

2005-2006 Annual Report

Department of Counseling and Educational Leadership

**College of Education and Human Services
University of North Florida
Jacksonville, Florida**

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Mission Statement of the Unit

The COEHS Department of Counseling and Educational Leadership provides high quality graduate programs at the master's level in Educational Leadership, School Counseling, and Mental Health Counseling and an advanced graduate program at the doctoral level in Educational Leadership. Although the programs work together in many ways, each program has a distinct vision and mission.

The Educational Leadership Program offers a master's degree and a doctorate. The master's degree includes concentrations in educational leadership and instructional leadership and emphasizes preparing professional educators for administration and other leadership roles. The educational leadership major has three specializations. The largest program is the Educational Leadership K-12 administration track approved by the Florida Department of Education for educational leadership certification. Another K-12 specialization in Educational Leadership is provided through the Advanced Teaching and Learning track designed for teachers who seek to fill various distributed leadership roles in schools and district offices that do not require administrative certification. The third track prepares individuals for roles in post-secondary and adult education settings including higher education, government, and private enterprise. The interdisciplinary doctoral degree is designed to build the leadership skills of experienced professional educators from a variety of specializations and organizational settings including K-12, post-secondary, non-profit, government, human services, and industry.

The Counselor Education Program offers a master of education degree with tracks in mental health and school counseling. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling track leads to Florida Department of Education guidance and counseling certification.

Progress Report on 2004-2005 Department (Program) Goals

The department made excellent progress toward reaching the 10 goals established for the 2005-2006 academic year, with significant progress made for the remaining 3 goals. Each goal is presented individually and followed by a status report that includes a discussion, where appropriate, of the issues that delayed progress toward achievement.

Educational Leadership Program

M.Ed. – Educational Leadership Track

- *Develop a framework for program revision in which the new Florida Standards for School Leaders, critical tasks, and gateway activities are fully and visibly incorporated into the Educational Leadership Track curriculum.*

Team Leader: Russell Mays with program faculty.

Anticipated completion: May, 2006

Status: Excellent progress has been made with this goal. The Florida Standards for School Leaders have been incorporated into all required courses in the administrative certification track, resulting in major revision of syllabi in some cases. Members of the program faculty continue to work on the identification of critical tasks (program outcomes) and the identification of appropriate points within the program at which monitoring and remediation, if necessary, can take place. This process should be completed by the end of May, 2007.

- *Revise the Cohort instructional schedule to enable more effective instruction and an enhanced practicum experience for students.*

Team Leader: Russell Mays with program faculty.

Anticipated completion: May, 2006

Status: This goal has been achieved. A new off-campus cohort program began during the spring semester of 2006 using a two day per week, sixteen week schedule. The schedule replicates the schedule those students would experience in an on campus program.

Enrollment has remained high in that cohort (Fleming Island High School) and we are in the process of planning another new off campus program using the new schedule. The Tri-County cohort completes coursework in fall, 2006, and will be the last cohort to use the one-day per week/split semester model.

M.Ed. – Instructional Leadership Track

- *Develop a marketing plan and six term schedule necessary to recruit and accommodate a first cohort of students for the new certificate programs in Postsecondary and Adult Studies and Advanced Teaching and Learning. An administrative support mechanism and operating procedures must also be put into place to accommodate the Department's first certificate programs.*

Team Leader: Marcelle Lovett and Joyce Jones

Anticipated completion: January, 2006

Status: Progress was made in achieving this goal. A marketing plan was developed and informational materials prepared in-house to publicize both tracks. The decision was made to table implementation until: a) funding was made available in the College budget; b) the matriculation infra-structure was ready to admit and advise students into this track. It was initially difficult to build the program template because of the inclusion of a certificate option which did not fit the existing college templates. The task of getting the template up and running was exacerbated throughout the fall and into spring semester by Banner implementation and the necessity for all department and college personnel (administration, faculty, and staff) associated with matriculation to learn how our new systems

worked. Now that the College has a recruitment specialist on board, we have the human resources to execute our marketing plan in 2006-2007.

The degree track did make the deadline for inclusion in the 2006-2007 catalog and by the end of spring semester new students were being recruited, admitted, and advised. Discussion is underway with FCCJ to initiate a cohort on one of their campuses. Discussion is also underway with several counties who are interested in the Advanced Certificate in Teaching and Learning. It appears that the ATL track is going to be the degree offered to future Belizean cohorts, because it allows specialization in Educational Leadership without the curriculum requirements of Florida administrative certification which are inappropriate for the Belizean educational system.

Ed.D. – Educational Leadership

- *Initiate a self-study to examine curriculum and structure for continuing relevance and quality and to make recommendations for strengthening the program. This study is also necessary to assure that the Ed.D. and the Ed.S. are both complementary and mutually supportive.*

Team Leader: Doctoral Steering Committee (team leader TBA)

Doctoral Studies Faculty (team leader TBA)

Anticipated completion: May, 2006

Status: The curriculum self-study was deliberately tabled until 2006-2007 because program faculty were occupied to capacity with the number of candidates moving into the final stages of their dissertation research, the number of students advancing to candidacy in the spring, and

summer of 2006 through successful completion of the comprehensive examinations. Fourteen students earned the Ed.D. between summer and spring of 2005-2006. During this same period, 12 dissertation research proposals were approved, and 18 students completed the comprehensive examination. Given the workload associated with these program statistics, it was determined at the beginning of fall semester that the planned comprehensive assessment of the continuing relevance and quality of program curriculum must take a back seat to enabling students to their examinations, propose their dissertation research, and complete those projects.

It was also determined that the growing success of the program in moving students to candidacy demands that special attention be given to our policies and procedures related to committee structure. Securing additional faculty resources became another priority in 2005-2006. Enrollment in the Ed.D. program remains at the program goal of 85 to 100 student enrollees in any given term. This includes three cohorts enrolled in regular 6000 and 7000 level instruction and 45-50 students enrolled in dissertation research. Student research productivity has placed an extraordinary burden on members of the Department faculty who chair dissertations and regularly serve as committee members. Only two additional Doctoral Studies Faculty have successfully co-chaired a dissertation and advanced to chair status in the past three years.

One new member received committee chair status in 2005-2006. Further, no new Doctoral Studies Faculty were added in 2005-2006. This is a problem which must be addressed in 2006-2007 in order to maintain an adequate number of faculty willing to serve on dissertation committees. In addition to faculty from within the COEHS, more Doctoral Studies Faculty members from outside the College are needed, as every doctoral committee is required to have one member of the UNF graduate faculty from outside

COEHS. The department must make a concerted effort to interest faculty in serving the University and our students as research mentors.

The Department did successfully recruit a new faculty member for 2006-2007, who expressed strong interest in working with dissertation students. She will begin teaching a doctoral course in the fall, 2006, and will hopefully move into chair status by summer, 2007. An additional line was committed by the Dean for a projected 2007-2008 hire.

Ed.S. – Instructional Leadership

- *Initiate Phase II of the program needs assessment to support the addition of the new degree to the University's Long Range Plan. Interviews and surveys will be conducted with the school districts that comprise the program's major service area.*

Team Leader: Kenneth Wilburn with department faculty

Anticipated completion: May, 2006

Status: Visits were made to 5 of the 6 school districts that constitute the Department's primary service area: Baker, Clay, Duval, Nassau, and St. Johns. Administrators were receptive to participation in an on-line needs assessment, agreeing to send the survey link to all certificated personnel. A contact person was named in each district and the survey was prepared. However, district contacts felt we should wait until fall semester for a better response rate.

The Department's success in securing a new faculty line with permission to search in the 2006-2007 academic year has removed one significant hurdle in the move to create the Ed.S degree. A successful search will provide the faculty resources necessary to both support the Ed.D. and initiate the Ed.S. once the necessary approvals from BOT, Faculty Association, and Academic Affairs are secured.

Undergraduate Minor

- *Initiate planning for an interdisciplinary Certificate in Non-Profit Organization Leadership. This undergraduate certificate program would serve the needs of a burgeoning local industry that is experiencing a period of high growth coupled with retirements by agency administrators. The Department faculty have the interest and expertise to establish this certificate, but further study is needed.*

Team Leader: Joyce Jones and Shunda Brown with department faculty

Anticipated completion: May, 2006

Status: Significant progress was made toward this objective. First, discussions with other departments led to the decision to move toward a 15 credit hour minor rather than a certificate. The minor requires the development of 4 courses, with a 5th course providing options for the student from courses already in the UNF inventory. The Department launched the first of the 4 courses of must develop, beginning with a 3990/experimental section in fall 2005. The course was offered again in the spring semester and went through the course approval process. EDA 3052, Introduction to Leadership, is now a part of the CEL course inventory and represents our first undergraduate offering. A second course was developed and planned for spring 2007. Resource Development for Non-Profit Organizations will be taught first as a 6990 and APC approval will be sought at that time.

Counselor Education Program

M.Ed. Counselor Education

- *The program will focus attention and resources on completion of the self-study and portfolio required for continuing CACREP accreditation. This includes planning for the visitation team's scheduled visit fall, 2006.*

Team Leader: David Whittinghill with program faculty

Anticipated completion: May, 2006

Status: The CACREP Self-Study portfolio was completed by the faculty and submitted by the deadline in February of 2006.

Preparations were made for the CACREP site team visit in October, 2006.

- *Restructure scheduling of classes to accommodate (where possible) larger class enrollments in order to maximize existing departmental and program resources.*

Team Leaders: David Whittinghill and Carolyn Stone with
program faculty

Anticipated completion: May, 2006

Status: Sequence of courses in the school and mental health tracks were realigned and caps for the combined courses were increased from 20 to 35 for the following course: MHS 62201: Appraisal Procedures in counseling; SDS 6310 Career and Lifestyle Development; MHS 6051: Personality and Lifespan Development.

M.Ed. School Counseling Track

- *A plan will be developed and implemented to attract 3-6 teachers from around the country into the school counseling track. Collaboration with the Duval County Public Schools will establish criteria for supporting these students with in-state tuition, guaranteed jobs as teachers while they complete the M.Ed., and other support to help them complete the school counseling program.*

Team Leader: Carolyn Stone with program faculty

Anticipated completion: May, 2006

Status: Some interest was generated by this effort. The program received 6 out-of-state inquiries. Although initial response was low for this first attempt to recruit teachers and counselor education students collaboratively, the joint recruitment effort will continue in 2006-2007.

Mental Health Track

- *Initiate a concerted effort to identify and nominate exemplary students for international recognition via Chi Sigma Iota.*
Team Leader: Shunda Brown with program faculty
Anticipated completion: May, 2006

Status: In August the Beta Class of 26 graduate students in the mental health and school counseling tracks were inducted. The agenda for next year's professional development activities was set and an awards nomination committee formed. Nominations for the Outstanding Graduate Student, Outstanding Site Supervisor, and Outstanding Service are due December, 2006.

Student Learning Outcomes

Educational Leadership M.Ed.

Progress was made toward the program goals of the Educational Leadership Program for the academic year 2005 – 2006. See Attachment A for 2005-2006 Student Learning Outcomes in chart form, as presented in the 2004-2005 Annual Report.

Goal 1: MED students will know and be able to describe the Florida Standards for School Leaders and the appropriate indicators.

During the 2005 – 2006 academic year, the State of Florida revised and approved new Standards for School Leaders. The new standards guide preparation programs and to serve as a basis for both licensure and evaluation of practicing principals. Professors teaching in the Educational Leadership program were vigilant in revising course materials and providing the most current information available to students. For example, one of the objectives of EDA 6061, Introduction to Educational Leadership, is now, “Demonstrate familiarity with appropriate professional standards related to educational leadership”. Professors presented the newly adopted Florida

Standards for School Leaders in both hard copy and in electronic format on the Blackboard course site. Individual professors or committees modified other course syllabi to include the most current standards and their indicators.

Goal 2: MED students will develop an understanding and appreciation of the value of school principals working with school counselors to improve educational program delivery for all students.

Professors who taught EDA 6330, Administration and Management of Student Services, EDA 6503, The School Principal, and EDA 6061, Introduction to Educational Leadership, two of which are electives, addressed this goal. Our intent was to work with members of the School Counseling program faculty and develop common activities and assignments. Due to personnel changes and the preparation for an accreditation visit by CACREP, those common activities and assignments were not developed. Faculty members in both programs; however, continue to recognize that developing a strong mutual understanding of both the principal's and the school counselor's roles will result in more effective principal and school counselor candidates.

Goal 3: MED students will demonstrate an understanding of the effective use of technology in teaching and leadership.

The course, EDA 6271, Educational Management Systems, now renamed Technology and Educational Leadership, which is required of all students taking courses for administrative certification only, addresses this goal. In addition, the use of technology receives emphasis throughout the remainder of the program. First, faculty members model the effective use of technology when they use the Blackboard course site system and provide multi media presentations in class and via the Internet. Second, there are clear

expectations for multi-media presentations by students in most classes as well as assignments that require the use of word processing and/or other kinds of technology. Finally, all members of the program faculty agreed to model the effective use of technology in our teaching and other interactions with students.

Educational Leadership Doctoral Program

Goal 1: The student's leadership practice will be grounded in new paradigms of leadership.

Twenty-four students matriculated into Cohort 15 in the fall of 2005 and 4 withdrew at the end of the term due to a variety of personal circumstances. Twenty students completed the first year of coursework which included the summer semester. During this period, each student in the cohort completed 5 core courses as a group and 1 individually selected elective. Members of the first year Doctoral Teaching Faculty incorporated knowledge of the program standards and their indicators into formative and summative evaluation as well as performance-based tasks.

Coursework included exams, archival and field research papers, reflective exercises, and field research that addressed learning goal 1. The three members of the doctoral teaching faculty who were assigned as advisors to this group completed conferences with each advisee to further explore their progress in mastering the leadership and organizational theory knowledge base.

Remediation: Four students carried incomplete grades at the end of the summer semester. Each was advised that the courses carrying "I" grades must be completed with grade of "B" or better by the end of the fall semester in order to continue in the program.

Goal 2: The student's leadership practice will be grounded in understandings of the nature of education, the role of education in the society, and the obligations of the leader to moral and ethical practice in multicultural communities.

Nineteen first year students completed EDA 7635, Cultural and Social Foundations of Education. Eighteen students completed EDA 7545, Philosophy of Education.

Goal: The student's leadership practice will be grounded in a thorough understanding of disciplined inquiry.

Seventeen 3rd year students took the comprehensive examination in 2005-2006. Sixteen were advanced to candidacy. One student's examination was completely unsatisfactory and an individual remediation plan was developed that includes the successful completion of two independent studies in the areas of primary weakness prior to seeking permission to re-take the examination in the spring of 2008. Three other students were assigned required remediation which they completed successfully prior to advancing to candidacy.

Additionally, the department sponsored its fourth annual Dissertation Symposium during which 28 students engaged in dissertation research presented posters and roundtable discussions of their work. This event has experienced increased attendance by individuals from the University and community.

Counseling Education, M.Ed. in Mental Health Counseling.

Progress was made in meeting goals set for in 2005-2006. See Attachment A for 2005-2006 Student Learning Outcomes in chart form, as presented in the 2004-2005 Annual Report.

Goal 1: Students will demonstrate competency in a variety of counseling skills and intervention techniques.

Assessments: Completion by site supervisors of written Midterm and Final Internship Evaluations.

Assessment Standards: Positive ratings by site supervisor and final grade of at least a B.

Rubric for Assessment: Faculty met collectively to conduct a review of all written mid-term and final evaluations of student interns.

During this process concerns by program faculty who served as supervisors for internship were discussed. Specifically, faculty provided input regarding each student's participation in on-site group supervision throughout the semester. If concerns were noted a conference was held with the student in question.

Remediation: The faculty established procedure guidelines to assist student interns whose evaluations are below minimum criteria: (1) The student will meet with concerned faculty to discuss the issue and develop a written individualized plan for remediation, (2) When the contract is fulfilled, the student will report back to the Clinical coordinator of the Mental Health Counseling program leader for faculty review.

Note: During the period 2004-2005, the faculty identified one intern who did not meet the standards stated above. The faculty met with the student to develop an individualized remediation plan. The plan entailed the following: (a) provision of documentation regarding the nature of her accident (police report) as well as the extent of student's psychological or physical injuries as evidenced by a physician and or other helping professional; (b) provision of documented proof that the student was continuing counseling; (c) submission to the faculty of a written psychological evaluation from a qualified professional who attests to the appropriateness of

continuance in the Mental Health Counseling Program; (d) completion of application to an internship placement at a specific site recommended and approved by the faculty of the Mental Health Program; and (d) evidence of written agreement to comply with the above.

Goal 2: Students will demonstrate mastery of the counseling knowledge base.

Assessments: Completion of the Counselor Preparation Comprehensive Examination (CPCE) the semester prior to graduation. The CPCE is comprised of 160 multiple-choice questions that test the student's knowledge of the 8 CACREP areas including: (1) Human Growth & Development, (2) Social and Cultural Foundations, (3) Helping Relationships, (4) Group Work, (5) Career and Lifestyle Development, (6) Appraisal, (7) Research and Program Evaluation, (8) Professional Orientation and Ethics.

Assessment Standards: Students will meet or exceed criterion for passing the CPCE set by the faculty.

Rubric for Assessment: Faculty Advisors will meet with students via individual conferences to discuss each student's performance on the exam.

Remediation: Students will be given the opportunity to retake the exam up to 3 times.

Note: Faculty members are currently in the process of completing the necessary procedures in order to implement the administration of the CPCE as a requirement for graduation. The appropriate APC forms will be submitted during the spring term 2007 and approval sought from the Faculty Association. Faculty members are also in the process of designing a detailed remediation plan to accompany this requirement.

Goal 3: Students will understand the diagnosis of mental health disorders and demonstrate knowledge and skills in the diagnosis of psychopathology.

Assessment: Students will receive at least a B in MHS 6070: Psychopathology, MHS 6401: Advanced Counseling and MHS 6830: Internship in Mental Health Counseling.

Assessment Standards: Students will receive a grade of at least a B for these courses.

Rubric for Assessment: Students will be evaluated in terms of their knowledge base in 3 examinations in MHS 6070. Diagnostic skills will be evaluated in the context of MHS 6401 and MHS 6830. Students will complete a total of 3 psychosocial reports in MHS 6401 which shall include a diagnosis for the client. Students in MHS 6801 will regularly complete diagnostic evaluations of clients and will be assessed in their overall skills in this area by site supervisors using the Midterm and Final Site Supervisor Evaluation Forms.

Note: The Faculty has integrated each of these evaluations in their respective courses.

APPENDIX A – 2004-2005 Student Learning Outcomes

Table 1. Educational Leadership Program

Program: Educational Leadership					
Goals	Objectives	Outcomes	Assessment tools	Assessment Standards	Assessment Plan
1. MED Students will know and be able to describe the Florida Standards for School Leaders and the appropriate indicators.	Florida Standards for School Leaders will be presented within the context of each course offered during the program.	UNF MED graduates will be familiar with the standards with which their school systems and the state of Florida will evaluate their performance as school leaders.	Written assessments and professor observation of performance outcomes on critical tasks and gateway activities throughout the program	Successful completion of critical tasks and passing grades on examinations during coursework.	Department faculty will incorporate knowledge of the standards and their indicators into formative and summative evaluation as well as performance-based tasks.
2. MED students will develop an understanding and appreciation of the value of school principals' working with school counselors to improve educational program delivery for all students.	Educational Leadership Faculty will partner with School Counseling faculty to offer joint assignments and classes. Students from educational leadership and school counseling will learn side-by-side in certain classes and assignments	UNF graduates in both Educational Leadership and School Counseling will have an increased understanding of the value added each discipline can bring to the educational setting	Jointly developed assessments such as reflective journals, performance-based tasks simulations and examinations may be used in assessment.	At least one common class or assignment will be given each year of the two year program	Faculty involved in the common assignments will share the learning experiences and grades from these assignments
3. MED students will demonstrate an understanding of the effective use of technology in teaching and leadership.	The effective use of technology will be modeled by department faculty and the effective use of technology will be included in the context of both process and content-based courses throughout the program. Students will be required to demonstrate the effective use of technology in the completion of assignments and performance-based activities throughout the program.	UNF MED Graduates will be able to use technology in administrative and leadership tasks including the improvement of instruction.	Students will use technology in the completion of projects and assignments, in presentations and in performance-based activities.	Department faculty observation and artifacts from project/performance-based activities.	The effective use of technology should be included in each syllabus as a requirement and a criterion for successful completion of the course

Table 2. Doctoral Program in Educational Leadership

Program: Ed.D. in Educational Leadership					
Goals	Objectives	Outcomes	Assessment tools	Assessment Standards	Assessment Plan
<p>1. The student’s leadership practice will be grounded in new paradigms of leadership.</p> <p>2. The student’s leadership practice will be grounded in understandings of the nature of education, the role of education in the society, and the obligations of the leader to moral and ethical practice in multicultural communities.</p> <p>3. The student’s leadership practice will be grounded in a thorough understanding of disciplined inquiry</p>	<p>The student will demonstrate knowledge, and understanding of:</p> <ol style="list-style-type: none"> 1. Traditional & emerging paradigms of educational leadership. 2. her/his strengths and limitations as a leader. 3. Organizational change processes. 4. Social and cultural factors that influence success in educational organizations. 5. Behavioral & cognitive views of learning and apply this knowledge to classrooms and curricula. 6. Principles of moral & ethical leadership, grounded in due care, reflective practice, and commitment to fairness & equity. 7. Qualitative and quantitative methods of disciplined inquiry and their applications in educational research. 	<p>The student will:</p> <ol style="list-style-type: none"> 1. Organize and synthesize theory and practice in organizational leadership and apply this knowledge to address the problems of practice in educational organizations. 2. Articulate a commitment to continuing professional growth through personal reflection, collaborative learning, and the active facilitation of these behaviors in others in professional practice. 3. Describe, analyze, and predict problems of organizations undergoing change. 4. Complete independent research that exemplifies practice-centered inquiry. 	<p>Instructor exams,</p> <p>Archival and field research papers,</p> <p>Reflective exercises,</p> <p>Field research,</p> <p>Individualized written & oral comprehensive examination,</p> <p>Formal presentation at professional meetings.</p> <p>The dissertation proposal, Research project and final published document.</p>	<p>Minimum grade of B in all core courses as determined by the instructor of record.</p> <p>Maintenance of a B average in all doctoral coursework.</p> <p>Faculty committee certification of satisfactory performance on the comprehensive examination.</p> <p>Assessment and approval by the dissertation committee of the suitability of the proposed research.</p> <p>Assessment and approval by the dissertation committee department chair, college dean, and graduate dean of the quality of the process and product of that work: the published dissertation</p>	<p>Doctoral teaching faculty will incorporate knowledge of the standards and their indicators into formative and summative evaluation as well as performance-based tasks.</p> <p>The student’s comprehensive examination committee will assess the written and oral examination performance and make the determination of admission to candidacy at the completion of formal course work.</p> <p>The student’s dissertation committee will review and approve the dissertation proposal, monitor the student’s progress, and assess and approve the final product.</p>

Table 3 Counselor Education Program

3.1 School Counseling

Goals	Objectives	Anticipated Outcomes	Assessment Tools and Standards	Assessment Plan
1. Increase research and publications activities for students	1) Students will learn to do action research 2) Students will put together publications on action research 3) Student will learn to present their research	Increase school counselors comfort with research and presentations	1) 15 % of our current students published 2) to have 100% of our students have an impact study completed 3) at least three students will present with faculty at a professional conference	Students will present their portfolios in the spring semester of their second year. The portfolio will document their data project and any research they have published or presented
2. Establish procedures and partnership with the Duval County Public Schools to recruit teachers nationally to enter the SOAR program	1) Duval County and COEHS will collaborate to provide a guaranteed teaching assignment for each recruit 2) A joint effort will be established to provide in state tuition, scholarship dollars, and / or graduate assistantships	Increase diversity and a national perspective in school counseling	1) 3 students will enter cohort 8 from a national recruitment effort 2) A written partnership with set procedures for each partner will be established	Examine enrollment data in fall 2006
3. School counseling will partner with Educational Leadership to offer joint assignments and classes	Students from the educational leadership program and the school counseling program will learn side-by-side in certain classes and assignments	Each discipline will have an increased understanding of the value added each discipline can bring to the educational setting	At least one common class or assignment will be given each year of the two year program	Faculty involved in the common assignments will share the learning experiences and grades from these assignments

3. 2 Mental Health Counseling

Goals	Objectives	Outcomes	Assessment tools	Assessment Standards	Assessment Plan
1. Students will demonstrate competency in a variety of counseling skills and intervention techniques	1. Student will apply appropriate listening and responding skills. 2. Students will be able to apply counseling theories and techniques appropriate to specific situations.	1. a. Students will demonstrate the ability to apply a counseling theory. 1.b. Students will demonstrate the ability to use counseling techniques appropriately	1. Internship Supervisor Evaluation	1. Grade of at least a B by the off-site supervisor	1. Department Faculty distribute and collect mid term and final internship evaluations.
2. Students will demonstrate mastery of the counseling knowledge base	1.Students will understand counseling theories and related techniques	1.Students will be able to identify and differentiate among of counseling theories and techniques	1. Counselor Preparation Comprehensive Examination	1. Meet or exceed the criterion score set by faculty	1.Department Faculty will schedule and administer the CPCE examination
3. Students will understand the diagnosis of mental health disorders.	1. Student will demonstrate knowledge and skills in the diagnosis of mental disorders	1.a. Students will demonstrate knowledge of criteria of various mental disorders delineated in the DSM IV-TR 1.b. Students will demonstrate the ability to conduct intake interviews and mental status examinations	1.a Midterm and Final examination 1.b. Completed psychosocial	1. Grade of at least a B for the course	1. Faculty will provide instructions which cover the diagnosis of mental disorders (psychopathology) and provide tests and psychosocial learning experiences.