

## University of Colorado Denver Counseling Program Evaluation Report 2024 – 2025 Academic Year

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, private practice, and business settings. During the 2024-2025 academic year the Counseling Program offered two separate degree tracks: Clinical Mental Health Counseling, and School Counseling, which are both accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP Accreditation requires that programs meet several specific learning standards in 8 “core” areas and additional standards specific to each specialty track. The 63-credit counseling MA also includes field work within the specialty area. Field work is comprised of a one semester practicum experience, composed of two 3-credit classes, during which students provide closely supervised mental health counseling services. The practicum experience is followed by Internship, 6 credits of community-based field work in students’ specialty area over one or more semesters. The overall philosophy of the Counseling program is to prepare master’s level counselors/therapists with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

This report will address the CACREP accredited tracks of the MA program: Clinical Mental Health Counseling, and School Counseling. Both of these MA specialty tracks lead to licensure by the State of Colorado, which uses the CACREP standards to qualify MA programs for state licensure. CACREP mandates specific standards for all programs. A complete list of core standards can be found in Appendix A, page 19. There are over 200 standards covered across both MA specialty tracks. The program submits annual reports to CACREP that includes evaluation of learning outcomes as well as other metrics such as job placement rate and student-faculty ratios. All CACREP accredited programs undergo an extensive review process that includes a multiday site visit every seven years.

The two tracks/programs were recently reaffirmed in their CACREP- accreditation status through March 31, 2030. A Mid-Cycle report is due in September 2026; this report will address the 2024 standards. The Counseling Program, beginning fall 2025, is implementing the **CACREP 2024** standards. This process will roll out throughout the 2025-2026 academic year.

### [Overview of the Comprehensive Assessment Plan](#)

The Assessment Plan for the Counseling Program at CU Denver aims to help faculty regularly and systematically review student outcomes and program objectives. Assessment of

student learning includes a review of (a) students' competence in core and specialized knowledge and skill areas as established by the CACREP 2016 standards and the Counseling Program faculty; (b) students' professional and personal disposition development prior to acceptance to the program, while in the program, and after graduation; and (c) student demonstration of counselor professional identity development. Assessment of program objectives includes the evaluation of program outcomes that faculty established in congruence with the Mission of the Program and the University of Colorado Denver. Figure 1 shows an overview of the components of the Comprehensive Assessment Plan and their relationship to one another. This report focuses on student learning outcomes, but it is important to note other ways in which both students and the program is evaluated due to the range of requirements that exist for licensed counselors nationally and in the State of Colorado

The Mission Statement of the program informs the overall program objectives. The CACREP core curriculum standards and the CACREP student learning outcomes for the specialized program areas of Clinical Mental Health Counseling, Couple and School Counseling also inform the objectives. Both the program curriculum (comprised of all core courses and specialty areas courses) and the admissions process are informed by the mission statement, program objectives, and the CACREP 2016 standards. The program curriculum has been developed to enable students to demonstrate knowledge and skills competence with CACREP standards, to meet program objectives, and fulfill our program mission. The over 200 CACREP standards (Appendix A) are each taught and evaluated in at least one specific assignment, a "signature assignment" in a designated course.

Groups of CACREP standards are combined into Key Performance Indicators, or KPIs. The program has a total of 13 KPIs, each of which is associated with one of four program objectives. A complete list of the KPIs and their CACREP standards and program objectives can be found on the following page. While student performance on all CACREP standards are evaluated and assessed during the program, the KPIs serve as summary evaluations for ongoing program evaluation and improvement. Objectives are written to reflect the outcomes (both program objectives and accreditation standards/KPIs) we aim for in our Counseling Program. The methods of instructional delivery and measurements of Key Performance Indicators (KPIs) are informed by the curriculum, accreditation standards, and common practices for instructional delivery and assessment in counseling programs. Finally, the outcomes that we measure in terms of student learning and program objectives help us to revise all aspects of our assessment plan, from specific course level objectives, to the admissions process, to program objectives, and even our mission statement.

The mission statement of the program and professional expectations related to licensure guide the broad program objectives. Program objectives are reflected and evaluated in Key Performance indicators (KPIs). Each KPI is made up of multiple specific CACREP standards, each of which is taught and evaluated with specific assignments (signature assignments) in designated courses. In addition to detailed learning outcomes tied to CACREP standards, students are evaluated for their professional dispositions and the program is evaluated by community stakeholders, students and alumni.

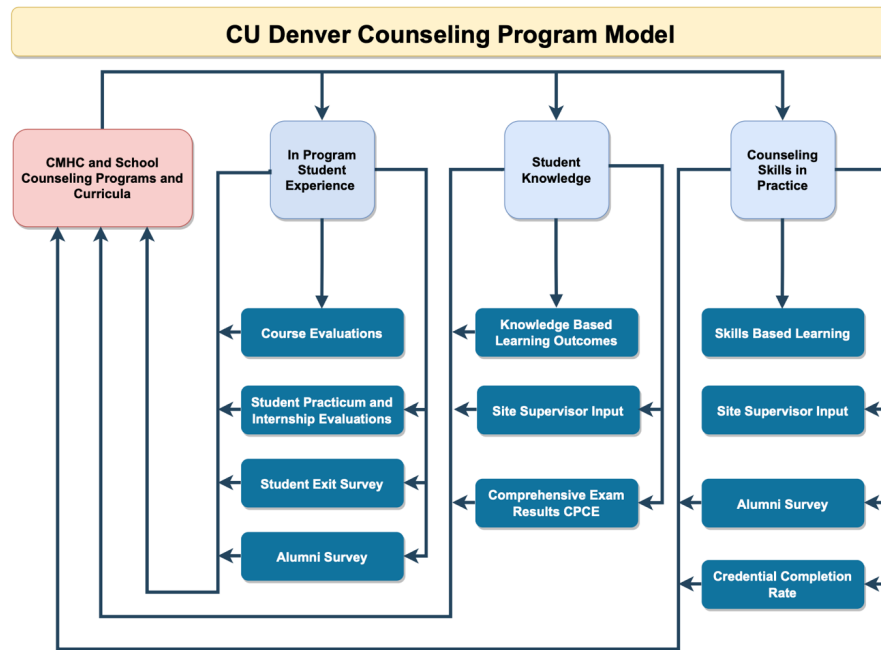


Figure 1: Overview of the Comprehensive Assessment Plan

### 1. Student Learning Outcomes: (Key Performance Indicators (KPIs))

#### CACREP Core Standard KPIs

1. Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e). **Program Objective #1**

2. Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i). **Program Objective #2**

3. Demonstrate understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F.2.b, II.F.2.c). **Program Objective #2**

4. Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f). **Program Objective #1**

5. Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision-making (CACREP II.F.4.e, II.F.4.i). **Program Objective #2**

6. Apply theories and models of counseling (CACREP II.F.5.a, II.F.5.g). **Program Objective #3**

7. Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g). **Program Objective #2**

8. Identify and applies ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g). **Program Objective #3**

9. Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m). **Program Objective #4**

10. Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a). **Program Objective #4**

#### **Clinical Mental Health Counseling KPI**

1. Articulate roles and settings of clinical mental health counselors and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c; V.C.2.a). **Program Objective #3**

#### **School Counseling KPI**

1. Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c). **Program Objective #3**

#### **Philosophy of Assessment in the CU Denver Counseling Program**

The faculty is committed to a process of comprehensive program evaluation that is focused on outcomes data, collaborative in nature, and implemented at various points in a student's movement through the program. The assessment plan describes a process in which both summative and formative data is collected and analyzed to assess: (a) whether the program is

meeting its stated objectives; and (b) whether students are learning core knowledge and skills of professional counselors for the environments in which they are being prepared to work. The philosophy of our outcomes-based, collaborative, and ongoing assessment plan is evidenced by the following:

1. **Multiple points of measurement:** student readiness and learning are assessed from point of entry into the program through post-graduation.
2. **Multiple evaluators:** students are assessed on their learning outcomes by numerous qualified stakeholders, including core and non-core faculty, site supervisors, and employers; the program is assessed by students, alumni, site supervisors, and internally through a university program review process.
3. **Various instruments of measurement:** students and the program are assessed using various tools that provide direct and indirect measures of outcomes that are both quantitative and qualitative in nature.

### **Counseling Program Mission Statement**

The mission statement of the Counseling Program guides the program objectives and student learning outcomes for the program.

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.
2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.
3. Who embody integrity and culturally sensitive ethics in their professional practice.
4. Who are committed to lifelong learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

## **2. Matrix of Learning Experiences**

The current learning outcomes of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and State of Colorado licensure

requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives.

Program assessments are based on the program objectives listed below. These program objectives inform student-learning outcomes, which are measured by key performance indicators (KPIs) at various points in the program. Learning goals based on CACREP standards are addressed in courses throughout the program (A list of CACREP core standards and the courses in which they are formally evaluated can be found in Appendix A, page 19). Details about specialty track standards are available upon request.

Groups of CACREP standards and their associated evaluations are used to address the KPIs which are tied to the programs mission and broad learning goals. In addition to being assessed in course work throughout the program, learning goals based on CACREP standards are also evaluated through the comprehensive exam and through internship during the students' final semester or semesters in the program. KPIs contain one or more CACREP standards and are evaluated one or more times during the program.

Counseling program students in the three CACREP accredited degree tracks take the national Counselor Preparation Comprehensive Exam (CPCE) administered by the Center for Credentialing and Education (CCE). The eight sections of the CPCE exam address the eight core areas of CACREP standards. Students complete and internship of 600 hours at the end of their program of study. The internship can take between one and three semesters, depending on the amount of direct client hours students obtain in any given semester. During internship, students are evaluated by on site supervisors and University supervisors in a range of performance areas related to learning objectives.

	<b>CACREP Standard and Course #1 in which it is formally evaluated</b>	<b>CACREP Standard and Course #2 in which it is formally evaluated</b>	<b>CACREP Standards addressed in Practicum and/or Internship</b>
<b>Outcome 1 KPI 1</b>	II.F.1.d COUN 5330		Yes
<b>Outcome 2 KPI 2</b>	II.F.1.i COUN 5330		Yes
<b>Outcome 3 KPI 3</b>	II.F.2.b COUN 5330	II.F.2.c COUN 5810	Yes
<b>Outcome 4 KPI 4</b>	II.F.3.a COUN 5150	II.F.3.f EDHD 6200	Yes
<b>Outcome 5 KPI 5</b>	II.F.4.e COUN 5400	II.F.4.i COUN 5400	Yes
<b>Outcome 6 KPI 6</b>	II.F.5.a, COUN 5010	II.F.5.g COUN 5100	Yes

<b>Outcome 7 KPI 7</b>	II.F.5.g COUN 5100		Yes
<b>Outcome 8 KPI 8</b>	II.F.6.g COUN 5110		Yes
<b>Outcome 9 KPI 9</b>	II.F.7.m COUN 6250		Yes
<b>Outcome 10 KPI 10</b>	II.F.8.a RSEM 5120		Yes
<b>Outcome 11 Clinical Mental Health CMHC KPI</b>	V.C.1.c; COUN 5280 Treatment Plan Case Study	V.C.2.a COUN 5820 Treatment Plan Paper Case Study	Yes
<b>Outcome 12 School Counseling Track KPI SC1</b>	V.G.1.b.; 5815 COUN 6230	V.G.1.c COUN 6230	Yes

### 3. Description of Assessment Approaches

As the counseling program has transitioned to the 2016 CACREP standards, each standard was assigned to at least one class in which student learning of that standard would be formally evaluated. The forms of the evaluation vary with class and include a range of traditional academic evaluation methods including quizzes, major exams (i.e. midterm, final), papers, and in class presentations. Each CACREP standard has a designated signature assignment. The results of each student's signature assignments are compiled and Tevera and reviewed in aggregate to assess how well students are meeting the learning goals through their coursework.

Assessment of students is carried out through multiple pathways at multiple points in the program.

- 1) Each CACREP standard has one or more signature assignments. Student performance on signature assignments is recorded in Tevera at the mid-point and end of each semester. Student performance on signature assignments is aggregated. Aggregated performance data is used to evaluate Student Performance on KPs and CACREP standards (see "CACREP standards" Below).
- 2) Following completion of the majority of their classes, students take a comprehensive exam, the CPCE Exam. Results of the CPCE exams are reviewed on an ongoing basis (see "CACREP standards" Below).
- 3) Students professional dispositions are evaluated by all faculty annually. Professional dispositions are non-academic personal characteristics that are associated with the ability to effectively deliver counseling and therapy services.

#### 4. Assessments of Learning Outcomes

<b>Program Outcome and Associated KPI</b>	<b>Course 1 Assessment</b>	<b>Course 2 Assessment</b>	<b>Primary Comprehensive Exam (CPCE Exam) Section Assessment</b>	<b>Practicum and/or Internship Assessment</b>
<b>Outcome 1 KPI 1</b>	II.F.1.d COUN 5330 Professional Orientation Exam	II.F.1.e COUN 5810 Cultural Interview Assignment	<b>Section 2:</b> Social Cultural Foundations	Formal Case Presentation Supervisor Evaluations Professional Development Paper
<b>Outcome 2 KPI 2</b>	COUN 5330 Case Study Presentation		<b>Section 8:</b> Professional Orientation and Ethics	Formal Case Presentation Supervisor Evaluations
<b>Outcome 3 KPI 3</b>	II.F.2.b COUN 5810 Quizzes Cultural Identity Paper	II.F.2.c COUN 5810 Cultural Identity Paper	<b>Section 3:</b> Helping Relationships	Formal Case Presentation Supervisor Evaluations
<b>Outcome 4 KPI 4</b>	II.F.3.a COUN 5150 Quizzes	II.F.3.f EDHD 6200 Child Observation Papers, Service Learning Project	<b>Section 1:</b> Human Development <b>Section 2:</b> Social Cultural Foundations	Formal Case Presentation
<b>Outcome 5 KPI 5</b>	COUN 5400 Career Construction Paper	COUN 5400 Career Construction Paper	<b>Section 5:</b> Career Development	Formal Case Presentation
<b>Outcome 6 KPI 6</b>	II.F.5.a, COUN 5010 Theory Paper, Midterm Exam, Final Exam Weekly Quizzes	II.F.5.g COUN 5100 Clinic observation critique papers (2) Counseling skills self-evaluation paper, and the Case	<b>Section 3:</b> Helping Relationships	Formal Case Presentation



		Conceptualization Critique paper		
<b>Outcome 7 KPI 7</b>	II.F.5.g COUN 5100 Clinic observation critique papers (2) Counseling skills self- evaluation paper, and the Case Conceptualization Critique paper		<b>Section 3:</b> Helping Relationships	Formal Case Presentation Supervisor evaluations
<b>Outcome 8 KPI 8</b>	COUN 5110 Quizzes		<b>Section 4:</b> Group Work	Supervisor evaluations
<b>Outcome 9 KPI 9</b>	COUN 6250 Case Study Paper		<b>Section 6:</b> Appraisal	Formal Case Presentation Supervisor evaluations
<b>Outcome 10 KPI 10</b>	II.F.8.a RSEM 5120 Research and Evaluation Project		<b>Section 7:</b> Research and Program Evaluation	Professional Development Paper
<b>Outcome 11 Clinical Mental Health Specialty Track KPI MHC1</b>	V.C.1.c; COUN 5280 Treatment Plan Paper Case Study	V.C.2.a COUN 5820 Treatment Plan Paper Case Study	n/a	Formal Case Presentation Supervisor evaluations
<b>Outcome 12 School Counseling Track KPI SC1</b>	V.G.1.b.; COUN 5815 COUN 6230	V.G.1.c COUN 6230	n/a	Formal Case Presentation Supervisor evaluations

### 5. Schedule of Assessments

To meet CACREP accreditation standards, the program is required to submit an annual report to CACREP that includes evaluation of student learning as well as information from community stakeholders and program data including things such as student demographic, full and part time faculty qualifications, and student – faculty ratios.

Each month, during the regular bi-monthly Counseling Program meetings the program evaluates aggregate student performance related to a specific CACREP Core area. Each area includes multiple standards, usually 6-12, and each standard has a signature assignment. For each standard, the program reviews the aggregate data for the signature assignments associated with the specific core area and the comprehensive exam results associated with that core area. The review of student performance in each CACREP core standard areas occurs during the program's regular bi-monthly meetings on the following schedule:

**Counseling Program Outcome Data Review Calendar**

<u>Month</u>	<u>Data to Review</u>	<u>Lead Presenters</u>
<b>August</b>	<b>HLC Report/Comps Practicum/Internship</b>	<b>Lead: All tracks</b>
<b>September</b>	<b><u>KPI 1 &amp; 2</u> 1. Professional Orientation and Ethical Practice</b>	<b>Lead: CMH track</b>
<b>October</b>	<b><u>KPI 3</u> 2. Social and Cultural Diversity AND <u>**School track specific standards</u></b>	<b>Lead: School track</b>
<b>November</b>	<b><u>KPI 4</u> 3. Human Growth and Development</b>	<b>Lead: All tracks</b>
<b>December</b>	<b><u>KPI 5</u> 4. Career Development AND <u>**Clinical Mental Health specific standards</u></b>	<b>Lead: CMH track</b>
<b>January</b>	<b><u>KPI 6 &amp; 7</u> 5. Counseling and Helping Relationships</b>	<b>Lead: All tracks</b>

<b>February</b>	<b>KPI 8</b> <b>6. Group Counseling and</b> <b>Group Work AND</b> <b><u>**School Counseling KPI 1</u></b>	<b>Lead: School track</b>
<b>March</b>	<b>KPI 9</b> <b>7. Assessment/Testing AND</b> <b><u>**Clinical Mental Health</u></b> <b><u>Counseling KPI 1</u></b>	<b>Lead: CMH track</b>
<b>April</b>	<b>KPI 10</b> <b>8. Research &amp; Program</b> <b>Evaluation</b>	<b>Lead: School track</b>
<b>May</b>	<b>Comps/NCE/Graduation</b> <b>Surveys</b>	<b>All tracks</b>

### Signature Assignments

In 2023-23 the Counseling program transitioned from Livetext to Tevera. During this transition, we engaged in a two phase process. During spring 2024, practicum and internship classes were moved to Tevera, while non-clinical classes will be moved beginning fall 2024. Meantime, for spring 2023, instructors were asked to provide a qualitative narrative about class performance related to the CACREP signature assignments. These can be found in Appendix B following the Year 1 cohort disposition review from fall 2023.

Program objectives are assessed throughout the curriculum through the use of Signature Assignments that evaluate student learning for specific CACREP standards. Students submit these assignments to Tevera and the assignments are evaluated by faculty. Rubrics are used to manage this process. Once assessments are completed, outcome data may be viewed at the students and program levels. Aggregate reports of Key Performance Indicators related to each program objective are generated by the Assessment Office and shared with faculty.

See Appendix B.

### Comprehensive Exam (CPCE) aggregate results for 2024-2025

#### CMHC

Number of Students Testing: 21

Number of Students Who Passed: 21

Percentage passing: 100%  
 Your Students' Mean: 121  
 Your Students' SD: 8.5  
 National Pass Rate: 87%  
 National Mean: 110.8  
 National SD: 16.9

#### SC

Number of Students Testing: 3  
 Number of Students Who Passed: 3  
 Percentage passing: 100%  
 Your Students' Mean: 96  
 Your Students' SD:  
 National Pass Rate: 87%  
 National Mean: 110.8  
 National SD: 16.9

Comprehensive exam data is aggregated as students take the CPCE exam throughout the year. Student performance on the CPCE exam is evaluated to look for areas of relative strength and weakness within the program and also how University of Colorado Denver Students are performing relative to the national sample. For example, the lowest scores in 2024-25 were school counseling students; the highest score area was again Group Work (11.84). Because of issues with sample size and data availability, we are not able to conduct valid means comparison tests, however we do compare program to national means in each core area. We had no students fail the CPCE in 2024-2025.

In addition to evaluating student learning, the program has additional forms of program assessment that include assessments by students and community stakeholders.

### **Student Assessments**

Students have multiple opportunities to provide feedback to the faculty and staff of the program. Mechanisms for feedback include Faculty Course Questionnaires (FCQs), regular attendance at faculty meetings by elected Student Representatives whose duties include serving as a content for student feedback. There are regular large meetings of students and faculty including the Practicum Town Hall, and Annual Advising Night. Students also complete an Assessment of Clinical Experiences at the end of their internship.

### **Student Representatives**

Each academic year, six students (two from each specialty track) are elected by their peers to serve as student representatives. These student representatives conduct a survey with students from time to time, and also maintain an electronic Dropbox for students to submit anonymous feedback about their program experiences. Furthermore, the student representatives attend one faculty meeting per semester, in order to convey feedback to faculty in a direct manner. One focus of these meetings is to receive specific feedback from students regarding the mission and objectives defined by the program. Feedback from these meetings is used to make adjustments to these areas as needed. Minutes from these meetings are stored in the SEHD Q

drive. This information is incorporated into the Annual Program Evaluation Report submitted to CACREP.

#### **Practicum Town Halls & Annual Advising Night Feedback**

Each semester during Practicum, students engage with faculty and clinic staff for a Town Hall. This meeting allows the practicum community to discuss what is working, and what needs fixing, related to the clinical experience at the Student and Community Counseling Center. There is also a box at the clinic that allows students to submit anonymous feedback at any time. These concerns are discussed in real time, recorded in the meeting minutes, and discussed at clinic/faculty staff meetings.

Also, each November, the faculty conduct one mandatory “Advising Night” with students. This occurs the same night as the annual Internship Fair. Students are divided (by program) into two groups: those with fewer than 30 credits completed, and those with more than 30 credits completed. Faculty run these sessions, and spend the time: reminding students of program procedures and policies, of upcoming important dates, and of the importance of professionalism. During these sessions, students have time to ask questions, and faculty make note of the main student concerns and questions, for later discussion at faculty meetings.

#### **Community Assessments**

##### **Graduate, Employer and Site Supervisor Program Surveys**

Each year, the Counseling Program distributes surveys to Graduates, Employers and Individual Supervisors who provide supervision to students during internship. Program Surveys to its constituents. Results from these surveys are integrated into the Annual Program Evaluation Report.

##### **Advisory Board**

The Counseling Program Advisory Board is comprised of professionals with clinical, academic and administrative backgrounds in the counseling profession. The Advisory Board meets annually in the Fall semester to discuss the quality of services offered by the Counseling Program and to make recommendations to the program faculty for changes that would better meet the needs of the counseling profession in the community. The next Advisory Board meeting is scheduled for October 2025.

One focus of the Advisory Board is to receive feedback from professionals in the community regarding the mission and objectives defined by the program. Feedback from these meetings is used to make adjustments to these areas as needed. Minutes from Advisory Board meetings are stored in the SEHD Q drive and this information is incorporated into the Annual Program Evaluation Report.

## **6. Results**

The data in **Appendix B** is a sample of the data collected during the transition to a new Learning Management System (Tevera) so there are some missing data points.

## **7. Program Modifications**

During the 2024-25 academic year, program modifications based on evaluation data continued to be minimal, with the program instead focusing on changes requested as part of the CACREP site visit process and responding to those changes. During spring 2025, faculty conducted several exercises in curriculum mapping, in preparation for the shift to CACREP 2024 standards. Adopting the new standards means that every class has to be significantly revised. The program incorporated what we learned during the last year of evaluation under the old (2016 standards) but the focus was on addressing new standards rather than making specific modification. The most significant modification to the program in the 2024-25 year continued to be changes in the way that the practicum field experiences class was structured. Based on feedback from the site visitors, the practicum was changed from one 6-credit class to two 3-credit classes. This had a positive effect on faculty morale but has implications for meeting faculty loads, etc.

In spring 2025, the interim provost, upon advice from the new counseling center director, recommended a separation of the practicum clinic from student affairs. The rationale was administrative load, and a new MOU addendum is being created. This is a developing story.

**Appendix A CACREP Standards**

The Following tables show each CACAREP Standard and the class is which it is evaluated. Standards are often taught in more than one class, but each standard has one class in which it is formally evaluated for program evaluation

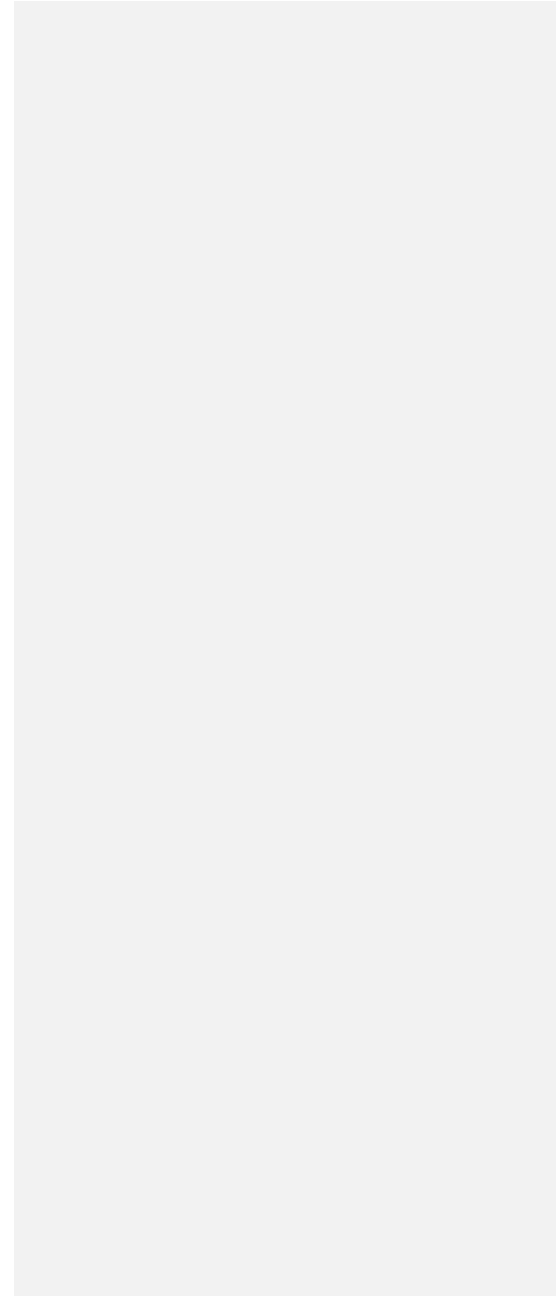
The tables show the general or “core” areas and each track specific specialty area, and an indicator of which course is designated for formally evaluating that standard and in which week the assignment or activity occurs. All assignments and activities are cross referenced in the syllabus for each class.

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	Course Name	Counseling Theories	Techniques of Counseling	Group Counseling	Family Therapy Counseling Issues and Ethics	Career Counseling	Intro to Multicultural Counseling	Human Development Over the Lifespan	Introduction to Research	Introduction to Measurement	Mental Health Diagnosis	Practicum	Internship		
	Course Number	COUN 5010	COUN 5100	COUN 5110	COUN 5150	COUN 5330	COUN 5400	COUN 5810	EDHD 6200	RSEM 5120	RSEM 5110	COUN 6250	COUN 5910	COUN 5930	COUN 5280
	CORE AND INTERDISCIPLINARY PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE Objectives 2 & 3														
1	history and philosophy of the counseling profession and its specialty areas	week 1, 2													
1.a	the multiple professional roles and functions					week 12									
1.b	counselors' roles and responsibilities as												week 8,16		
1.c	the role and process of the professional					week 12									
1.d	advocacy processes needed to address					week 2									
1.e	professional counseling organizations,	week 1				week 5									
1.f	professional counseling credentialing,	week 5				week 5									
1.g	current labor market information relevant to	week 5													
1.h	ethical standards of professional counseling					week 5									
1.i	technology's impact on the counseling														
1.j	strategies for personal and professional self-					week 5									
1.k	self-care strategies appropriate to the					week 5									
1.l	the role of counseling supervision in the profession					week 5									
1.m						week 13									
2	SOCIAL AND CULTURAL														
2.a	multicultural and pluralistic characteristics							Week 9							
2.b	theories and models of multicultural							Week 5							
2.c	multicultural counseling competencies							Week 1							
2.d	the impact of heritage, attitudes, beliefs,				week 1, 2, 3			Week 4							
2.e	the effects of power and privilege for				week 1, 2, 3			Week 6							
2.f	help-seeking behaviors of diverse clients							Week 2							
2.g	the impact of spiritual beliefs on clients' and							Week 12							
2.h	strategies for identifying and eliminating							Week 14							
3	HUMAN GROWTH AND														
3.a	theories of individual and family development				week 10				week 2						
3.b	theories of learning								week 2,						
3.c	theories of normal and abnormal personality								week 4						
3.d	theories and etiology of addictions and														
3.e	biological, neurological, and physiological														week 1
3.f	systemic and environmental factors that affect								week 4			week 1,3,4			
3.g	effects of crisis, disasters, and trauma on a								week 5			week 3,4,5			
3.h	general framework for understanding								week 5						
3.i	ethical and culturally relevant strategies for								week 11						
4	CAREER DEVELOPMENT Objective 4														
4.a	theories and models of career development,						week 1, 4, 5								
4.b	approaches for conceptualizing the						week 2, 3, 6						week 8, 16		
4.c	processes for identifying and using career,						week 9								
4.d	approaches for assessing the conditions of the						week 11								
4.e	strategies for assessing abilities, interests,						week 6, 7, 12								
4.f	strategies for career development program						week 13, 15								
4.g	strategies for advocating for diverse clients'						week 8								
4.h	strategies for facilitating client skill						week 4, 10,								
4.i	methods of identifying and using assessment						week 2								
4.j	ethical and culturally relevant strategies for						week 8, 10								
5	COUNSELING IN HELPING														
5.a	theories and models of counseling	week 3,													
5.b	a systems approach to conceptualizing clients				week 5, 6, 7										
5.c	theories, models, and strategies for				week 9, 15									week 2, 3, 4	
5.d	ethical and culturally relevant strategies for														
5.e	the impact of technology on the counseling					week 7									
5.f	counselor characteristics and behaviors that		week 1,												
5.g	essential interviewing, counseling, and case		week 1,												
5.h	developmentally relevant counseling treatment														
5.i	development of measurable outcomes for											week 3, 4, 5	week 8, 16	week 2, 3, 4	
5.j	evidence-based counseling strategies and											week 3,4,5	week 8, 16	week 8, 16	
5.k	strategies to promote client understanding of				week 4							week 4,6,7			
5.l	suicide prevention models and strategies		week 13										week 8,16	week 2, 3, 4	
5.m	crisis intervention, trauma-informed, and		week 13												
5.n	processes for aiding students in developing a	week 3,													
6	GROUP COUNSELING AND GROUP														
6.a	theoretical foundations of group counseling			week 11											
6.b	dynamics associated with group process and			week 4, 6, 12											
6.c	therapeutic factors and how they contribute to			week 5											

**Appendix B**  
**Fall 2024 Year 1 Disposition Review Results**



s, including Bias, Power, and Privilege | Criteria for Professional Performance

	1 Unsatisfactory (1 pts)	2 Basic (2 pts)	3 Proficient (3 pts)	Mean	Mode	Stdev
	0	15	24	2.615	3.000	0.487
	0	15	24	2.615	3.000	0.487
own behavior	0	15	24	2.615	3.000	0.487
	15 (38.46%)	24 (61.54%)				
	15 (38.46%)	24 (61.54%)				
own behavior	15 (38.46%)	24 (61.54%)				

1 Unsatisfactory 2 Basic 3 Proficient

s, including Bias, Power, and Privilege | Criteria for Professional Performance

Assessor	Openess to New Ideas	Reaction to constructive feedback	Incorporation of constructive feedback to change own behavior
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic

## exibility | Criteria for Professional Performance

	1 Unsatisfactory (1 pts)	2 Basic (2 pts)	3 Proficient (3 pts)	Mean	Mode	Stdev
Ability to recognize changing demands in the professional and interpersonal environment.	0	15	24	2.615	3.000	0.487
Ability to flex own response to changing environmental demands.	0	15	24	2.615	3.000	0.487
Ability to flex own response to changing environmental demands.	0	15	24	2.615	3.000	0.487
Accepts necessary changes in established schedule or protocol	0	15	24	2.615	3.000	0.487

Ability to recognize changing demands in the professional and interpersonal	15 (38.46%)	24 (61.54%)
Ability to flex own response to changing environmental demands.	15 (38.46%)	24 (61.54%)
Ability to flex own response to changing environmental demands.	15 (38.46%)	24 (61.54%)
Accepts necessary changes in established schedule or protocol	15 (38.46%)	24 (61.54%)

1 Unsatisfactory | 2 Basic | 3 Proficient

## exibility | Criteria for Professional Performance

Assessor	Shows accurate effort to recognize changing demands in the professional and interpersonal environment.	Shows effort to flex own response to changing environmental demands.	Ability to flex own response to changing environmental demands.	Accepts necessary changes in established schedule or protocol
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient

s with others] Criteria for Professional Performance

	1 Unsatisfactory (1 pts)	2 Basic (2 pts)	3 Proficient (3 pts)	Mean	Mode	Stdev
	0	39	0	2.000	2.000	0.000
ivities.	0	15	24	2.615	3.000	0.487
	0	37	0	2.000	2.000	0.000
	39 (100.00%)					
ivities.	15 (38.46%) 24 (61.54%)					
	37 (100.00%)					

1 Unsatisfactory | 2 Basic | 3 Proficient

s with others] Criteria for Professional Performance

Assessor	Engagment with collaborative activities.	Ability to compromise in collaborative activities.	Focus In collaborative activities.
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Basic	3 Proficient	2 Basic

## deal with conflict | Criteria for Professional Performance

	1 Unsatisfactory (1 pts)	2 Basic (2 pts)	3 Proficient (3 pts)	Mean	Mode	Stdev
ve of others	0	15	24	2.615	3.000	0.487
	0	39	0	2.000	2.000	0.000
nflict	0	15	24	2.615	3.000	0.487
t	0	39	0	2.000	2.000	0.000

ve of others	15 (38.46%)	24 (61.54%)
	39 (100.00%)	
nflict	15 (38.46%)	24 (61.54%)
t	39 (100.00%)	

1 Unsatisfactory | 2 Basic | 3 Proficient

## deal with conflict | Criteria for Professional Performance

Assessor	Ability to consider the perspective of others	Examination of role in a conflict	Response to supervision in a conflict	Problem Solving about a conflict
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic

## onal responsibility | Criteria for Professional Performance

	1 Unsatisfactory (1 pts)	2 Basic (2 pts)	3 Proficient (3 pts)	Mean	Mode	Stdev
	0	39	0	2.000	2.000	0.000
	0	15	24	2.615	3.000	0.487
	0	39	0	2.000	2.000	0.000
39 (100.00%)						
15 (38.46%) 24 (61.54%)						
39 (100.00%)						

1 Unsatisfactory 2 Basic 3 Proficient

## onal responsibility | Criteria for Professional Performance

Assessor	Examining role in problems	Explanation of role in problems	Acceptance of role in problems
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic

