	N = 94 Mean Score = 10.99/17 (N = 94; 100%) National Mean = 10.43/17 (N = 392)

The Counselor Trainee Evaluation measures 12 competencies: clinical evaluation, crisis management, treatment planning, rapport building, treatment, human diversity/cultural sensitivity, law, ethics, personal qualities, work performance, professionalism, and supervision (see Appendix II for more details). Students' skills in each competency are measured according to 7 criteria: Fails Standard (1-2), Needs Improvement (3-4), Meets Standard (5-6), and Exceeds Standard (7). The evaluation tool also includes a qualitative assessment in which supervisors provide comments regarding students' areas of strength, areas in need of further development, and a plan for development or remediation. All M.S. in Counseling students are assessed using the Counselor Trainee Evaluation between 6-8 times during their graduate program, beginning in their first practicum/fieldwork experience through their last semester (either sixth or seventh semester). This year, Competency 6: Human Diversity/Cultural Sensitivity was the focus of assessment for all three specializations. The Career Counseling graduate students met the standard (Score = 5-6) at all assessment points except for one group during the Spring 2014 semester which scored 4.9 (the high end of Needs Improvement). The Marriage and Family Therapy graduate students met the standard at all assessment points except for one group during the Fall 2013 semester and one group during the Spring 2014 semester, which both exceeded the standard (Score = 7). The School Counseling graduate students met the standard at all assessment points.

The Student Exit Survey is administered to students in all three specializations during their last semester in the program. The Student Exit Survey is conducted using Class Climate, and students' responses are anonymous. Data collected in the survey includes students' perceptions about their training in a variety of skills/areas, as well as student-faculty relations. Students rate each item using a 7-point Likert Scale (1= very inadequate training; 7 = excellent training). This year, the area of training focused on for assessment was Area 8.8: Counseling Diverse Populations. Students in all specializations rated their training in Area 8.8 from 5.83 to 6.33, indicating that they perceived their training to be adequate to very good.

The National Board for Certified Counselors (NBCC) developed and administers the Counselor Preparation Comprehensive Examination (CPCE), which is currently used by more than 260 graduate schools as a culminating experience requirement. The CPCE consists of 160 questions and assesses students' knowledge in the eight core content areas established by the NBCC and CACREP: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. The exam includes 20 questions in each of the eight content areas; however, 3 of the 20 questions for each area are experimental. Therefore, the highest score for each section is 17. Students complete the CPCE as their culminating degree requirement during their last semester in the program. This year, the focus of assessment was Social and Cultural Foundations. The mean score for students in our program (including all three specializations) during both semesters was above the national mean.



## ASSESSMENT PLAN: M.S. in Counseling

2014-2015

### Overview:

This year, for the Career Counseling specialization, we assessed program learning outcomes 2, 3, 5, 6, and 10 (**PLOs 2, 3, 5, 6, and 10**): ethical reasoning and integrative and applied learning. Career Counseling specialization graduate students will:

3. Demonstrate individual and group competencies essential for engaging in career counseling. (**PLO 2**)
4. Demonstrate individual and group assessment skills related to career counseling. (**PLO 3**)
5. Be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings. (**PLO 5**)
6. Develop knowledge and skills working with individuals and organizations in the areas of coaching, consultation, and performance improvement to impact effectively upon the career counseling and development process. (**PLO 6**)
7. Students will acquire an information base and knowledge of the ethical and legal practices of career counseling. (**PLO 10**)

For the Marriage, Child, and Family Counseling specialization this year, we assessed program learning outcomes 1, 3, 6, 10, and 11 (**PLOs 1, 3, 6, 10 and 11**): ethical reasoning and integrative and applied learning. Marriage, Child, and Family Counseling specialization graduate students will:

1. Be able to work effectively with individuals, families, and children. (**PLO 1**)
2. Demonstrate the understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities. (**PLO 3**)
3. Engage in ethical and legal practice. (**PLO 6**)
4. Be able to assess, diagnose, and develop treatment plans and implement appropriate interventions. (**PLO 10**)
5. Become competent practitioners in marriage, family, and child counseling. (**PLO 11**)

This year, for the School Counseling specialization, we assessed program learning outcomes 1, 2, 5, 11, 12, and 15 (**PLOs 1, 2, 5, 11, 12 and 15**): ethical reasoning and integrative and applied learning. School Counseling specialization graduate students will:

1. Be able to work effectively with teachers, administrators, school staff, parents, and community members. (**PLO 1**)
2. Be able to work in collaboration with community agencies that serve children, youth, and families. (**PLO 2**)
3. Be able to act as consultants in schools. (**PLO 5**)
4. Engage in ethical and legal practice. (**PLO 11**)
5. Be able to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs. (**PLO 12**)
6. Be able to distinguish between adaptive and maladaptive behavior and make appropriate referrals. (**PLO 15**)

### CACREP Standards Assessed:

Career Counseling Program Learning Outcomes 2, 3, 5, 6 and 10 are directly correlated to the following CACREP Program Standards:

- II.G.1.b – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications
- II.G.1.j – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- II.G.4.a – Career development theories and decision-making models
- II.G.4.b – Career, avocational, educational, occupational, and labor market information resources, and career information systems

## ASSESSMENT PLAN: M.S. in Counseling

- II.G.4.c – Career development program planning, organization, implementation, administration, and evaluation
- II.G.4.f – Assessment instruments and techniques relevant to career planning and decision-making
- II.G.4.e – Career and educational planning, placement, follow-up, and evaluation
- II.G.4.g – Career and counseling processes, techniques, and resources, including those applicable to specific populations in a global economy
- II.G.5.a – An orientation to wellness and prevention as desired counseling goals
- II.G.5.b – Counselor characteristics and behaviors that influence helping processes
- II.G.5.c – Essential interviewing and counseling skills
- II.G.5.d – Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
- II.G.5.e – A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
- II.G.5.f – A general framework for understanding and practicing consultation
- II.G.5.g – Crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- II.G.6.a – Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
- II.G.6.b – Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
- II.G.6.c – Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
- II.G.6.d – Group counseling methods, including group counselor orientations and behaviors appropriate selection criteria and methods, and methods of evaluation and effectiveness
- II.G.6.e – Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term
- II.G.7.a – Historical perspectives concerning the nature and meaning of assessment
- II.G.7.b – Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
- II.G.7.c – Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- II.G.7.d – Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
- II.G.7.e – Validity (i.e., evidence of validity, types of validity, and the relationship, between reliability and validity)
- II.G.7.g – Ethical strategies for selecting, administering, and interpreting assessment and

## ASSESSMENT PLAN: M.S. in Counseling

evaluation instruments and techniques in counseling

CACREP Career Counseling Specialization Standards:

- A.2 – Understands ethical and legal considerations specifically related to the practice of career counseling
- A.3 – Knows the roles, functions, and settings of career counselors, including private and public sector agencies and institutions
- A.5 – Understands a variety of models and theories of career counseling and career Development
- A.6 – Understands the policies, laws, and regulations relevant to career counseling and career development programs (e.g., Americans with Disabilities Act [ADA]).
- B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in career Counseling
- C.1 – Understands techniques of career development, career counseling, career choice, career programming, and associated information delivery
- C.2 – Understands theories, strategies, and models of consultation relevant to career counseling
- C.3 – Understands the impact of crises, emergencies, and disasters on a person’s career planning and development
- D.1. – Demonstrates the ability to identify and understand clients’ personal, family, and cultural characteristics related to their career development
- D.3 – Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including the following:
  - a. locating, obtaining, and interpreting sources of relevant career information and experience
  - b. acquiring skills needed to make life-work role transitions
  - c. examining life-work roles, including the balance of work, leisure, family, and community in their careers
- D.4 – Demonstrates the ability to help the client acquire a set of employability and job search skills
- D.5 – Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client’s career
- D.6 – Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate
- G.1 – Understands assessment strategies for career development and career counseling programs
- G.2 – Understands how to choose appropriate career assessment tools and techniques
- G.3. – Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client)
- H.1 – Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients
- H.2 – Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles, self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues
- H.3 – Demonstrates an ability to assess conditions of the work environment (e.g., tasks expectations, norms, qualities of the physical and social aspects of work

## ASSESSMENT PLAN: M.S. in Counseling

environments)

- K.1 – Understands organizational theories, behavior, planning, communication, and management useful in implementing and administering career development programs
- K.2 – Understands the resources applicable in job forecasting, planning, policy analysis, and resource allocation
- K.3 – Understands leadership theories and approaches for evaluation and feedback, organizational change, decision-making, and conflict resolution
- L.1 – Participates in the planning and organization of a comprehensive career resource Center
- L.2 – Demonstrates the ability to implement career development programs in collaboration with others

Marriage, Child, and Family Counseling Program Learning Outcomes 1, 3, 6, 10, and 11 are directly correlated to the following CACREP Program Standards:

- II.G.1.b – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications
- II.G.1.j – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- II.G.4.d – Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development
- II.G.5.a – An orientation to wellness and prevention as desired counseling goals
- II.G.5.b – Counselor characteristics and behaviors that influence helping processes
- II.G.5.c – Essential interviewing and counseling skills
- II.G.5.d – Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
- II.G.5.e – A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
- II.G.5.f – A general framework for understanding and practicing consultation
- II.G.5.g – Crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- II.G.6.a – Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
- II.G.6.b – Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles
- II.G.6.c – Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
- II.G.6.d – Group counseling methods, including group counselor orientations and behaviors appropriate selection criteria and methods, and methods of evaluation and effectiveness
- II.G.6.e – Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

## ASSESSMENT PLAN: M.S. in Counseling

- II.G.7.a – Historical perspectives concerning the nature and meaning of assessment
- II.G.7.b – Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
- II.G.7.c – Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- II.G.7.d – Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
- II.G.7.e – Validity (i.e., evidence of validity, types of validity, and the relationship, between reliability and validity)
- II.G.7.g – Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling

### CACREP Marriage, Child, and Family Counseling Specialization Standards:

- A.2 – Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling
- A.3 – Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals
- A.5 – Understands a variety of models and theories of marriage, couple, and family counseling
- A.6 – Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, aging and family issues, family violence, and related family concerns
- A.7 – Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households
- B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling
- B.2 – Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems
- C.1 – Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structure; and family of origin and intergenerational influences in a multicultural society
- C.2 – Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning
- C.3 – Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning
- D.1 – Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement
- D.2 – Uses systems theory to conceptualize issues in marriage, couple, and family counseling
- D.3 – Uses systems theories to implement treatment, planning, and intervention strategies
- D.4 – Demonstrates the ability to use procedures for assessing and managing suicide risk
- D.5 – Adheres to confidentiality responsibilities, the legal responsibilities and liabilities

## **ASSESSMENT PLAN: M.S. in Counseling**

- of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice
- D.6 – Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate
  - G.1 – Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.
  - G.2 – Understands marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society
  - G.3 – Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning
  - H.1 – Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective
  - H.2 – Uses systems assessment models and procedures to evaluate family functioning
  - H.3 – Determines which members of a family system should be involved in treatment
  - I.3 – Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling
  - J.2 – Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments

School Counseling Program Learning Outcomes 1, 2, 5, 11, 12, and 15 are directly correlated to the following CACREP Program Standards:

- II.G.1.b – Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications
- II.G.1.c – Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event
- II.G.1.j – Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- II.G.5.b – Counselor characteristics and behaviors that influence helping processes
- II.G.5.c – Essential interviewing and counseling skills
- II.G.5.d – Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling
- II.G.5.e – A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
- II.G.5.f – A general framework for understanding and practicing consultation
- II.G.5.g – Crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- II.G.7.a – Historical perspectives concerning the nature and meaning of assessment
- II.G.7.b – Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual

## ASSESSMENT PLAN: M.S. in Counseling

and group test and inventory methods, psychological testing, and behavioral observations

- II.G.7.c – Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- II.G.7.d – Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
- II.G.7.e – Validity (i.e., evidence of validity, types of validity, and the relationship, between reliability and validity)
- II.G.7.g – Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling
- II.G.8.e – The use of research to inform evidence-based practice

### CACREP School Counseling Specialization Standards:

- A.2 – Understands ethical and legal considerations specifically related to the practice of school counseling
- A.3 – Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school
- A.5 – Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program
- A.7 – Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events
- B.1 – Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling
- C.4 – Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling
- D.2 – Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students
- D.3 – Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural Issues, and (f) factors of resiliency on student learning and development
- D.4 – Demonstrates the ability to use procedures for assessing and managing suicide risk
- D.5 – Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate
- G.1 – Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- G.2 – Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
- G.3 – Identifies various forms of needs assessments for academic, career, and personal/social development.
- H.1 – Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- H.4 – Makes appropriate referrals to school and/or community resources.
- H.5 – Assess barriers that impede students' academic, career, and personal/social development
- L.1 – Conducts programs designed to enhance student academic development

## ASSESSMENT PLAN: M.S. in Counseling

- L.2 – Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities
- M.1 – Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration
- M.2 – Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community
- M.3 – Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students
- M.4 – Understands systems theories, models, and processes of consultation in school system settings
- M.5 – Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children
- M.7 – Knows school and community collaboration models for crisis/disaster preparedness and Response
- N.2 – Locates resources in the community that can be used in the school to improve student achievement and success
- N.5 – Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families
- O.3 – Knows how to design, implement, manage, and evaluate a comprehensive school counseling program
- P.1 – Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program
- P.2 – Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)

### Assessment Results:

The M.S. in Counseling, with Specializations in Career Counseling; Marriage, Child, and Family Counseling; and School Counseling assessed Category 13: Ethical Reasoning in 2014-2015. This category is represented as PLO 10 for the Career Counseling Specialization, PLO 6 for the Marriage and Family Therapy Specialization, and PLO 11 for the School Counseling Specialization. The standard of performance established for this PLO is that all students will receive a score of 2 “Meets Standard” on all competencies on the Counselor Trainee Evaluation by the final evaluation. Competencies are rated using a 7-point Likert Scale (0, 0.5, 1, 1.5, 2, 2.5, and 3), with 2 being the 5<sup>th</sup> point on the scale. The standard of performance established for this PLO on the Counselor Preparation Comprehensive Examination (CPCE) is that the mean score for our students will be a minimum of 11 out of a possible 17 in Content Area 8: Professional Orientation and Ethical Practice. The standard of performance established for this PLO on the Student Exit Survey (Appendix III) is that the mean score for how students rate this area of training in their program will be a minimum of 5.

In fall 2014, 175 total students were enrolled in practicum and field study and 7 were enrolled in the culminating experience in which they complete the CPCE. In spring 2015, 168 total students were enrolled in practicum and field study and 82 were enrolled in the culminating experience. All students in the practicum and field study courses were evaluated using the Counselor Trainee Evaluation, but not all instructors submitted their data. All students enrolled in the culminating experience took the CPCE and completed the Student Exit Survey.



## ASSESSMENT PLAN: M.S. in Counseling

Data for the Ethical Reasoning competency of our graduate students from the Career Counseling specialization are presented in Table 1.

**Table 1: The Results for Ethical Reasoning for Career Counseling Specialization Graduate Students**

Assessment	Fall 2014	Spring 2015
<b>Counselor Trainee Evaluation Practicum Midterm</b>	N = 1 Mean Score = 6/7 (N=1; 100%)	N = 1 Mean Score = 6/7 (N=1; 100%)
<b>Counselor Trainee Evaluation Practicum Final</b>	N = 1 Mean Score = 7/7 (N=1; 100%)	N = 1 Mean Score = 6/7 (N=1; 100%)
<b>Counselor Trainee Evaluation Field Study Midterm</b>	N = 17 Mean Score = 6.56/7 (N=16; 94%)	N = 11 Mean Score = 6.82/7 (N =11; 100%)
<b>Counselor Trainee Evaluation Field Study Final</b>	N = 17 Mean Score = 6.73/7 (N=15; 88%)	N = 11 Mean Score = 6.92/7 (N = 11; 100%)
<b>Student Exit Survey</b>	N = 2 Mean Rating = 6.5/7 (N = 2; 100%)	N = 20 Mean Score = 5.9/7 (N = 20; 100%)

Data for the Ethical Reasoning competency of our graduate students from the Marriage, Child, and Family Counseling specialization are presented in Table 2.

**Table 2: The Results for Ethical Reasoning for Marriage and Family Therapy Specialization Graduate Students**

Assessment	Fall 2014	Spring 2015
<b>Counselor Trainee Evaluation Practicum Midterm</b>	N = 0 No data available	N = 2 Mean Score = 6/7 (N=2; 100%)
<b>Counselor Trainee Evaluation Practicum Final</b>	N = 0 No data available	N = 2 Mean Score = 6.5/7 (N=2; 100%)
<b>Counselor Trainee Evaluation Field Study Midterm</b>	N = 19 Mean Score = 6.47/7 (N=19; 100%)	MFT students receive midterm evaluations in fall and final evaluations in spring.
<b>Counselor Trainee Evaluation Field Study Final</b>	MFT students receive midterm evaluations in fall and final evaluations in spring.	N = 19 Mean Score = 6.75/7 (N = 12; 63%)
<b>Student Exit Survey</b>	N = 2 Mean Rating = 6.5/7 (N = 2; 100%)	N = 36 Mean Score = 6/7 (N = 36; 100%)

Data for the Ethical Reasoning competency of our graduate students from the School Counseling specialization are presented in Table 3.

**Table 3: The Results for Ethical Reasoning for School Counseling Specialization Graduate Students**

Assessment	Fall 2014	Spring 2015
<b>Counselor Trainee Evaluation Practicum Midterm</b>	N = 6 Mean Score = 5.5/7 (N=6; 100%)	N = 0 No data available
<b>Counselor Trainee Evaluation Practicum Final</b>	N = 6 Mean Score = 6.5/7 (N=6; 100%)	N = 0 No data available
<b>Counselor Trainee Evaluation Field Study Midterm</b>	N = 51 Mean Score = 6.26/7 (N=46; 90%)	N = 42 Mean Score = 6.31/7 (N =36; 86%)
<b>Counselor Trainee Evaluation Field Study Final</b>	N = 51 Mean Score = 6.82/7 (N=49; 96%)	N = 42 Mean Score = 6.79/7 (N = 42; 100%)
<b>Student Exit Survey</b>	N = 3 Mean Rating = 5.5/7 (N = 3; 100%)	N = 27 Mean Score = 6.3/7 (N = 27; 100%)

## ASSESSMENT PLAN: M.S. in Counseling

Data for the Ethical Reasoning competency for our graduate students from all three specializations are presented in Table 4.

**Table 4: The Results for Ethical Reasoning for M.S. in Counseling Graduate Students**

Assessment	Fall 2014	Spring 2015
<b>Counselor Preparation Comprehensive Examination (CPCE)</b>	N = 7 Mean Score = 12.29/17 (N=7; 100%) National Mean = 12.32/17 (N = 709)	N = 82 Mean Score = 11.96/17 (N=82; 100%) National Mean = 11.58/17 (N = 657)

The results from this assessment showed that students in all three specializations are exceeding the program standard in the competency area of Ethical Reasoning. Our program has determined a passing score of 2 (5 on the Likert scale) on the Counselor Trainee Evaluation as the program standard. The lowest mean score for students in both practicum and field study was a 5.5, demonstrating that students all exceeded the program standard. Students rated the program in this area on the Student Exit Survey with a mean score ranging between 5.5 and 6.5. The department determines a score of 5 on the Student Exit Survey to be the standard, and so our students also rate their own performance as exceeding the standard. Finally, the program has determined a passing score of 11 on the CPCE in the area of Professional Orientation and Ethics to be the standard. In both the fall and spring semesters, our students exceeded this standard.

### Changes Made as a Result of Assessment Findings 2013-2015

- Determination of explicit standards of performance for EDC 475: Practicum in Counseling and EDC 480: Field Study in Counseling. The passing score on the Counselor Trainee Evaluation used in EDC 475 and EDC 480 is a 5, “Meets Standard,” (out of a possible 7). This change was made in order to create a specific benchmark that all 475 and 480 instructors and/or supervisors could use in order to evaluate trainees’ knowledge and skills in all CACREP Common Core and Specialization-Specific Standards. Creating an explicit standard allows for universal evaluation regardless of instructor/supervisor, thus attempting to eliminate evaluator error. This change was implemented in *fall 2014*.
- Implementation of a new evaluation tool to assess candidates’ performance in EDC 280: Practicum in Communication, the 18 Counseling Skills Scale. This evaluation tool replaces the previously used Basic Counseling Skills Evaluation. The program faculty determined explicit standards of performance for the 18 Counseling Skills Scale, with a score of 2 on all skills at midterm and a score of 3 on all skills at the final evaluation required in order to pass the class and move on to practicum. The 18 Counseling Skills Scale is a highly researched tool created by Dr. Marlow Smaby at the University of Nevada, Reno, and it is published nationally. The adoption and implementation of this tool was instituted in order to more accurately evaluate whether candidates meet CACREP Standards II.G.a-g. This change was implemented in *spring 2015*.
- Integration of Positive Behavior Intervention Support (PBIS) training into EDC 475: Practicum in School Counseling in order to enhance school counseling candidates’ development of skills addressed in CACREP School Counseling Standards C and D. This change was implemented in *fall 2014*.
- Additional training in Solution-Focused Brief Therapy was added to EDC 216: Counseling Theory, EDC 272: Counseling Children and Youth, and EDC 480: Field Study in School Counseling. This change was implemented based on feedback from our program’s Community Advisory Committee, which includes field supervisors. The purpose of this change was to enhance candidates’ development

## ASSESSMENT PLAN: M.S. in Counseling

of skills addressed in CACREP School Counseling Standards A.2-3; C.1, 3; and D.2. This change was implemented in *fall 2014*.

- Inclusion of more skills-based instruction in EDC 480: Field Study in Counseling for all specializations in order to enhance students' competency in the domains in which they tend to be assessed as Meeting but not Exceeding Standard (i.e., crisis management, law, and treatment planning). Based on feedback from the Community Advisory Committee, this curriculum is also being included in courses throughout the program, which will hopefully result in changes in data for future completers. The program hopes that these changes will show improvement in candidates' skills in the areas of CACREP Standards II.G.1.j; II.G.5.f-g, CAREER Counseling Standards A.2, 6; B.1; C.3; D.4-5; G.2; H.1.-3; MCFC Standards A.2, 7; B.1; C.2; D.3-4, 5; G.1-3; H.1-3; and School Counseling Standards A.2, 7; B.1; C.2, 4, 6; D.3-4; G.1-3; H.1-5. This change was implemented in *fall 2014*.
- Additional changes have been made in the 2015-2016 academic year based on program evaluation that occurred during the 2014-2015 academic year. These changes include:
  - Ensuring that the curriculum addressed in EDUC 155, EDUC 156, and EDUC 157 is included throughout the M.S. in Counseling program to facilitate removal of these three prerequisite courses.
  - Submitting university required paperwork in order to implement the removal of EDC 212: Gender Roles & Sexuality in Counseling as a required course for all specializations and adding EDC 244: Crisis and Trauma Counseling as a core requirement.
  - Two tenure-track position have been approved for the Counselor Education Program, and the search process is underway.

### 2015-2016

#### Overview:

This year, for the Career Counseling specialization, we are assessing program learning outcomes 4, 11, and 12 (**PLOs 4, 11, and 12**): information literacy, quantitative literacy, and inquiry and analysis. Career Counseling specialization graduate students will:

1. Develop an awareness and understanding of the latest information and resources of career counseling (**PLO 4**)
2. Possess the knowledge and skills in understanding and conducting research and evaluation in career counseling and development (**PLO 11**)
3. Demonstrate knowledge and skills in using technology to assist individuals with career planning (**PLO 12**)

For the Marriage, Child, and Family Counseling specialization this year, we are assessing program learning outcome 4 (**PLO 4**): integrative and applied learning. Marriage, Child, and Family Counseling specialization graduate students will:

1. Possess a high degree of self-understanding (**PLO 4**)

This year, for the School Counseling specialization, we are assessing program learning outcome 6 (**PLO 6**): competency in the major/discipline. School Counseling specialization graduate students will:

1. Possess understanding and skills related to the developmental counseling needs at the elementary middle, and secondary school levels (**PLO 6**)

#### CACREP Standards Assessed:

Career Counseling Program Learning Outcomes 4, 11, and 12 are directly correlated to the following CACREP Program Standards:

II.G.1.a – History and philosophy of the counseling profession

II.G.4.b – Career, avocational, educational, occupational, and labor market information resources,

## ASSESSMENT PLAN: M.S. in Counseling

and career information systems

II.G.4.e – Career and educational planning, placement, follow-up, and evaluation

II.G.8.a – The importance of research in advancing the counseling profession

II.G.8.b – Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research

II.G.8.c – Statistical methods used in conducting research and program evaluation

II.G.8.d – Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications

II.G.8.e. – The use of research to inform evidence-based practice

II.G.8.f – Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

CACREP Career Counseling Specialization Standards:

A.1 – Understands the history, philosophy, and trends in career counseling

I.1 – Understands how to critically evaluate research relevant to the practice of career counseling and career development

I.2 – Knows models of program evaluation for career counseling and development programs

I.3 – Knows basic strategies for evaluating counseling outcomes in career counseling

J.1 – Applies relevant research findings to inform the practice of career counseling

J.2 – Develops measurable outcomes for career counseling programs, activities, and experiences

J.3 – Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.

J.4 – Demonstrates the use of various types of research designs appropriate to career counseling and development research

L.3 – Demonstrates the ability to train others in the appropriate use of technology for career information and planning

M.1 – Understands education, training, and employment trends, as well as labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations

M.2 – Understands the resources and skills clients use in life-work planning and management

M.3 – Knows the community/professional resources available to assist clients in career planning, including job search

N.1 – Demonstrates the ability to manage career, educational, and personal-social information resources

N.2 – Demonstrates the ability to evaluate and disseminate career and educational Information

Marriage, Child, and Family Counseling Program Learning Outcome 4 is directly correlated to the following CACREP Program Standards:

II.G.1.d – Self-care strategies appropriate to the counselor role

II.G.1.h – The role and process of the professional counselor advocating on behalf of the profession

School Counseling Program Learning Outcome 6 is directly correlated to the following CACREP Program Standards:

II.G.3.a – Theories of individual and family development and transitions across the life

## ASSESSMENT PLAN: M.S. in Counseling

- span
  - II.G.3.b – Theories of learning and personality development, including current understandings about neurobiological behavior
  - II.G.3.c – Effects of crises, disasters, and other trauma-causing events on persons of all ages
  - II.G.3.e – A general framework for understanding exceptional abilities and strategies for differentiated interventions
  - II.G.3f – Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
  - II.G.3.h – Theories for facilitating optimal development and wellness over the life span
- CACREP School Counseling Specialization Standards:
- A.6 – Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development
  - C.2. – Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students
  - C.3 – Knows strategies for helping students identify strengths and cope with environmental and developmental problems
  - L.3 – Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement
  - M.6 – Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them
  - N.4 – Uses peer helping strategies in the school counseling program

### 2016-2017

The following CACREP standards will be assessed during the 2016-2017 academic year:

- II.G.1.e – Counseling supervision models, practices, and processes
- II.G.1.f – Professional organizations, including membership benefits, activities, services to members, and current issues
- II.G.1.g – Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- II.G.3.d – Theories and models of individual, cultural, couple, family, and community resilience
- II.G.3.g – Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment
- CAREER A.4 – Knows the professional organizations, competencies, preparation standards, and credentials relevant to the practice of career counseling and career development programs
- CAREER B.2 – Demonstrates an ability to explain career development as an integral subset of human development
- CAREER D.2 – Demonstrate the ability to identify and understand clients' attitudes toward work and workers, and their career decision-making processes
- CAREER F.3 – Demonstrates the ability to explain, articulate, and advocate for the importance of career planning, career development, life-work planning, and workforce planning to legislators, other policymakers, and/or the general public
- CAREER L.4 – Demonstrates the ability to provide effective supervision to career development facilitators

## **ASSESSMENT PLAN: M.S. in Counseling**

- CAREER L.5 – Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.
- MCFC A.1 – Knows the history, philosophy, and trends in marriage, couple, and family counseling
- MCFC A.4 – Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling
- MCFC C.4 – Understands professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice
- MCFC F.2 – Maintains information regarding community resources to make appropriate referrals
- MCFC I.1 – Understands how to critically evaluate research relevant to the practice of marriage, couple, and family counseling
- MCFC I.2 – Knows models of program evaluation relevant for the practice of marriage, couple, and family counseling
- MCFC J.1 – Applies relevant research findings to inform the practice of marriage, couple, and family counseling
- MCFC J.3 – Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs
- SCHOOL A.1 – Knows history, philosophy, and trends in school counseling and educational systems
- SCHOOL A.4 – Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling
- SCHOOL B.2 – Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program
- SCHOOL C.1 – Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students
- SCHOOL C.5 – Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning
- SCHOOL C.6 – Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention
- SCHOOL H.2 – Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
- SCHOOL H.3 – Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs
- SCHOOL I.1 – Understands how to critically evaluate research relevant to the practice of school counseling
- SCHOOL I.2 – Knows models of program evaluation for school counseling programs
- SCHOOL I.3 – Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation)
- SCHOOL I.4 – Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)
- SCHOOL I.5 – Understands the outcome research data and best practices identified in the school counseling research literature
- SCHOOL J.1. – Applies relevant research findings to inform the practice of school counseling.
- SCHOOL J.2 - Develops measurable outcomes for school counseling programs, activities, interventions, and experiences
- SCHOOL J.3 – Analyzes and uses data to enhance school counseling programs
- SCHOOL K.1 – Understands the relationship of the school counseling program to the academic

## **ASSESSMENT PLAN: M.S. in Counseling**

mission of the school

SCHOOL K.2 – Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school

SCHOOL K.3 – Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling-and guidance-related material

SCHOOL O.1 – Knows the qualities, principles, skills, and styles of effective leadership

SCHOOL O.2 – Knows strategies of leadership designed to enhance the learning environment of schools

SCHOOL O.3 – Knows how to design, implement, manage, and evaluate a comprehensive school counseling program

SCHOOL O.4 – Understands the important role of the school counselor as a system change agent

SCHOOL O.5 – Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings

## Graduate Learning Goals/Objectives Policy

The Faculty Senate recommends that departments/interdisciplinary groups with graduate programs in their purview be required to establish Graduate Goals/Objectives, Program Learning Outcomes with an associated curriculum map, and an assessment plan with an associated action plan, to be submitted to the Office of Graduate Studies within one full academic year of approval of this policy (Approved in May 2015). Items in *italics* are additional elements being requested to assist with institutional level data collection.

## Graduate Learning Goals/Objectives and Program Learning Outcomes

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

Graduate Learning Objectives	Program Learning Outcomes
To provide counseling students with a theory base and knowledge of career counseling and development	<p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Career &amp; Life Style Development.</p> <p>Students will successfully complete coursework requirements for EDC 260: Career Development.</p>
To prepare students with individual and group competencies essential for engaging in career counseling	<p>Students will demonstrate skills that Meet or Exceed Standard in individual and group counseling classes.</p> <p>Students will successfully complete EDC 260: Career Development and EDC 262: Career Counseling Process.</p>
To train counselors in individual and group assessment skills related to career development	<p>Students will successfully complete coursework requirements for EDC 218: Appraisal in Counseling.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Appraisal.</p>
To develop an awareness and understanding among counselors of the latest information and resources of career	<p>Students will identify specific resources in the community to use as referral sources for clients.</p>



counseling	<p>Students will meet with representatives from community agencies and report on their meetings.</p> <p>Students will successfully complete coursework requirements for EDC 268: Career/Job Search.</p>
To prepare counselors to be able to develop, plan, implement, and manage comprehensive career development programs in a variety of settings	<p>Students will successfully complete coursework requirements for EDC 266: Career Program Development.</p> <p>Students will receive a score of Meets or Exceeds Standard on Competency 3: Treatment Planning at final evaluation for field study experience.</p>
To develop counselor knowledge and skills working with individuals and organizations in the areas of coaching, consultation, and performance improvement to impact effectively upon the career counseling and development process	<p>Students will successfully complete coursework requirements for EDC 262: Career Counseling Process.</p> <p>Students will receive a score of Meets or Exceeds Standard on Competency 5: Treatment at final evaluation for field study experience.</p>
To train counselors in knowledge and skills of the career counseling process to diverse populations	<p>Students will receive a score of Meets or Exceeds Standard on Competency 6: Human Diversity at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Social &amp; Cultural Foundations.</p> <p>Students will successfully complete coursework requirements for EDC 171: Power, Privilege &amp; Self-Identity and EDC 210: Multicultural/Ethnic Counseling.</p>
To prepare counselors to work effectively with and demonstrate sensitivity toward persons from diverse populations (i.e. ethnic, cultural, gender, sexual orientation, class, age, disability and spiritual/religious beliefs)	<p>Students will receive a score of Meets or Exceeds Standard on Competency 6: Human Diversity at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Social &amp; Cultural Foundations.</p>

	Students will successfully complete coursework requirements for EDC 171: Power, Privilege & Self-Identity and EDC 210: Multicultural/Ethnic Counseling.
To train counselors in knowledge and skills to critically evaluate counselor performance, the maintenance and improvement of skills, and the ability to seek assistance for others when needed in career development	Students will receive a score of Meets or Exceeds Standard on Competency 9: Personal Qualities and Competency 12: Supervision at final evaluation for field study experience. Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Research & Program Evaluation.
To help counselors acquire an information base and knowledge of the ethical and legal practice of career counseling	Students will receive a score of Meets or Exceeds Standard on Competency 7: Law and Competency 8: Ethics at final evaluation for field study experience.  Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Professional Orientation and Ethics.  Students will successfully complete course requirements for EDC 252: Legal & Ethical Issues in Professional Counseling.
To develop counselor knowledge and skills in understanding and conducting research and evaluation in career counseling and development	Students will successfully complete course requirements for EDC 250: Educational Research.  Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Research & Program Evaluation.
To prepare counselors to gain knowledge and skills in using technology to assist individuals with career planning	Students will successfully complete course requirements for EDC 262: Career Counseling Process and EDC 268: Career/Job Search.



<b>Course Work</b>	<b>PLO 8: Diversity Sensitivity</b>	<b>PLO 9: Self-Assessment</b>	<b>PLO 10: Legal and Ethical Practice</b>	<b>PLO 11: Research</b>	<b>PLO 12: Technology</b>		
EDC 210 (C)	X	X	X				
EDC 212 (C)	X		X				
EDC 214 (C)	X		X				
EDC 216 (C)	X		X	Theory Paper			
EDC 218 (C)	X		X				
EDC 219 (C)	X		X				
EDC 231 (C)	X		X				
EDC 233 (C)	X		X				
EDC 244 (Specialization)	X		X				
EDC 250 (C)	X		X	Research Paper			
EDC 252 (C)	X		Final Exam				
EDC 260 (C)	X		X		X		
EDC 262 (Specialization)	X		X	X	X		
EDC 264 (Specialization)	X		X	Grant Proposal	X		
EDC 266 (Specialization)	X		X	X	X		
EDC 268 (Specialization)	X		X	X	X		
EDC 280 (C)	X		X	X			
EDC 290 (Exam)	CPCE		CPCE	CPCE			
EDC 475 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation			
EDC 480 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation			

## Graduate Learning Goals/Objectives and Program Learning Outcomes: M.S. Counseling, School Counseling Specialization

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

Graduate Learning Objectives	Program Learning Outcomes
To prepare counselors to work effectively with teachers, administrators, school staff, parents and community members	Students will receive a score of Meets or Exceeds Standard on Competency 11: Professionalism at final evaluation for field study experience.
To prepare counselors to work in collaboration with community agencies that serve children, youth, and families	<p>Students will identify specific resources in the community to use as referral sources for children and their families.</p> <p>Students will meet with representatives from community agencies and report on their meetings.</p>
To provide counselors with skills to work within the political realities of the school system	<p>Students will demonstrate knowledge of the ASCA model and how to provide data to school administrators to show that what they do works.</p> <p>Students will demonstrate skills that Meet or Exceed Standard in individual, group counseling, classroom guidance, and consultation courses.</p>
To qualify persons to be certified to counsel in K-12 public schools	Students will earn their PPS Credential through CCTC.
To train counselors to act as consultants in schools	Students will demonstrate their ability to work with the entire school community to collaborate on student success plans.

	Students will successfully complete coursework in consultation received in EDC 274: Consultation and Guidance in School Counseling.
To provide counselors with understanding and skills related to the developmental counseling needs at the elementary, middle, and secondary school levels	Students will successfully complete coursework requirements for EDC 214: Dynamics of Human Development.  Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Human Growth and Development.
To facilitate the development of counselors with a high degree of self-understanding	Students will receive a score of Meets or Exceeds Standards on Competency 9: Personal Qualities at final evaluation for field study experience.
To facilitate the development of effective communication skills for counselors	Students will demonstrate active listening skills through receiving a score of Meets or Exceeds Standard on Competency 4: Rapport Building at final evaluation for field study experience.  Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Helping Relationships.
To develop counselors' assessment skills	Students will successfully complete coursework requirements for EDC 218: Appraisal in Counseling. Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Appraisal.
To foster an awareness of the responsibilities of professional school counselors and thereby assist school personnel in the development and maintenance of quality instruction	Students will demonstrate understanding of the ASCA model through successfully completing coursework requirements for EDC 270: Organization and Administration of School Counseling and EDC 274: Consultation and Guidance in School Counseling.
To promote ethical and legal practice among school counselors	Students will receive a score of Meets or Exceeds Standard on Competency 7: Law and Competency 8: Ethics at final evaluation for field study experience. Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Professional Orientation and Ethics.

	Students will successfully complete course requirements for EDC 252: Legal & Ethical Issues in Professional Counseling.
To prepare counselors to develop and implement comprehensive school counseling programs which incorporate the national standards for school counseling programs	Students will demonstrate understanding of the ASCA model through successfully completing coursework requirements for EDC 270: Organization and Administration of School Counseling and EDC 274: Consultation and Guidance in School Counseling.
To prepare counselors to be student advocates	Students will receive a score of Meets or Exceeds Standard on Competency 3: Treatment Planning at final evaluation for field study experience.
To prepare school counselors to work effectively with, and demonstrate sensitivity toward, persons from diverse populations (i.e. ethnic, cultural, socio-economic class, gender, sexual orientation, age, disability) and spiritual/religious beliefs	<p>Students will receive a score of Meets or Exceeds Standard on Competency 6: Human Diversity at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Social &amp; Cultural Foundations.</p> <p>Students will successfully complete coursework requirements for EDC 171: Power, Privilege &amp; Self-Identity and EDC 210: Multicultural/Ethnic Counseling.</p>
To distinguish between adaptive and maladaptive behavior, and make appropriate referrals	<p>Students will receive a score of Meets or Exceeds Standard on Competency 1: Clinical Evaluation at final evaluation for field study experience.</p> <p>Students will successfully complete coursework requirements for EDC 231: Diagnosis and Treatment Planning.</p>

## Curriculum Map: M.S. Counseling, School Counseling Specialization

Each program shall create a curriculum map:

1. List all courses, both required and elective, as well as other required graduate education activities.
2. Indicate where in the curriculum each PLO is addressed through development of a curriculum map. The curriculum map may be presented in many formats, including tabular form as the template below. Another format may be substituted
3. *Please indicate if the course is a core (C), an elective (E), or culminating experience (Thesis, Project, or Comprehensive Examination) course.*

Course Work	PLO 1: Collaborate with School Staff and Parents	PLO 2: Collaborate with Community Agencies	PLO 3: Work within the Political Realities of the School System	PLO 4: PPS Credential	PLO 5: Consult	PLO 6: Developmental Needs	PLO 7: Self- Understanding	PLO 8: Communication Skills
EDC 210 (C)				X		X	Reflection Paper	X
EDC 212 (C)				X			Reflection Paper	
EDC 214 (C)				X		X	Reflection Paper	X
EDC 216 (C)				X			Theory Paper	Theory Paper
EDC 218 (C)				X				
EDC 219 (C)				X				X
EDC 231 (C)				X				
EDC 233 (C)				X				
EDC 234 (C)				X				
EDC 242 (Specialization)				X		Micropracticum Paper		Micropracticum Paper
EDC 250 (C)				X				
EDC 252 (C)				X				
EDC 260 (C)				X				
EDC 270 (Specialization)		Resource Binder	X	X				
EDC 272 (Specialization)	X	Resource Binder	X	X		Research Outline	Case Study	
EDC 274 (Specialization)	Staff Training Outline	Resource Binder	X	X	X	Guidance Unit		
EDC 280 (C)				X				18 Counseling Skills Scale
EDC 290 (Exam)				CPCE		CPCE		CPCE



<b>Course Work</b>	<b>PLO 1: Collaborate with School Staff and Parents</b>	<b>PLO 2: Collaborate with Community Agencies</b>	<b>PLO 3: Work within the Political Realities of the School System</b>	<b>PLO 4: PPS Credential</b>	<b>PLO 5: Consult</b>	<b>PLO 6: Developmental Needs</b>	<b>PLO 7: Self- Understanding</b>	<b>PLO 8: Communication Skills</b>
EDC 475 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation
EDC 480 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation

<b>Course Work</b>	<b>PLO 9: Assessment</b>	<b>PLO 10: Assist in Development and Maintenance of Quality Instruction</b>	<b>PLO 11: Ethical and Legal Practice</b>	<b>PLO 12: Comprehensive School Counseling Programs</b>	<b>PLO 13: Advocacy</b>	<b>PLO 14: Diverse Populations</b>	<b>PLO 15: Appropriate Referrals</b>	
EDC 210 (C)			X		X	X	X	
EDC 212 (C)			X		X	X	X	
EDC 214 (C)			X		X	X		
EDC 216 (C)			X		Theory Paper	X		
EDC 218 (C)	Assessment Paper		X			X		
EDC 219 (C)			X			X		
EDC 231 (C)	Biopsychosocial Paper		X			X		
EDC 233 (C)			X			X		
EDC 234 (C)			X			X		
EDC 242 (Specialization)			X			X		
EDC 250 (C)			X			X		
EDC 252 (C)			Final Exam		X	X		
EDC 260 (C)			X			X		
EDC 270 (Specialization)		X	X	Counseling Program Outline	Counseling Program Outline	X	Resource Binder	
EDC 272 (Specialization)		Research Outline	Final Exam	Research Outline	Research Outline	X	Resource Binder	
EDC 274 (Specialization)		Guidance Unit	X	Guidance Unit	Philosophy Paper	X	Resource Binder	
EDC 280 (C)			X			X		

<b>Course Work</b>	<b>PLO 9: Assessment</b>	<b>PLO 10: Assist in Development and Maintenance of Quality Instruction</b>	<b>PLO 11: Ethical and Legal Practice</b>	<b>PLO 12: Comprehensive School Counseling Programs</b>	<b>PLO 13: Advocacy</b>	<b>PLO 14: Diverse Populations</b>	<b>PLO 15: Appropriate Referrals</b>	
EDC 290 (Exam)	CPCE		CPCE		CPCE	CPCE		
EDC 475 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	
EDC 480 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	Counselor Trainee Evaluation	

## Graduate Learning Goals/Objectives Policy

The Faculty Senate recommends that departments/interdisciplinary groups with graduate programs in their purview be required to establish Graduate Goals/Objectives, Program Learning Outcomes with an associated curriculum map, and an assessment plan with an associated action plan, to be submitted to the Office of Graduate Studies within one full academic year of approval of this policy (Approved in May 2015). Items in *italics* are additional elements being requested to assist with institutional level data collection.

### Graduate Learning Goals/Objectives and Program Learning Outcomes

The Faculty Senate further recommends that in developing graduate learning goals/objectives, faculty consult resources such as the information submitted in the Instructional Program Priorities (IPP) process, the Graduate Learning Goals recommended by the Graduate Studies Policies Committee, and/or the Lumina Foundation Degree Qualifications Profile in framing their learning goals/objectives and assessment components.

Graduate programs shall develop Program Learning Outcomes (PLOs) that represent their unique perspectives. Each graduate program shall define its own set of learning outcomes, specific to the level of study and to the discipline, which are clearly more advanced in content than those defined for related undergraduate work. For some programs, these might already be defined, at least in part, by external accrediting agencies. Such defined outcomes shall also form the basis for assessment plans within graduate programs and offer foci for future academic program review terms.

Program Learning Outcomes are designed with the goal of placing graduated master's or doctoral students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates in the focused areas of their degree preparation.

Graduate Learning Objectives	Program Learning Outcomes
To prepare counseling students to work effectively with individuals, families, and children	<p>Students will demonstrate active listening skills through receiving a score of Meets or Exceeds Standard on Competency 3: Treatment Planning and Competency 4: Rapport Building at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Helping Relationships.</p> <p>Students will successfully complete coursework requirements for EDC 234: Marriage, Child, and Family Counseling Seminar and EDC 476: Practicum in MCFC.</p>
To qualify individuals to meet professional licensure requirements	<p>Students will complete all academic requirements for the M.S. in Counseling, Marriage, Child, and Family Counseling degree.</p> <p>Students will receive an overall passing score on the Counselor Preparation Comprehensive Examination.</p> <p>Graduates will earn the MFT license from the Board of Behavioral Sciences.</p>

<p>To provide counselors with understanding and skills necessary to serve as change agents for families, agencies, institutions, and communities</p>	<p>Students will receive a score of Meets or Exceeds Standard on Competency 3: Treatment Planning and Competency 6: Human Diversity at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domains of Helping Relationships and Social &amp; Cultural Foundations.</p>
<p>To enhance a high degree of self-understanding by counselors</p>	<p>Students will receive a score of Meets or Exceeds Standards on Competency 9: Personal Qualities at final evaluation for field study experience.</p>
<p>To facilitate the development of effective communication skills for counselors</p>	<p>Students will demonstrate active listening skills through receiving a score of Meets or Exceeds Standard on Competency 4: Rapport Building at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Helping Relationships.</p>
<p>To train students in ethical and legal practice</p>	<p>Students will receive a score of Meets or Exceeds Standard on Competency 7: Law and Competency 8: Ethics at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Professional Orientation and Ethics.</p> <p>Students will successfully complete course requirements for EDC 252: Legal &amp; Ethical Issues in Professional Counseling.</p>
<p>To prepare counselors to work effectively with and demonstrate sensitivity toward individuals from diverse populations (i.e., ethnic, cultural, gender, sexual orientation, class, age, ability, and spiritual/religious beliefs)</p>	<p>Students will receive a score of Meets or Exceeds Standard on Competency 6: Human Diversity at final evaluation for field study experience.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Social &amp; Cultural Foundations.</p> <p>Students will successfully complete coursework requirements for EDC 210: Multicultural/Ethnic Counseling.</p>

<p>To prepare counselors with an awareness of conceptual and pragmatic aspects of being a marriage, child, and family counselor</p>	<p>Students will receive a score of Meets or Exceeds Standard on Competency 1: Clinical Evaluation at final evaluation for field study experience.</p> <p>Students will successfully complete coursework requirements for EDC 234: Marriage, Child, And Family Counseling Seminar and EDC 475: Practicum in MCFC.</p>
<p>To understand psychopathology, adaptive and maladaptive behavior, diagnosis, and treatment planning</p>	<p>Students will receive a score of Meets or Exceeds Standard on Competency 1: Clinical Evaluation at final evaluation for field study experience.</p> <p>Students will successfully complete coursework requirements for EDC 231: Diagnosis and Treatment Planning.</p>
<p>To assess, diagnose, and develop treatment plans and implement appropriate interventions</p>	<p>Students will receive a score of Meets or Exceeds Standard on Competency 1: Clinical Evaluation and Competency 3: Treatment Planning at final evaluation for field study experience.</p> <p>Students will successfully complete coursework requirements for EDC 231: Diagnosis and Treatment Planning and EDC 218: Assessment in Counseling.</p> <p>Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Helping Relationships and Appraisal.</p>
<p>To develop competent practitioners in marriage, child, and family counseling</p>	<p>Students will receive a score of Meets or Exceeds Standard on Students will receive a score of Meets or Exceeds Standards on Competency 1: Clinical Evaluation, Competency 2: Crisis Counseling, Competency 3: Treatment Planning, Competency 6: Human Diversity, Competency 9: Personal Qualities, and Competency 11: Professionalism at final evaluation for field study experience.</p> <p>Students will successfully complete coursework in EDC 234: Marriage, Child, and Family Counseling Seminar and EDC 476: Practicum in MCFC.</p>

	Students will receive a passing score on the Counselor Preparation Comprehensive Examination in the domain of Helping Relationships.
--	--



<b>Course Work</b>	<b>PLO 8: MCFC Counseling Skills</b>	<b>PLO 9: Diagnosis</b>	<b>PLO 10: Treatment Planning</b>	<b>PLO 11: Competent Practice</b>			
EDC 210 (C)				X			
EDC 212 (C)				X			
EDC 214 (C)				X			
EDC 216 (C)			X	X			
EDC 218 (C)		X	X	X			
EDC 219 (C)				X			
EDC 231 (C)		Biopsychosocial Paper	X	X			
EDC 233 (C)				X			
EDC 234 (Specialization)	X		X	X			
EDC 244 (Specialization)				X			
EDC 250 (C)				X			
EDC 252 (C)				X			
EDC 254 (Specialization)				X			
EDC 260 (C)				Grant Proposal			
EDC 272 (Specialization)	X		X	X			
Elective (E)	X			X			
EDC 280 (C)				X			
EDC 290 (Exam)				CPCE			
EDC 475 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation			
EDC 480 (C)	Counselor Trainee Evaluation	Case Study	Counselor Trainee Evaluation	Counselor Trainee Evaluation			