Program Data Point 4. Counseling Program Learning Objectives

In August 2015, the program implemented its system of Key Objective Assessments (KOAs) using a 3-point Likert Scale, with performance ratings of:

- 1: “Below Expectations”
- 2: “Meets Expectations”
- 3: “Exceeds Expectations”

Faculty base their assessments of performance on a variety of factors associated with a course identified as foundational to the pertinent key objectives. The courses in which each standard is evaluated may be found in the tables below, as may the course-specific assignments and activities that provide the basis for the evaluation. Also included are other courses in which the standards are addressed; these cross-curricular assessment points represent ongoing opportunities for faculty to gauge student development according to the standards.

When reading the tables below, please note the numbers represent the mean scores of each assessment point, using the 3-point scale, for the identified semester. Each represents an aggregate of all the students and all the standards assigned to the primary course connected to the objectives. During instances in which two sections of a course were offered, the ratings from both sections were combined into a single score. Cells that have dashes (----) indicate courses not taught that semester. The assignments representing class-specific and cross-curricular assessment appear, as well.

Overall Assessment Information

The particular courses in which each standard is evaluated may be found in the tables below, along with both the course-specific assignments/activities that provide the basis for the evaluation and cross-curricular assessment points.

As was true above, the numbers represent the mean scores of each assessment point, using the 3-point scale, for the identified semester. During instances in which two sections of a course were offered, the ratings from both sections were combined into a single score. Cells that have dashes (----) indicate courses not taught that semester.

Overall Assessment Information

Key Objective Assessment						
	FA 2022	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
A. Core Objectives						
1. Professional Identity and Ethics (COU 601)	2	----	----	2	2	----
2. Counseling Theory (COU 641)	----	1.94	----	1.96	2	----
3. Helping Relationships (COU 640)	1.86	1.96	----	1.94	1.88	----
4. Social and Cultural Diversity (COU 610)	----	----	----	2	2	----
5. Human Growth and Development (COU 620)	----	1.86	2	----	----	2
6. Career Development (COU 630)	----	----	1.97	----	----	1.95
7. Group Counseling (COU 650)	1.96	2	----	2	2.13	----
8. Assessment (COU 660)	1.79	1.88	----	2.05	1.99	----
9. Addictions (COU 675)	----	1.93	2.06	----	----	----
10. Research and Program Evaluation (COU 680)	1.86	1.86	----	1.89	1.91	----
11A. Crisis Intervention – Mental Health (COU 674)	----	----	2	----	----	2
11B. Crisis Intervention in Schools (COU 622)	----	----	----	----	----	----
12. Psychodiagnosis (COU 670; CMHC1A.)	1.83	2	----	2.04	----	----
B. Clinical Mental Health Objectives						
13. CMH 2. Mental Health Orientation (COU 600)	1.93	----	----	1.99	1.98	----
14. CMHC1C Treatment Planning in Counseling (COU 671)	2	2.25	----	----	1.96	----
C. School Counseling Objectives						
15. SC1. Comprehensive School Counseling (COU 602)	1.92	----	----	----	1.50	----
16. SC2. Evidence Based Counseling Services in the Schools (COU 654)	2.17	----	----	2.10	----	----
D. Practical Application						
PA1A. Mental Health Counseling Practicum	*See* Evaluation of Internship *(Program Data Point 6)*					
PA1B. School Counseling Practicum	*See* Evaluation of Internship *(Program Data Point 6)*					
PA1C. Counseling Internship	*See* Evaluation of Internship *(Program Data Point 6)*					

Key Objective Assessment for Counseling Core Objective – 1. Professional Orientation and Identity

Course: COU 601 Legal and Ethical Issues in Counseling

Objective: 1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

Course assignments used to satisfy and assess standards below: Exams, Ethical Case Presentation, Informed Consent Document

Cross-curricular assessments occur in: COU 600, COU 602, COU 630, COU 640, COU 650, COU 670, COU 675, COU 674, COU 678, COU 690/3, COU 691/2

Section 2.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2022	SP 2023	SU 2023	FA 2023	SP 2024	SU 2024
a. History and philosophy of the counseling profession and its specialty areas	2	----	----	2	2	----
b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2	----	----	2	2	----
c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2	----	----	2	2	----
d. The role and process of the professional counselor advocating on behalf of the profession	2	----	----	2	2	----
e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2	----	----	2	2	----
f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2	----	----	2	2	----
g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2	----	----	2	2	----
h. Current labor market information relevant to opportunities for practice within the counseling profession	2	----	----	2	2	----
i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	1.96	----	----	2.04	2.07	----
j. Technology's impact on the counseling profession	2	----	----	2	2	----
k. Strategies for personal and professional self-evaluation and implications for practice	2	----	----	2	2	----
l. Self-care strategies appropriate to the counselor role	2	----	----	2	2	----

m. The role of counseling supervision in the profession	2	----	----	2	2	----
Professional Dispositions						
D1. Openness	2	----	----	2	2	----
D2. Flexibility	2	----	----	2	2	----
D3. Cooperativeness	2	----	----	2	2	----
D4. Willingness to accept and use feedback	2	----	----	2	2	----
D5. Awareness of own impact	1.96	----	----	1.96	2	----
D6. Ability to deal with conflict	2	----	----	2	2	----
D7. Ability to accept personal responsibility	2	----	----	2	2	----
D8. Ability to express feelings effectively and appropriately	2	----	----	1.96	2	----
D9. Attention to ethical and legal considerations	2	----	----	2	2	----
D10. Initiative and motivation	2.04	----	----	2	2	----

Key Objective Assessment for Counseling Core Objective – 2. Counseling Theory						
Course: COU 641 Theories in Counseling and Psychotherapy						
Objective: 2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual counseling process.						
Course assignments used to satisfy and assess standards below: Exams, Reflection Papers, Theory Application Paper **Cross-curricular assessments occur in:** COU 601, COU 610, COU 650, COU 675, COU 602, COU 621, COU 673, COU 640, COU 674, COU 690/3, COU 691/2						
Section II.F.5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. Theories and models of counseling theories and models of counseling	----	2	----	1.93	2	----
b. A systems approach to conceptualizing clients	----	1.8	----	1.93	2	----
c. Theories, models, and strategies for understanding and practicing consultation	----	1.9	----	1.93	2	----
h. Developmentally relevant counseling treatment or intervention plans	----	2	----	1.93	2	----
i. Development of measurable outcomes for clients	----	1.9	----	2	2	----
j. Evidence-based counseling strategies and techniques for prevention and intervention	----	2	----	2	2	----
k. Strategies to promote client understanding of and access to a variety of community-based resources	----	2	----	2	2	----
n. Process for aiding students in developing a personal model of counseling	----	2	----	1.93	2	----

Key Objective Assessment for Counseling Core Objective – 3. Helping Relationships						
Course: COU 640 Counseling Techniques						
Objective: 3. Helping Relationships – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.						
Course assignments used to satisfy and assess standards below: Transcriptions, reaction papers, readings, discussions **Cross-curricular assessments occur in:** COU 600, 601, 642, 650, 690, 691, 692, 693						
Section II.F.5 COUNSELING AND HELPING RELATIONSHIPS	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
d. Identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	1.86	2	----	1.96	1.88	----
e. Address the impact of technology on the counseling process	1.86	2	----	2	1.88	----
f. Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	1.86	1.86	----	1.91	1.88	----
g. Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	1.86	1.86	----	1.83	1.88	----
Section 5.G.3 ENTRY-LEVEL SPECIALITY AREAS SCHOOL COUNSELING (PRACTICE)						
f. Identify and demonstrate the use of techniques of personal/social counseling in school settings	1.86	1.86	----	1.83	1.88	----
Professional Dispositions						
D1. Openness	1.86	2	----	2	1.88	----
D2. Flexibility	1.86	2	----	2	1.88	----
D3. Cooperativeness	1.86	2	----	1.96	1.88	----
D4. Willingness to accept and use feedback	1.86	2	----	1.91	1.88	----
D5. Awareness of own impact	1.86	2	----	1.96	1.88	----
D6. Ability to deal with conflict	1.86	2	----	2	1.88	----
D7. Ability to accept personal responsibility	1.86	2	----	1.96	1.88	----
D8. Ability to express feelings effectively and appropriately	1.86	1.86	----	1.83	1.88	----
D9. Attention to ethical and legal considerations	1.86	2	----	2	1.88	----
D10. Initiative and motivation	1.86	2	----	1.96	1.88	----

Key Objective Assessment for Counseling Core Objective – 4. Social and Cultural Diversity						
Course: COU 610 Counseling Diverse Populations						
Objective: 4. Social and Cultural diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.						
Course assignments used to satisfy and assess standards below: Multicultural Self-Assessment, Cultural Immersion Experience, Journals **Cross-curricular assessments occur in:** COU 640, COU 660, COU 674, COU 675, COU 670, COU 621, COU 642, COU 673, COU 678, COU 690/3, COU 691/2						
Section II.F.2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	----	----	----	2	2	----
b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	----	----	----	2	2	----
c. Multicultural counseling competencies	----	----	----	2	2	----
d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others	----	----	----	2	2	----
e. The effects of power and privilege for counselors and clients	----	----	----	2	2	----
f. Help-seeking behaviors of diverse clients	----	----	----	2	2	----
g. The impact of spiritual beliefs on clients' and counselors' worldviews	----	----	----	2	2	----
h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	----	----	----	2	2	----

Key Objective Assessment for Counseling Core Objective – 5. Human Growth and Development						
Course: COU 620 Human Development						
Objective: 5. Human Growth and Development – Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.						
Course assignments used to satisfy and assess standards below: Exam, Quizzes, Reaction Papers, Developmental Topic Presentation & Paper **Cross-curricular assessments occur in:** COU 650, COU 660, COU 670, COU 675, COU 674, COU 622, COU 642, COU 673, COU 690/3, COU 691/2						
Section II.F.3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. theories of individual and family development and transitions across the lifespan,	----	1.86	2	----	----	2
b. theories of learning	----	1.86	2	----	----	2
c. theories of normal and abnormal personality development	----	1.86	2	----	----	2
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior;	----	1.86	2	----	----	2
f. systemic and environmental factors that affect human development, functioning and behavior	----	1.86	2	----	----	2
h. a general framework for understanding differing abilities and strategies for differentiated interventions	----	1.86	2	----	----	2
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	----	1.86	2	----	----	1.97

Key Objective Assessment for Counseling Core Objective – 6. Career Development						
Course: COU 630 Career Counseling						
Objective: 6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and its application within counseling						
Course assignments used to satisfy and assess standards below: Quizzes, Career Assessments & Exams **Cross-curricular assessments occur in:** COU 660, COU 671, COU 621						
Section II.F.4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. theories and models of career development, counseling, and decision making	----	----	1.96	----	----	1.88
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	----	----	1.96	----	----	1.97
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	----	----	1.96	----	----	1.94
d. approaches for assessing the conditions of the work environment on clients' life experiences	----	----	1.96	----	----	1.97
e. strategies for assessing abilities, interests, values, personality & other factors that contribute to career development	----	----	1.96	----	----	1.88
f. strategies for career development program planning, organization, implementation, administration, and evaluation	----	----	1.96	----	----	1.97
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	----	----	1.96	----	----	1.97
h. strategies for facilitating client skill development for career, educational, and life- work planning and management	----	----	1.96	----	----	1.97
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	----	----	1.96	----	----	1.97
j. ethical and culturally relevant strategies for addressing career development	----	----	1.96	----	----	1.91
Section 5.G.1. SC - FOUNDATIONS						
c. models of P-12 comprehensive career development	----	----	2	----	----	1.94
Section 5.G.2. School – CONTEXTUAL DIMENSIONS						
c. school counselor roles in relation to college and career readiness	----	----	2	----	----	1.97
Section 5.G.3. SC - PRACTICE						
e. use of developmentally appropriate career counseling interventions and assessments	----	----	2	----	----	1.97
j. interventions to promote college and career readiness	----	----	2	----	----	1.97

Key Objective Assessment for Counseling Core Objective – 7. Group Counseling						
Course: COU 650 Theories and Practice of Group Counseling						
Objective: 7. Group Counseling – Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.						
Course assignments used to satisfy and assess standards below: Exams, Journals, Group Leadership Experience, Group Plan, Group Plan Activity Presentation **Cross-curricular assessments occur in:** COU 650, COU 641, COU 675, COU 642, COU 690/3, COU 691/2						
Section II.F.6. GROUP COUNSELING AND GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. theoretical foundations of group counseling and group work	1.86	2	----	2	2	----
b. dynamics associated with group process and development	2	2	----	2	2	----
c. therapeutic factors and how they contribute to group effectiveness	2	2	----	2	2	----
d. characteristics and functions of effective group leaders	2	2	----	2	2	----
e. approaches to group formation, including recruiting, screening, and selecting members	2	2	----	2	2	----
f. types of groups and other considerations that affect conducting groups in varied settings	2	2	----	2	2	----
g. ethical and culturally relevant strategies for designing and facilitating groups	2	2	----	2	2	----
h. 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	2	2	----	2	3	----

Key Objective Assessment for Counseling Core Objective – 8. Assessment						
Course: COU 660 Assessment and Evaluation Counseling						
Objective: 8. Assessment – Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.						
Course assignments used to satisfy and assess standards below: Quizzes, Exams, & Assessment Proposal **Cross-curricular assessments occur in:** COU 660, COU 620, COU 640, COU 670, COU 674, COU 642, COU 673, COU 690/3, COU 691/2						
Section 2.F.7. ASSESSMENT AND TESTING– studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	1.89	1.88	----	2.05	2	----
b. methods of effectively preparing for and conducting initial assessment meetings	1.79	1.88	----	2.05	2	----
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	1.79	1.88	----	2.05	2	----
d. procedures for identifying trauma and abuse and for reporting abuse	1.79	1.88	----	2.05	2	----
e. use of assessments for diagnostic and intervention planning purposes	1.74	1.88	----	2.05	2	----
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	1.78	1.88	----	2.05	1.94	----
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	1.79	1.88	----	2.05	1.94	----
h. reliability and validity in the use of assessments	1.79	1.88	----	2.05	2	----
i. use of assessments relevant to academic/educational, career, personal, and social development	1.79	1.88	----	2.05	2	----
j. use of environmental assessments and systematic behavioral observations	1.79	1.88	----	2.05	2	----
k. use of symptom checklists, and personality and psychological testing	1.79	1.88	----	2.05	2	----
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	1.79	1.88	----	2.05	1.94	----

Key Objective Assessment for Counseling Core Objective – 9. Addictions						
Course: COU 675 Substance Abuse and Addictions						
Objective: 9. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.						
Course assignments used to satisfy and assess standards below: Midterm & Final Exam, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection **Cross-curricular assessments occur in:** COU 674, COU 690, COU 691						
Section 2.F.3. HUMAN GROWTH AND DEVLOPMENT	**FA 2022**	**SP 2022**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
d. theories and etiology of addictions and addictive behaviors	----	1.93	2.06	----	----	----
Section 5.C.1. CMHC - FOUNDATIONS						
d. neurobiological and medical foundations and etiology of addiction and co-occurring disorders	----	1.93	2.06	----	----	----
Section 5.C.2 CMHC - CONTEXTUAL DIMENSIONS						
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	----	1.93	2.06	----	----	----
Section 5.G.2. SC – CONTEXUAL DIMENSIONS						
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	----	1.93	2.06	----	----	----

Key Objective Assessment for Counseling Core Objective – 10. Research and Program Evaluation						
Course: COU 680 Research Methods and Program Evaluation						
Objective: 10. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.						
Course assignments used to satisfy and assess standards below: Exams, Quizzes, Research Proposal **Cross-curricular assessments occur in:** COU 660, COU 671, COU 654, COU 690/3, COU 691/2						
Section II.F.8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	1.86	1.91	----	1.85	1.91	----
b. identification of evidence-based counseling practices	1.86	1.87	----	1.92	1.91	----
c. needs assessments	1.86	1.87	----	1.92	1.91	----
d. development of outcome measures for counseling programs	1.86	1.87	----	1.92	1.91	----
e. evaluation of counseling interventions and programs	1.86	1.87	----	1.85	1.91	----
f. qualitative, quantitative, and mixed research methods	1.86	1.87	----	1.85	1.91	----
g. designs used in research and program evaluation	1.86	1.87	----	1.92	1.91	----
h. statistical methods used in conducting research and program evaluation	1.86	1.78	----	1.85	1.91	----
i. analysis and use of data in counseling	1.86	1.87	----	1.92	1.91	----
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	1.86	1.83	----	1.92	1.91	----

Key Objective Assessment for Counseling Core Objective – 11A. Crisis Intervention - Mental Health						
Course: COU 674 Crisis Intervention						
Objective: 11A. Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings and addressing trauma in clients.						
Course assignments used to satisfy and assess standards below: Crisis Interview, Crisis Narrative, Movie Papers **Cross-curricular assessments occur in:** COU 673, COU 674, COU 675, COU 620, COU 621, COU 690/3, COU 691/2						
Section II.F.3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	----	----	2	----	----	2
Section 2.F.5. COUNSELING AND HELPING RELATIONSHIPS						
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	----	----	2	----	----	2
Section 5.C.2. CMHC – CONTEXTUAL DIMENSIONS						
f. impact of crisis and trauma on individuals with mental health diagnoses	----	----	2	----	----	2

Key Objective Assessment for Counseling Core Objective – Clinical Mental Health Counseling - CMHC1. A. Psychodiagnosis and Treatment

Course: COU 670 Diagnosis of Emotional and Mental Disorders

Objective 12: (CMH.1.A.) Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.

Course assignments used to satisfy and assess standards below: Character Worksheets, Opinion Papers, Disorder Mini-Presentation, Reverse Case Example, Exam

Cross-curricular assessments occur in: COU 600, COU 671, COU 675, COU 690, COU 691

Section 2.F.7. ASSESSMENT AND TESTING	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
l. use of assessment results to diagnose developmental, behavioral, and mental disorders	1.83	2	----	2.04	----	----
Section 5.C.2. CMHC – CONTEXTUAL DIMENSIONS						
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	1.83	2	----	2.04	----	----
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	1.83	2	----	2.04	----	----
Section 5.G.2. SC – CONTEXTUAL DIMENSIONS						
g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	1.83	2	----	2.04	----	----

Key Objective Assessment for Counseling Core Objective - Clinical Mental Health Counseling - CMHC2. Mental Health Systems

Course: COU 600 Orientation to Clinical Mental Health Counseling

Objective 13: Mental Health Systems – Demonstrate sufficient knowledge and skills associated with working in multi-disciplinary mental health care setting and have practical knowledge in the areas of service, prevention, treatment, referral, and program management.

Course assignments used to satisfy and assess standards below: Exams, LPC Interview Paper, Digital Reflection Journal
Cross-curricular assessments occur in: COU 641, COU 650, COU 600, COU 674, COU 642, COU 678, COU 690, COU 691

Section 5.C.1. CMHC - Foundations	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. history and development of clinical mental health counseling	1.86	----	----	2	1.95	----
b. theories and models related to clinical mental health counseling	1.86	----	----	1.96	1.95	----
Section 5.C.2. CMHC – CONTEXTUAL DIMENSIONS						
a. roles and settings of clinical mental health counselors	1.86	----	----	1.96	1.95	----
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	1.86	----	----	2	1.95	----
i. legislation and government policy relevant to clinical mental health counseling	1.86	----	----	2	1.95	----
j. cultural factors relevant to clinical mental health counseling	1.86	----	----	2	1.95	----
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	1.86	----	----	2	1.95	----
l. legal and ethical considerations specific to clinical mental health counseling	1.86	----	----	2	1.95	----
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1.86	----	----	2	1.95	----
Section 5.C.3. CMHC - PRACTICE						
c. strategies for interfacing with the legal system regarding court-referred clients	1.86	----	----	2	1.95	----
d. strategies for interfacing with integrated behavioral health care professionals	1.86	----	----	2	1.95	----
e. strategies to advocate for persons with mental health issues	1.86	----	----	2	1.95	----

Key Objective Assessment for Counseling Core Objective – Clinical Mental Health Counseling – CMHC1. C. Treatment						
Course: COU 671 Treatment Planning in Counseling						
Objective: 14. Treatment – Develop a working knowledge of treatment, the ethical application and its effect on counseling practice.						
Course assignments used to satisfy and assess standards below: Quizzes, Exams, & Treatment Plan Paper **Cross-curricular assessments occur in:** COU 620, COU 640, COU 660, COU 674, COU 690, COU 691						
Section 5.C.1. CMHC - Foundations	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	2	2.25	----	----	1.96	----
e. psychological tests and assessments specific to clinical mental health counseling.	2	2.25	----	----	1.96	----
Section 5.C.2. CMHC- CONTEXTUAL DIMENSIONS						
g. impact of biological and neurological mechanisms on mental health	2	2.25	----	----	1.96	----
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	2	2.25	----	----	1.96	----
Section 5.C.3. CMHC - PRACTICE						
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2	2.25	----	----	1.96	----
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	2	2.25	----	----	1.96	----

Key Objective Assessment for Counseling Core Objective – School Counseling - SC1. Comprehensive School Counseling

Course: COU 602 Orientation to Professional School Counseling

Objective 15: SC1. Comprehensive School Counseling – Develop and demonstrate an understanding of the foundations of the school counseling, including the school environment, educational processes, multifaceted prevention and interventions and effective program assessment skills to access and obtain data to evaluate intervention effectiveness.

Course assignments used to satisfy and assess standards below: Professional Advocacy, School Counselor Interview, Readings, Exams

Cross-curricular assessments occur in: COU 601, COU 654, COU 621, COU 622, COU 693, COU 692

Section 5.G.1. SC. - FOUNDATIONS	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
a. history and development of school counseling	1.92	----	----	----	1.5	----
b. models of school counseling programs	1.92	----	----	----	1.5	----
Section 5.G.2. SC – CONTEXTUAL DIMENSIONS						
a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	1.92	----	----	----	1.5	----
b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	1.92	----	----	----	1.5	----
d. school counselor roles in school leadership and multidisciplinary teams	1.92	----	----	----	1.5	----
f. competencies to advocate for school counseling roles	1.92	----	----	----	1.5	----
h. common medications that affect learning, behavior, and mood in children and adolescents	1.92	----	----	----	1.5	----
j. qualities and styles of effective leadership in schools	1.92	----	----	----	1.5	----
k. community resources and referral sources	1.92	----	----	----	1.5	----
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	1.92	----	----	----	1.5	----
m. legislation and government policy relevant to school counseling	1.92	----	----	----	1.5	----
n. legal and ethical considerations specific to school counseling	1.92	----	----	----	1.5	----
Section 5.G.3. SC - PRACTICE						
a. development of school counseling program mission statements and objectives	1.92	----	----	----	1.5	----
g. strategies to facilitate school and postsecondary transitions	1.92	----	----	----	1.5	----
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	1.92	----	----	----	1.5	----

Key Objective Assessment for Counseling Core Objective – School Counseling - SC2. Evidence-Based Counseling Services in the Schools

Course: COU 654 Counseling Services in the Schools

Objective 16: SC2. Evidence Based Counseling Services in the Schools – Evaluate school counseling efficacy related to closing the achievement, opportunity and attainment gaps. Identify instruments for measuring school counseling outcomes and use achievement related data to demonstrate school

Course assignments used to satisfy and assess standards below: Needs Assessment, MEASURE, Classroom Guidance Presentation, Small Group Counseling Plan, Program Evaluation

Cross-curricular assessments occur in: COU 602, COU 621, COU 622, COU 693, COU 692

Section 5.G.1. SC - FOUNDATIONS	**FA 2022**	**SP 2023**	**SU 2023**	**FA 2023**	**SP 2024**	**SU 2024**
d. models of school-based collaboration and consultation	2.17	----	----	2.10	----	----
e. assessments specific to P-12 education	2.17	----	----	2.10	----	----
Section 5.G.3. SC - PRACTICE						
b. design and evaluation of school counseling programs	2.17	----	----	2.10	----	----
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	2.17	----	----	2.10	----	----
d. interventions to promote academic development	2.17	----	----	2.10	----	----
i. approaches to increase promotion and graduation rates	2.17	----	----	2.10	----	----
k. strategies to promote equity in student achievement and college access	2.17	----	----	2.10	----	----
l. techniques to foster collaboration and teamwork within schools	2.17	----	----	2.10	----	----
m. strategies for implementing and coordinating peer intervention programs	2.17	----	----	2.10	----	----
n. use of accountability data to inform decision making	2.17	----	----	2.10	----	----
o. use of data to advocate for programs and students	2.17	----	----	2.10	----	----