Counselor Education Department

Comprehensive Assessment Plan
2024-2027

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Viterbo University Counselor Education Department
Comprehensive Assessment Plan

Viterbo University's Counselor Education Department offers a trio of comprehensive programs designed to prepare students for diverse roles in the counseling field. The Doctorate in Counselor Education and Supervision (EdD-CES) program develops leaders in counselor education, focusing on advanced practices, supervision, and teaching, research, and leadership/advocacy. The Master of Science in Clinical Mental Health Counseling (MSMHC) program ensures that graduates meet state licensure requirements for professional counselors and are well versed in a range of counseling skills and methodologies. The Master of Science in School Counseling (MSSC) program is tailored to produce interpersonally skilled and culturally competent school counselors ready to serve in K–12 school settings.

Comprehensive Assessment Plan Framework

A central goal of the Viterbo University Comprehensive Assessment Plan framework is to provide a structure for the continuous improvement of the Counselor Education Department and ensuring program quality. The framework is designed to gather information about the knowledge, abilities, and values of program students and graduates, as well as to improve teaching and learning across programs offered. The framework includes:

1. Assessing student learning outcomes that are integrated into the goals of the program, curricular map, and assessment tools and strategies.
2. Developing/revising course syllabi reflective of student and program learning outcomes with representative evaluative criteria (e.g. rubrics).
3. Established formative assessment procedures to provide students evaluative feedback on progress toward program competencies as well as planning for increased mastery.
4. Program assessment planning provided in an annual review of student and program learning outcomes.
5. Opportunities to provide feedback on program quality and program recommendations for each stakeholder group.

Evaluation Strategies

Multiple strategies, incorporating feedback from all program stakeholders, are utilized to systematically assess the Counselor Education Department. Department faculty/staff gathers, compiles, and analyzes information about each program; specifically, CES, MSMHC, and MSSC. The perspectives of current students, site supervisors, faculty, alumni, and employers are incorporated into this process. The purpose of this data collection is to assess program effectiveness and maintain a culture of continuous improvement for students' curricular learning experiences that results in a quality education to produce competent and ethical counseling professionals. A brief description of assessment strategies employed by the program appears below.

1. Student assessment is designed to ascertain readiness for graduate level course work and suitability for the counseling profession.

Evaluation of the Counselor Education Department

2. **Comprehensive Program Evaluation**: (CACREP, 2016, 4.B.)
    The Counselor Education Department conducts a comprehensive program evaluation each summer semester to collect extensive quantitative and qualitative data, assessing the department's effectiveness and alignment with its educational mission. This evaluation encompasses various surveys, each targeted to a specific group, ensuring a holistic view of the department's impact. Results of the annual program evaluation are utilized to inform program modifications (2016 CACREP 4.C), are included in the Annual Report (2016 CACREP 4.D) and are posted on the department's website (2016 CACREP 4.E).

    a. *Current Student Survey*: This survey allows students to evaluate the department in key areas such as mission fulfillment, clinical skill development, multicultural sensitivity enhancement, and the quality of instruction and supervision. It also includes ratings for faculty on advising, qualifications, multicultural perspectives, interest in professional development, and identification with the counseling profession. Tailored questions provide deeper insights into students' satisfaction with the program, including specifics on course content, delivery, and design, offering a comprehensive view of the educational experience and areas for improvement.

    b. *Faculty Survey:* This survey seeks faculty perspectives on the program's effectiveness in achieving its mission and goals. It delves into faculty satisfaction with program structure, curriculum design, resource allocation, and overall program administration. This feedback is crucial for internal assessment, providing a reflective view of the program's operational and academic dynamics.

    c. *Employer Survey*: This survey is designed to gauge employers' views on the readiness and competencies of CES, MSMHC, and MSSC alumni in the workforce. They assess areas such as alumni's practical skills, ethical practice, and adaptability in professional settings, providing vital feedback on the program's effectiveness in preparing graduates for real-world challenges.

    d. *Alumni Survey*: This survey is designed to focus on alumni's retrospective evaluation of their academic journey and assess their perception of the preparation provided for careers within the counseling profession. It tracks crucial metrics like job placement and licensure status, and queries alumni about the relevance and applicability of their learned skills in their current professional roles, offering insights into long-term departmental impact.

    e. *Site Supervisor Survey:* This survey is essential for evaluating the practical aspects of the department. It collects site supervisors' assessments of student performance and the program's overall effectiveness in clinical settings. Supervisors provide feedback on students' clinical skills, professional behavior, and ability to apply theoretical knowledge in practice, alongside their evaluation of the program's alignment with real-world counseling needs. This feedback is instrumental in bridging the gap between academic preparation and professional practice.

3. **Board of Advisors Review**:

The Board of Advisors plays a pivotal role in the ongoing enhancement of the Counselor Education Department, meticulously reviewing program and curricular assessments. Advisory Board feedback is invaluable, as it offers diverse perspectives and expert insights, contributing significantly to the continuous improvement of each program within the department. This review process ensures that the curriculum remains relevant, comprehensive, and effectively aligned with the evolving demands of the counseling profession. Advisory Board meetings take place annually during the fall semester. Additional advisory board meetings are conducted as needed.

Assessment of Students

4. **Academic Progress**: (CACREP, 2016, 4.F.)
   The CED faculty review individual student key performance indicators (KPIs) and grade point average (GPA) and evaluate each student's academic performance each spring semester. Results of this annual academic progress evaluation are emailed to students for their review and are saved in their student files. If students are rated below expectations, their faculty advisor will schedule a meeting to discuss results. Results of academic performance evaluations are available for faculty advisors to discuss with students.

5. **Key Professional Disposition**: (CACREP, 2016, 4.G.)
   The CED faculty evaluate each student enrolled in the Counselor Education Department each fall semester regarding student professional dispositions. Students are rated across 10 key dispositions including self-awareness, multicultural competence, ethical decision-making, flexibility, professional communication, and psychological fitness for the field. Results are emailed to students for their review and saved in their student files. If students are rated below expectations for any of the dispositions, their faculty advisor will schedule a meeting to discuss these results. Results of KPD evaluations are available for faculty advisors to discuss with students.

6. **Site Supervisor Evaluation:** (CACREP, 2016, 3.C)
   Site supervisor evaluations are a critical component of the CED assessment strategy and are conducted to gather insightful feedback from site supervisors about student readiness and performance in practical counseling settings. Administered at both the midterm and conclusion of each practicum and internship experience, these evaluations provide an in-depth view of students' application of skills and knowledge in real-world scenarios. The evaluations focus on various competencies, such as clinical skills, ethical practice, and professional behavior. Results are thoroughly reviewed, and if there are areas where students are found to need improvement, clinical faculty are notified to arrange discussions with the students for further development and guidance. This process ensures that students receive valuable, practical experience, effectively bridging academic learning with professional practice.

Evaluation of Faculty and Supervisors

7. **Student-Completed Course Evaluation:** (CACREP, 2016, 4.J.)
   At the end of each course, each semester, students are invited by the university to complete

course evaluations. These evaluations are meticulously structured to gauge the effectiveness of instructors in delivering course content and facilitating student learning outcomes. They offer students an opportunity to provide feedback on various aspects of the course, including instructional methods, course material relevance, and overall teaching effectiveness. This feedback is vital for continuous enhancement of teaching practices and course design, ensuring that educational delivery aligns with the department's high standards and student needs.

8. **Student Evaluation of Clinical Sites and Supervisors** (CACREP, 2016, 4.K.):
   In addition to in-class learning, students evaluate their clinical sites and site supervisors each semester during practicum and internship experiences. This evaluation process is integral to ensuring the quality and suitability of clinical placements. Students assess aspects such as the learning environment, the support and guidance offered by site supervisors, and the overall relevance of the experience to their professional development. These evaluations provide crucial insights into the practical aspects of the training, assisting in the continuous refinement of practicum and internship experiences to best prepare students for their future roles in counseling.

9. **Formative Teaching Evaluation**
   This comprehensive evaluation process is conducted on Counselor Education Department (CED) faculty to enhance teaching effectiveness and pedagogical approaches. The evaluation is carried out by the program director, college dean, or a designated authority, involving a multi-faceted approach. It includes direct classroom observations, where the evaluator witnesses teaching methods and student engagement firsthand. Following the observation, a detailed written synopsis is prepared, highlighting the strengths and areas for improvement observed in the teaching process. Additionally, this evaluation integrates student course evaluations, providing a student-centered perspective on teaching effectiveness. The process culminates in a one-on-one meeting between the faculty member and the evaluator, where formative feedback is provided. This collaborative and reflective evaluation approach is designed to foster professional growth among faculty and ensure high-quality educational experiences for students. This evaluation takes place each spring semester for Counselor Education Department core and adjunct faculty. Additional teaching evaluations take place as needed.

Departmental Mission Statement

The mission of the Viterbo University Counselor Education Department graduate programs is to prepare future counselor educators, licensed professional counselors, and school counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings, and integrate university values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Program Goals

The graduate programs in the Counselor Education Department base their program goals on those stipulated by the most recent edition of training standards promulgated by the Council for Accreditation of Counseling and Related Education Programs (CACREP), 2016.

The EdD-CES Program Goals include the following:
1. Deliver high quality counselor education for students.
2. Provide graduates with a clinical counseling curriculum that integrates professional ethical standards of practice and contemporary theories and principles of counseling.
3. Ensure that the program remains consistent with the licensure requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor (NCC) credentials.

The MSMHC Program Goals include the following:
1. Deliver high quality counselor education for students.
2. Provide graduates with a clinical counseling curriculum that integrates professional ethical standards of practice and contemporary theories and principles of counseling.
3. Ensure that the program remains consistent with the licensure requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor (NCC) credentials.

The MSSC Program Goals include the following:
1. Deliver high quality counselor education for students.
2. Provide graduates with a clinical counseling curriculum that integrates professional ethical standards of practice and contemporary theories and principles of counseling.
3. Ensure that the program remains consistent with the licensure requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor (NCC) credentials.

Learning Objectives

Learning objectives in the Counselor Education Department are pivotal in defining the expected outcomes for students, serving as a blueprint for curriculum development and instructional strategies that align with CACREP (2016) standards. These objectives not only ensure program accountability to accreditation standards but also enhance student learning by providing a clear roadmap of expectations. Thus, they are essential in preparing students for their future roles as competent, ethical, and effective counseling professionals.

EdD-CES Program

The Ed.D. in Counselor Education and Supervision is designed to prepare counselors for advanced competency in the following areas: a) graduate level teaching and counselor training, b) research and contributing new knowledge to the field, c) counseling supervision, d) leadership and advocacy, and e) advanced counseling practice. Learning objectives are listed below.

- **Objective 1 (Counseling):** Students can articulate counseling theory and use evidence-based practices with advanced competency.

- **Objective 2 (Supervision):** Students can conceptualize the supervisory relationship from a variety of theoretical perspectives and demonstrate the supervisory skills to enhance supervisee counseling development.
- **Objective 3 (Teaching):** Students can apply teaching methods, instructional, curriculum design, and evaluation of methods of teaching.
- **Objective 4 (Research):** Students can conduct qualitative and quantitative research relevant to counseling practice, counselor education and/or counseling supervision.
- **Objective 5 (Leadership and Advocacy):** Students can identify and discuss potential roles in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- **Objective 6 (Integrative Behavioral Health):** Students can assimilate the knowledge and skills to the specific competencies required for integrative behavioral health care.

Additionally, The Counselor Education and Supervision doctoral portfolio is designed to function as a final measure of student readiness prior to the development of a dissertation. This portfolio will serve as the student's comprehensive examination. Students are expected to work closely with their comprehensive examination mentor to identify appropriate artifacts for the required sections of the portfolio. The required sections explore competencies expected of today's counselor educators. These primary competency categories were selected by the faculty to track students' developmental progress throughout the program across several key performance domains.

Lastly, doctoral students will conduct a scholarly project, or dissertation. This project is an opportunity for students to engage in independent scholarly work in a defined area of significance to the counselor education and supervision field. Students will work with faculty advisors for assistance, critique, and expertise. The student will receive a grade at the end of the semester of the dissertation project, a B or better indicates satisfactory progress. Students are required to disseminate their work in a prescribed way. Students will use a research model that includes the rigor of quantitative and qualitative methodologies consistent with doctoral level inquiry and program evaluation procedures using outcome driven decision-making processes related to best practices.

MSMHC and MSSC Programs

The objective of the master's programs in counselor education is to provide students with both the knowledge and skills for the practice of counseling in their respective specialty area; specifically, clinical mental health counseling and school counseling. The curriculum is designed to meet the disciplinary standards across 8 counseling core curriculum domains as well as specialty domains to ensure that our graduates are competent counseling professionals and meet the necessary licensure requirements of the profession. The master's program's learning objectives are listed below. Objectives 1-4 are shared between both programs while objectives 5-6 are for the MSMHC program and 7-9 are for the MSSC program.

- **Objective 1 (Social and Cultural Diversity):** Students will articulate the impact of values, beliefs, and cultural perspectives relative to the counseling process.

- **Objective 2 (Orientation and Ethics, Human Development, Career Development):** Students will demonstrate professional ethical standards of practice and the application of contemporary theories and principles of clinical mental health counseling.
- **Objective 3 (Counseling Relationship, Group Counseling):** Students will be able to conceptualize individual, group, and systemic approaches in clinical mental health counseling work.
- **Objective 4 (Assessment, Research):** Students will evaluate and integrate theory, research, and evidence-based approaches within their counseling practice.
Objective 5 (CMHC Specialty): Students will demonstrate accurate conceptualization and diagnosis of clients' presenting issues.
- **Objective 6 (CMHC Specialty):** Students will demonstrate effective counseling relationships with their clients and effective communication skills with colleagues within the agency setting.
- **Objective 7 (SC Specialty):** Students will demonstrate the development and evaluation of a comprehensive counseling program and utilize program evaluation techniques grounded in research and measurement.
- **Objective 8 (SC Specialty):** Students will demonstrate effective professional counseling relationships with K-12 students, their families, and stakeholders within the school setting.
- **Objective 9 (SC Specialty):** Students will demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students' social/emotional, academic, and career development throughout their Pk-12 school experience.

The Counselor Preparation Comprehensive Examination (CPCE) is a comprehensive examination and a summative evaluation of the core knowledge areas of counseling. This is an essential benchmark in the preparation and readiness of students to graduate with an advanced degree in counseling. Beginning Fall of 2013, the Clinical Mental Health Counseling program at Viterbo University requires students to complete the CPCE published by the Center for Credentialing and Education, a corporate affiliate of the National Board of Certified Counselors. The CPCE is a multiple-choice examination to assess student comprehension in the eight knowledge areas of counseling as approved by the Committee for the Accreditation of Counseling and Related Educational Programs (CACREP).

Lastly, an Action Research Project is required of all students and will likely be completed in conjunction with the internship experiences. This research project addresses an issue, need, or problem relevant to the internship setting, the clientele being served, and/or the professional aspirations of the graduate intern. The student will develop a research proposal, including a thorough review of the literature, as well as methodology for the identification, collection, and analysis of specific data elements. Students often develop and propose the project in COUN 695. The final research project will be submitted to the Program Director and Faculty Research Mentor responsible for supervising the student. The project will be disseminated through an annual Graduate Research Symposium or another appropriate venue. The Symposium will be opened to the professional public. The completed Action Research Project will be submitted to and available in the Viterbo University Library. The requirements for the degree are not complete until the Action Research Project final draft has been approved. In other words, verification of academic requirements required for licensure will not be signed until all requirements are met.

Key Performance Indicator Review

Faculty collect results from signature assignments (Key Performance Indicators, KPIs) and use the evidence to make targeted changes. To manage and utilize program assessment results, faculty systematically review all course results at the conclusion of each semester. Course assessment is divided into a three-year cycle (see below). This timeframe coincides with the average amount of time it takes a student to complete the program.

EdD-CES Program

Objective 1 - Advanced Counseling Theory: To prepare students to articulate their counseling theory and to develop advanced professional competency with evidence-based practices.
- KPI #1: (Knowledge) Students will describe their knowledge of counseling theoretical frameworks.
- KPI #2: (Skill) Students will demonstrate their understanding of counseling theories as they work with Master's level students.
- 2023-2024 collect data, analyze as part of 2024 University annual review.

Objective 2 - Supervision: To prepare students to conceptualize the supervisory relationship from a variety of theoretical perspectives and demonstrate the supervisory skills to enhance supervisee counseling development.
- KPI #3: (Knowledge) Students will describe their knowledge of theoretical frameworks and models of clinical supervision.
- KPI #4: (Skill) Students will demonstrate their knowledge by applying theoretical frameworks and models to supervision of their clinical work with supervisees.
- 2023-2024 collect data, analyze as part of 2024 University annual review.

Objective 3 - Teaching: To prepare students for the role of instructor with the ability to understand and apply teaching methods, instructional, curriculum design and evaluation methods of teaching.
- KPI #5: (Knowledge) Students will describe their knowledge of the pedagogy and teaching methods relevant to counselor education.
- KPI #6: (Skill) Students will demonstrate their understanding by applying relevant pedagogical methods to a course.
- 2024-2025 collect data, analyze as part of 2025 University annual review.

Objective 4 - Research: To prepare students to conduct qualitative and quantitative research relevant to counseling practice, counselor education and/or counseling supervision.
- KPI #7: (Skill) Students will demonstrate their understanding by designing a method of program evaluation.

- KPI #8: (Skill) Students will demonstrate their knowledge of research methodology through the creation of a research proposal.
- 2024-2025 collect data, analyze as part of 2025 University annual review.

Objective 5 - Leadership and Advocacy: To prepare students to develop an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.
- KPI #9: (Skill) Student will demonstrate their understanding of theories of leadership and skills through a cultural immersion experience.
- KPI #10: (Knowledge) Students will describe their knowledge of theories and skills of leadership.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Objective 6 - Integrative Behavioral Health: To prepare students to Assimilate the knowledge and skills to the specific competencies required for integrative behavioral healthcare.
- KPI #11: (Skill) Students will demonstrate their understanding through the delivery of neuropsychological content
- KPI #12: (Knowledge) Students will describe their knowledge of integrated behavioral health care through the development of an advocacy paper.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Table 1: CES KPI Review Schedule

Objective	KPIs	Analysis Year
1 - Advanced Counseling Theory	1 - 2	2023-2024
2 - Supervision	3 - 4	2023-2024
3 - Teaching	5 - 6	2024-2025
4 - Research	7 - 8	2024-2025
5 - Leadership and Advocacy	9 - 10	2025-2026
6 - Integrative Behavioral Health	11 - 12	2025-2026

MSMHC and MSSC Programs

Objective 1 - Social and Cultural Diversity: Students will articulate the impact of values, beliefs, and cultural perspectives relative to the counseling process.
- KPI #1: (Knowledge) Students will apply their understanding of culture and diversity through analysis of a personal cultural immersion experience.
- KPI #2: (Skills) Students will execute multicultural elements within a role play.
- 2023-2024 collect data, analyze as part of 2024 University annual review.

Objective 2 - Orientation and Ethics, Human Development, Career Development: Students will demonstrate professional ethical standards of practice and the application of contemporary theories and principles of clinical mental health counseling.

- KPI #3: (Knowledge) Students will demonstrate their ethical knowledge through the application of an ethical decision-making model to an ethical dilemma.
- KPI #4: (Skills) Students will demonstrate applied ethical practice.
- KPI #5: (Knowledge) Students will identify and apply the appropriate developmental theory within context.
- KPI #6: (Skills) Students will demonstrate basic counseling skills working from a developmental lens.
- KPI #7: (Knowledge) Students will demonstrate content knowledge through an examination.
- KPI #8: (Skills) Students will develop, organize, and evaluate a career development program.
- 2023-2024 collect data, analyze as part of 2024 University annual review.

Objective 3 - Counseling Relationship, Group Counseling: Students will be able to conceptualize individual, group, and systemic approaches in clinical mental health counseling work.
- KPI #9: (Knowledge) Students will be able to articulate their own personal theoretical orientation.
- KPI #10: (Skills) Students will demonstrate the ability to create an effective counseling relationship.
- KPI #11: (Skills) Students will apply considerations of forming a group by creating a group proposal.
- KPI #12: (Knowledge) Students will demonstrate understanding of the elements of group counseling
- 2024-2025 collect data, analyze as part of 2025 University annual review.

Objective 4 - Assessment, Research: Students will evaluate and integrate theory, research, and evidence-based approaches within their counseling practice.
- KPI #13: (Knowledge) Students will describe the key principles for appraisal and testing.
- KPI #14: (Skills) Students will demonstrate the ability to conduct a suicide assessment within a role play scenario.
- KPI # 15: (Knowledge) Students will synthesize and analyze existing literature to create a research proposal.
- KPI #16: (Skills) Students will create, execute, and disseminate an action research project.
- 2024-2025 collect data, analyze as part of 2025 University annual review.

Objective 5 - CMHC Specialty: Students will demonstrate accurate conceptualization and diagnosis of clients' presenting issues.
- KPI #17: (Knowledge) Students will be able to identify symptoms and apply diagnostic criteria to a case study.
- KPI #18: (Skills) Students will be able to complete a biopsychosocial case assessment.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Objective 6 - CMHC Specialty: Students will demonstrate effective counseling relationships with their clients and effective communication skills with colleagues within the agency setting.

- KPI #19: (Skills) Students will demonstrate the ability to establish and maintain therapeutic care while remaining professional.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Objective 7 - SC Specialty: Students will demonstrate the development and evaluation of a comprehensive counseling program and utilize program evaluation techniques grounded in research and measurement.
- KPI #20: (Knowledge) Students will develop a MTSS prevention program that is culturally responsive and demonstrates skillset for a K-12 school setting.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Objective 8 - SC Specialty: Students will demonstrate effective professional counseling relationships with K-12 students, their families, and stakeholders within the school setting.
- KPI #21: (Knowledge) Students will apply their knowledge of the ASCA national model in the development of a comprehensive counseling program using a problem-based learning approach.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Objective 9 - SC Specialty: Students will demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students' social/emotional, academic, and career development throughout their Pk-12 school experience.
- KPI #22: (Skills) Students will demonstrate effective counseling relationship skills with students, families, and educators within the schools.
- KPI #23: (Skills) Students will demonstrate effective individual, small group counseling skills and effective classroom skills in the schools.
- 2025-2026 collect data, analyze as part of 2026 University annual review.

Table 2: MSMHC and MSSC KPI Review Schedule

Objective	KPIs	Analysis Year
1 - Social and Cultural Diversity	1-2	2023-2024
2 - Orientation and Ethics, Human Development, Career Development	3-8	2023-2024
3 – Counseling Relationship, Group Counseling	9-12	2024-2025
4 - Assessment, Research	13-16	2024-2025
5 - CMHC Specialty	17-18	2025-2026
6 - CMHC Specialty	19	2025-2026
7 - MSSC Specialty	20	2025-2026
8 - MSSC Specialty	21	2025-2026
9 - MSSC Specialty	22-23	2025-2026

Strategic Curriculum Alignment

The alignment of program objectives with key performance indicators, accreditation standards, and course assignments in the Counselor Education Department ensures a cohesive and comprehensive educational experience. By aligning course assignments with program objectives and the 2016 CACREP standards, a robust framework has been created for evaluating key performance indicators, which are essential in measuring student proficiency in core counseling competencies. This strategic alignment guarantees that every aspect of the curriculum contributes meaningfully to the development of skilled, knowledgeable, and ethically grounded counseling professionals.

Table 3: Alignment of CES Program Objectives, KPI's, and Course Assignments.

Counselor Education and Supervision Doctoral Program			
Program Objectives	*Key Performance Indicator*	*Related CACREP Standards*	*Courses and assignments*
1. Students can articulate counseling theory and use evidence-based practices with advanced competency	KPI #1: (Knowledge) Students will describe their knowledge of counseling theoretical frameworks. KPI #2: (Skill) Students will demonstrate their understanding of counseling theories as they work with master's level students.	*6.B.1.a* *6.B.1.b* *6.B.1.d* *6.B.1.e*	COUN 730: Advanced Counseling Theories: Guiding Theory Paper COUN 740: Group Counseling: Group Counseling Skill Set Assignment
2. Students can conceptualize the supervisory relationship from a variety of theoretical perspectives and demonstrate the supervisory skills to enhance supervisee counseling development	KPI #3: (Knowledge) Students will describe their knowledge of theoretical frameworks and models of clinical supervision. KPI #4 (Skill) Students will demonstrate their knowledge by applying theoretical frameworks and models to supervision of their clinical work with supervisees.	*6.B.2.a* *6.B.2.b* *6.B.2.c* *6.B.2.d* *6.B.2.e*	COUN 715: Supervision Foundations: Supervision Philosophy Paper COUN 745: Counseling Supervision Theory, Practice, and Research: Supervision Skills Evaluation
3. Students can apply teaching methods, instructional, curriculum design, and evaluation of methods of teaching	KPI #5: (Knowledge) Students will describe their knowledge of the pedagogy and teaching methods relevant to counselor education. KPI #6: (Skill) Students will demonstrate their understanding by applying relevant pedagogical methods to a course.	*6.B.3.b* *6.B.3.d* *6.B.3.g*	COUN 735: Best Practices in Counselor Education: Module 3: Teaching Philosophy Statement COUN 725: Instructional Design and Adult Learning: Syllabus Development Project

4. Students can conduct qualitative and quantitative research relevant to counseling practice, counselor education and/or counseling supervision.	KPI #7: (Skill) Students will demonstrate their understanding by designing a method of program evaluation KPI #8: (Skill) Students will demonstrate their knowledge of research methodology through the creation of a research proposal.	*6.B.4.a* *6.B.4.f* *6.B.4.g* *6.B.4.h* *6.B.4.j* *6.B.4.l*	COUN 712: Research Methodology I: Application Assignment #8: Models and methods of program evaluation. COUN 714: Research Methodology II: Research Proposal Assignment
5. Students can identify and discuss potential role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources	KPI #9: (Skill) Student will demonstrate their understanding of theories of leadership and skills through a cultural immersion experience. KPI #10: (Knowledge) Students will describe their knowledge of theories and skills of leadership.	*6.B.5.a* *6.B.5.c* *6.B.5.e*	COUN 727: Diversity, Social Justice, and Professional Leadership: Cultural Immersion Experience Paper COUN 729: Consultation, Organizational Change and Program Evaluation. Philosophy of Leadership and Management Case Study
6. Students can assimilate the knowledge and skills to the specific competencies required for integrative behavioral healthcare	KPI #11: (Skill) Students will demonstrate their understanding through the delivery of neuropsychological content KPI #12: (Knowledge) Students will describe their knowledge of integrated behavioral health care through the development of an advocacy paper.	*6.B.1.c* *6.B.1.d* *6.B.3.i*	COUN 750: Brain, Behavior, and Psychopharmacology: Learning Module COUN 775: Integrated Behavioral Health Care, Wellness and Career: Development of Interactive Module Behavioral Health Advocacy

Table 4: Alignment of CMHC and SC Program Objectives, KPI's, and Course Assignments

Clinical Mental Health Counseling and School Counseling Program				
Program Objectives	*Core Curriculum*	*Key Performance Indicator*	*Related CACREP Standards*	*Courses and Assignments*
Objective 1: Students will articulate the impact of values, beliefs, and cultural perspectives	Social & Cultural Diversity	KPI #1. (Knowledge) Students will apply their understanding of culture and diversity through analysis of a personal	*2.F.2.e.* *2.F.2.h.*	COUN 520: Multicultural Perspectives: Cultural Immersion Experience

relative to the counseling process.		cultural immersion experience.		
		KPI #2. (Skills) Students will execute multicultural elements within a role play.	2.F.2.c. 2.F.3.g.	COUN 580: Trauma and Crisis: An Integrative Approach: Skill Set #2
Objective 2: Students will demonstrate professional ethical standards of practice and the application of contemporary theories and principles of clinical mental health counseling.	Orientation & Ethics	KPI #3. (Knowledge) Students will demonstrate their ethical knowledge through the application of an ethical decision-making model to an ethical dilemma.	2.F.1.i. *OR* 2.F.1.j.	SC--COUN 545: Introduction to School Counseling: Ethical Dilemma Paper OR CMHC--COUN 510: The Counseling Profession & Ethics: Ethical Dilemma Paper
		KPI #4 (Skills) Students will demonstrate applied ethical practice.	2.F.1.b, 2.F.3.i 2.F.l.i.	COUN 570: Couples and Family Counseling: Unit Reading Guides #3
	Human Development	KPI #5. (Knowledge) Students will identify and apply the appropriate developmental theory within context.	2.F.3.a. 2.F.3.b. 2.F.3.e. 2.F.3.f. 2.F.3.h, 2.F.3.i.	COUN 530: Human Development in Social Context: Lifespan Counseling: Developmental Interview and Reaction Paper
		KPI #6. (Skills) Students will demonstrate basic counseling skills working from a developmental lens.	2.F.5.a. 2.F.5.b. 2.F.5.g. 2.F.1.b. 2.F.2.f. 2.F.3.i	COUN 570: Couples and Family Counseling: Mock Interview and paper
	Career Development	KPI #7. (Knowledge) Students will demonstrate content knowledge through an examination.	2.F.4.a. 2.F.4.c. 2.F.4.i. 2.F.4.d. 2.F.4.f. 2.F.4.h. 2.F.4.j.	COUN 550: Career Development and Counseling: Final exam
		KPI #8. (Skills) Students will develop, organize, and evaluate a career development program.	2.F.4.f. 2.F.4.h.	COUN 550: Career Development and Counseling: Program Development Group Project

Objective	Category	KPI	Standards	Course/Assignment
Objective 3: Students will be able to conceptualize individual, group, and systemic approaches in clinical mental health counseling work.	Counseling Relationships	KPI #9. (Knowledge) Students will be able to articulate their own personal theoretical orientation.	2.F.5.n.	COUN 540: Theories of Counseling: Personal Theory of Counseling Paper
		KPI #10 (Skills) Students will demonstrate the ability to create an effective counseling relationship.	2.F.5.g. 2.F.5.j	COUN 675: Counseling Techniques: :Skills Packet
	Group Counseling	KPI #11. (Skills) Students will apply considerations of forming a group by creating a group proposal.	2.F.6.b. 2.F.6.e. 2.F.6.g.	COUN 680: Group Counseling: Group Proposal Project
		KPI #12. (Knowledge) Students will demonstrate understanding of the elements of group counseling	2.F.6.b. 2.F.6.c. 2F.6.e. 2.F.6.f. 2.F.6.g.	COUN 680: Group Counseling: Final Exam
Objective 4: Students will evaluate and integrate theory, research, and evidence-based approaches within their counseling practice.	Assessment	KPI #13 (Knowledge) Students will describe the key principles for appraisal and testing.	2.F.7.a. 2.F.7.f. 2.F.7.g. 2.F.7.h. 2.F.7.k. 2.F.7.m	COUN 595: Testing and assessment in Counseling: Assessment Instrument Review
		KPI #14 (Skills) Students will demonstrate the ability to conduct a suicide assessment within a role play scenario.	2.F.7.c	COUN 580: Trauma and Crisis: An Integrative Approach: Skill Set #1
	Research	KPI # 15 (Knowledge) Students will synthesize and analyze existing literature to create a research proposal.	2.F.8.a. 2.F.8.b. 2.F.8.e. 2.F.8.f. 2.F.8.g. 2.F.8.h	COUN 660: Research, Evaluation, and Evidence Based Practice: Application Assignment #1 and #2
		KPI #16 (Skills) Students will create, execute, and disseminate an action research project.	2.F.8.d. 2.F.8.e	SC--COUN 693: Internship in Secondary School Counseling: Action Research Project
			OR	OR
			2.F.8.d. 2.F.8.e	CMHC-- COUN 696: Advanced Counseling

				Internship: Action Research Project
Objective 5: (CMHC Specialty) Students will demonstrate accurate conceptualization and diagnosis of clients' presenting issues.	Clinical Mental Health Counseling	KPI #17 (Knowledge) Students will be able to identify symptoms and apply diagnostic criteria to a case study.	*5.C.1.e.* *5.C.2.c.* *5.C.2.d.* *5.C.2.e.*	COUN 565: Behavior Disorders: Case Study #2
		KPI #18 (Skills) Students will be able to complete a biopsychosocial case assessment.	*5.C.1.c.* *5.C.2.d.* *5.C.3.a.*	COUN 640: Psychodiagnostics and Treatment Planning: Biopsychosocial assignment
Objective 6: (CMHC Specialty) Students will demonstrate effective counseling relationships with their clients and effective communication skills with colleagues within the agency setting.	Clinical Mental Health Counseling	KPI #19 (Skills) Students will demonstrate the ability to establish and maintain therapeutic care while remaining professional.	*5.C.1.e.* *5.C.2.b.* *5.C.2.c.* *5.C.3.a.* *5.C.3.b.* *5.C.3.d.*	COUN 695: Counseling Internship: Skill Set #3
Objective 7: (SC Specialty) Students will demonstrate creativity and flexibility in implementing developmentally and culturally responsive prevention and interventions in the K-12 school environment for individuals, small groups and in classrooms.	School Counseling	KPI #20 (Knowledge) Students will develop a MTSS prevention program that is culturally responsive and demonstrates skillset for a K-12 school setting.	*5.G.3.d.* *5.G.3.e.* *5.G.3.m.* *5.G.3.b.*	COUN 635: Prevention and Interventions in Schools: Prevention and Intervention program development project
Objective 8: (SC Specialty) Students will demonstrate the development and evaluation of a comprehensive counseling program and utilize program	School Counseling	KPI #21 (Knowledge) Students will apply their knowledge of the ASCA national model in the development of a comprehensive counseling program using a problem-based learning approach.	*5.G.3.a.* *5.G.2.b.* *5.G.1.d.* *5.G.3.b*	COUN 645:School Counseling Program and Leadership: Problem-Based Learning Assignment

evaluation techniques grounded in research and measurement.				
Objective 9: (SC Specialty) Students will demonstrate effective professional counseling relationships with K-12 students, their families, and stakeholders within the school setting.	School Counseling	KPI #22 (Skills) Students will demonstrate effective counseling relationship skills with students, families, and educators within the schools.	*5.G.3.c; 5.G.3.d; 5.G.3.e; 5.G.3.i; 5.G.3.j 5.G.3.l.*	COUN 691: Practicum in School Counseling Mid-Term & Final site supervisor evaluation
Objective 10: (SC Specialty) Students will demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students' social/emotional, academic, and career development throughout their Pk-12 school experience.	School Counseling	KPI #23 (Skills) Students will demonstrate effective individual, small group counseling skills and effective classroom skills in the schools.	*5.G.3.c; 5.G.3.d; 5.G.3.e; 5.G.3.i; 5.G.3.j*	COUN 692/693: Internship in Elementary/Secondary School Counseling: Mid-Term & Final site supervisor evaluation.

Comprehensive Assessment Plan Timeline

The three-year master schedule for the Counselor Education Department is meticulously designed to encompass a comprehensive assessment plan, ensuring alignment with our rigorous academic standards and CACREP (2016) accreditation requirements. This schedule integrates a variety of assessment strategies, including student evaluations, key professional dispositions, academic progress reviews, and feedback from stakeholders like site supervisors, employers, and alumni. Its purpose is to continually enhance program effectiveness and foster a culture of continuous improvement, ultimately shaping students into competent and ethical counseling professionals.

Year	Fall Semester	Spring Semester	Summer Semester
2023-2024	• **Advisory Board** • **Student KPD Eval** • Student Eval of Courses • Student Eval of Site	• **Student Academic Progress Eval** • **CES Objectives 1-2** • **CMHC & SC Objectives 1-2** • Student Eval of Courses	• **Program Eval (Faculty, Student, Alumni, Employer, Site)** • Student Eval of Courses • Student Eval of Site

	• Site Midterm & Final Eval • Formative Eval of Faculty Teaching	• Student Eval of Site • Site Midterm & Final Eval • Formative Eval of Faculty Teaching	• Site Midterm & Final Eval • Formative Eval of Faculty Teaching
2024-2025	• **Advisory Board** • **Student KPD Eval** • Student Eval of Courses • Student Eval of Site • Site Midterm & Final Eval	• **Student Academic Progress Eval** • **CES Objectives 3-4** • **CMHC & SC Objectives 3-4** • Student Eval of Courses • Student Eval of Site • Site Midterm & Final Eval • Formative Eval of Faculty Teaching	• **Program Eval (Faculty, Student, Alumni, Employer, Site)** • Student Eval of Courses • Student Eval of Site • Site Midterm & Final Eval
2025-2026	• **Advisory Board** • **Student KPD Eval** • Student Eval of Courses • Student Eval of Site • Site Midterm & Final Eval	• **Student Academic Progress Eval** • **CES Objectives 5-6** • **CMHC & SC Objectives 5-9** • Student Eval of Courses • Student Eval of Site • Site Midterm & Final Eval • Formative Eval of Faculty Teaching	• **Program Eval (Faculty, Student, Alumni, Employer, Site)** • Student Eval of Courses • Student Eval of Site • Site Midterm & Final Eval