

ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name LaShonda Fuller Program / Department School Counseling / Psychology

PART 1: ASSESSMENT REPORT

Directions: All items should be addressed in a clear and concise narrative (one paragraph or more each) and uploaded into *LiveText* [www.livetext.com].

1. For clarity, please rename your document as: Assessment Report [Program, Level, Spring 20xx]
For example: Assessment Report Chemistry UG Spring 2017
2. Upload your document into your departmental/program/unit *LiveText* account. Please name the document shell.
For example: Assessment Report Chemistry UG Spring 2017
3. Share your document with the CSU Assessment Committee <csuac_admin> as an Editor.
Steps 8 and 9 in the Assessment Coordinators Live Text Resource Document.
5. Submit your document for Review to one of the following:
csuac_02 [Academic Undergraduate]
csuac_03 [Academic Graduate]
csuac_04 [Academic General Education]
Steps 10 and 11 in the Assessment Coordinators Live Text Resource Document.
Deadline for ALL reports is June 1.

Evidence to Support Achievement of Student Learning

Instruments	May 2018 Report	
	Spring 2018 Results	Improvements
Exit Survey	4.8/5.0 Avg. 100% Satisfactory	Faculty are reviewing feedback for curriculum revisions
COE 1 – Licensure Basic Skills, Content, APT: IL School Counseling Licensure Exam Results for Program Completers	Fail – 0 Pass – 3 100% Pass Completers	Faculty will cover the areas on this test in the second School Counseling course
COE 2 – Content Knowledge: Comprehensive Exam Objective Part One	Fail – 0 Pass – 3 100% PASS	Faculty are discussing areas for test revision in the lower performing areas and curriculum revision in paralleling classes
COE 3 – Planning: Comprehensive Exam Part 2 Essay-	Fail – 0 Pass – 2 Pass HI - 1 100% PASS	Treatment planning is being covered in additional courses throughout the program.

conceptualization & treatment planning		
COE 4 – Effective Practice: Practicum Field Supervisor Rating Form	Satisfactory = (3.65/4.0 avg.) Unsatisfactory = 0 100% Satisfactory	Faculty will review supervisor rating form and identify areas needing strengthened and address identified areas within their course curriculum
COE 5 – Impact on Student Learning/ Learning Environment: Internship Field Supervisor Rating Form	Satisfactory = 3.9/4.0 avg.) Unsatisfactory = 0%	Faculty will review supervisor rating form and identify areas needing strengthened and address identified areas within their course curriculum
COE 6 – Professional Portfolio & Dispositions:	Satisfactory = 3 Unsatisfactory = 0 100% Satisfactory	A new form of assessment is being developed for this variable
7- Candidacy Evaluation Results	Accepted = 3 100% - Satisfactory	Program director meets with any students with areas of concern and develops plan of remediation
8 - Supervisor/ Employer Survey	3.5/5.0 100% Satisfactory	Program curriculum is constantly reviewed for consistent improvement of results.
9 – Capstone Project: Research Proposal Evaluation	/4.0 N =	This data will be added at a later time, pending scores from research proposals.

Analysis and Program Change

Based upon the evidence, what are the strengths and weaknesses of the program in terms of accomplishing student learning? What specific actions have been identified for discussion to make needed improvements? What change/s will be implemented to make improvements?

In the absence of 100% fulfillment of all criteria, all programs must identify concrete improvements and implement within an assessment cycle.

Student learning continues to improve in the Counseling Graduate Program. Students are consistently receiving high ratings from their supervisors and the employer/supervisor program evaluation ratings have improved. Although there were no serious areas of concern in the last trend data report, earlier reports indicated some problem areas with student results on the comprehensive exam part one. The current assessment process is much more comprehensive at this point and the student performance is higher and more consistent. Fewer students are failing the certification exam or the comprehensive examinations. Feedback from field supervisors continues to illustrate high performance of our students over time. Additionally, faculty have a better understanding of the CACREP and IBSE standards and how the standards are assessed in their specific courses, allowing them to track student performance and make curriculum adjustments as needed.

Curriculum changes were made in response to assessment findings before, in which an entire manual was developed to assess CACREP and ISBE standards through rubrics assessing student learner outcomes within both the clinical mental health and school counseling program. All standards are covered and assessed with rigor increasing in courses for students' matriculation through the program per the revisions of Student Learner Outcomes and the development of the curriculum map.

Similarly, students' scores on Part One of the comprehensive examination have also continued to improve. Item analysis of Part One of the comprehensive examination has however demonstrated specific content areas students struggle in, such as career theory and research concepts. Faculty are given the results of the analysis and asked to improve student mastery of the content. Students continue to have more difficulty in the areas of research/statistics and career. This has been discussed with faculty, who has examined the material that is not adequately mastered and has developed additional strategies for discussing and reviewing career theory and research/statistics concepts. More research tools and career planning during practicum and internship are being implemented. In addition, student members of Chi Sigma Iota, a Counseling Academic and Professional Honor Society International Organization, have developed a new study guide to assist students in group studying and mastery of theory.

A new Study Guide was also developed in the internship classes to prepare students for Part Two of the comprehensive examination. Students are required to write case reports, requiring the same conceptualization and planning skills in all of the clinical courses leading up to internship. Student writing and planning have continued to improve over the last few years as a result. This study guide is currently under revision again to align with the DSM 5 and current assessment instruments.

During Practicum, students are also starting to actually use their applied practice skills. Supervisors who have rated these skills over the last three academic years have given satisfactory ratings to students. Faculty are consistent with their bi-weekly consultation meetings with site supervisors during practicum to better assess and strengthen student performance. Faculty are also continuing to enhance strategies for application in clinical courses. Students are now developing a Developmental Counseling Plan in COUN 5746, which they are expected to implement with appropriate revisions during their internship. This allows the internship supervisors to better assess the impact on student learning in more direct ways in relation to their work with children.

Finally, the logs and forms that are always required in clinical courses have been expanded and formalized into student portfolios, and continue to illustrate a comprehensive representation of student work in their final semester. As appropriate rubric addressing standards were developed to assess these portfolios, better assessment data will be available in the future to examine more specific areas of student learning.

Trend data does suggest that the previous improvements to the program are paying off. The program completed the Self-Study for the CACREP re-accreditation and the site visit was completed in the Fall of 2010. Ultimately eight-year accreditation was granted. Feedback from this process was used to make improvements in the program. The program has already changed program curriculum and added emphasis on crisis preparedness, addictions, and psychopathology to better meet the 2009 accreditation standards.

The Clinical Mental Health and School Counseling Program additional outcome measures are being developed for use in individual courses to better assess the many CACREP standards. CACREP is now requiring evidence of assessment of every standard. To this end, a comprehensive system of student outcome measures has

been developed for each course in all programs. Following the re-accreditation when additional curriculum changes were made in the program, students have been encouraged to take COUN 5746 - Counseling Across the Lifespan as an elective to give students more strategies for working with children and adolescents in clinical settings. More technology is used in all of the program courses, but increases in budget continue to exist as a need to update equipment in the Counseling Laboratory and make Smart Classrooms available to all students in every class. The equipment in the counseling lab is antiquated and continues to have performance issues. Requests for such funding have been discussed and administrators have been notified.

Overall, there are no serious areas of concern in the present trend data report. Student learning continues to improve in the School Counseling Program. Students are consistently receiving high ratings from their internship supervisors, the employer/supervisor program evaluation ratings are constantly improving, and feedback from field supervisors continues to indicate supervisors' satisfaction with our students. In addition, fewer students are failing the comprehensive examinations and all faculty have a better understanding of how the CACREP and IBSE standards should be assessed in their specific courses, which allows faculty to track student performance and make curriculum adjustments as necessary.

Assessment as a Departmental Priority

Identify and explain accomplishments for this assessment cycle by stating how your department evaluates the assessment process in order to continuously improve assessment and student learning.

Include evidence of these discussions in the appendix of this report. Evidence can be departmental minutes, e-mail discussions, etc.

The program assessment plan has been revised repeatedly. Significant changes have been made in program curriculum and examination preparation in response to the plan. Completion of the self-study for re-accreditation was a massive accomplishment. The program was granted two-year accreditation in 2011 and was granted the full eight-year accreditation following the next CACREP board meeting the following January. Limited budget for supportive software or clerical assistance as well as continued decrease in reimbursement for the assessment coordinators remain a challenge and concern. The program has been trying to hire additional faculty for three years, but timely provision of offers and hiring freezing have resulted in only one hire within the past three years. Part-time and full-time adjunct faculty were let go after the campus-wide cut, due to the state budgeting issues.

Although quality has been maintained, less is provided each year and more is asked of the assessment process. More resources and release time should be provided to assure that the process has depth and meaning. Without adequate support of assessment, there is inherent risk that the process will become perfunctory. With that said the faculty in the department review annual assessment results and also the instruments and procedures for assessment. Two changes that are still on the table for discussion and implementation include digitizing the assessment data collection for the Counseling Graduate Program as well as modifying and making the comprehensive exams electronic.

Publicizing Student Learning

A brief summary of assessment results is available to students and prospective students on our website. Assessment requirements and results are also presented in New Student Orientation and Clinical Course Orientation. Results are e-mailed to faculty and a summary is discussed during the New Student Orientation. Brochures mention assessment and give instructions for obtaining more information. The report is also published along with other CSU assessment data on the university's website.

<http://www.csu.edu/cas/psychology/undergraduate/assessment.htm>

PART 2: ASSESSMENT PLAN

Department Mission

The Counseling Program of Chicago State University is located on the south side of Chicago, primarily serving residents who both live and work within the Chicago urban area. The students within the program are diverse and representative of the largely minority population within this region. The mission of the program is to produce highly qualified graduates equipped to serve the complex counseling demands in urban school and community settings with a specific emphasis on addressing the needs of urban youth and their families and equip them for citizenship in the 21st Century environment of diversity, globalization, and social justice.

This mission is generated from a belief that counselors equipped to deal with the more difficult problems within large cities will also be effective in other less challenging settings. To accomplish its mission, the program is committed to:

1. recruiting, retaining, and graduating culturally and economically diverse students;
2. employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and clinical expertise;
3. providing a curriculum that is infused with theory and applications related to diverse, urban populations;
4. providing students with a strong preparation in counseling interventions and models of prevention directed toward meeting the complex counseling needs within urban and other settings;
5. providing opportunities for practical counseling experiences within urban schools and communities;
6. providing opportunities for professional development in counseling to give our students a network of counselors and practices they can glean from;
7. teaching students how to access resources, advocate for their clients and their profession, and serve as community activists when needed;
8. and working in partnership with local institutions and agencies in the region to assist in the development of socially and economically viable and sustainable communities.

This program mission statement is related to the COE mission to maintain school personnel programs, which provide knowledgeable and competent practitioners; dedicated to serving the education needs of students of widely varying abilities and backgrounds.

Program Objectives

1. Program will maintain CACREP accreditation in 2018 and remain current with accreditation standards until that time.
2. Program will increase enrollment and provide assistance to students in preparation for the TAPP, which is an admission requirement.
3. Program will increase both students and faculty involvement in the Illinois Counseling Association and the American Counseling Association.

Student Outcomes

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. Effectively respond to professional and ethical issues.
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

Chicago State University Counseling Graduate Program Curriculum Map

Student Learner Outcomes	5600	5611	5640	5650	5660	5670	5710	5720	5730	5740	5750	5780	5790	5800	5810	5840	5950 Practicum	Type 73 Exam	Comps Part 1	5990 Internship	5991 Internship	Comps Part 2
1	K	K			A							A	A				A	A	A	S	S	S
2									K			A		S			A	A	A	S	S	S
3			K	A		A					A	A			A	S	A	A	A	S	S	S
4					K			A				A				A	A	A	A	S	S	
5	K	K	A														A	A		S	S	
6			K						A	A		A	A				A	A		S	S	S
7					K		A				A	A	A				A	A	A	S	S	
8																	A			S	S	
9												K					A			S	S	

*Cells should be populated with K (Knowledge), A (Analyze), or S (Synthesize) to indicate the level of learning that will be achieved in the course.

Assessment Plan Detail

Method of Assessment

List the assessment instrument(s) and explain the administration procedures. Unless stated and explained otherwise, all instruments in the assessment plan must be administered and reported.

- a. **First Assessment -Supervisor/Employer Program Evaluation Survey** – This short survey is distributed to all supervisors of practicum and internship students during these classes as well as employers of graduates when available. (assesses # 3,4,5,7)
- 6.
- b. **Second Assessment--Content Assessment #2** - Comprehensive Examination – Part One Objective Exam Results: This objective exam is administered by the Counseling Graduate Program faculty to students enrolled in Practicum (assesses outcomes # 1,2,3,4,5,6,7,8,9).
- 7.
- c. **Third Assessment – Indirect Assessment - Alumni and Exit Survey** – This survey is given to students at the end of their final semester to determine how well they think that they have been prepared in a comprehensive set of content and skills related to counseling. (assesses # 1,2,3,4,5,6,7,8, 9)
- d. **Fourth Assessment--Assessment of Planning** - Comprehensive Examination – Part Two Case Conceptualization and Treatment Planning Essay Results: This essay exam is administered by the Counseling Graduate Program faculty to

students enrolled in Internship and involved the conceptualization of a case study and the development of a theoretically based, appropriate plan of assessment and treatment (assesses outcomes # 1,2,3,4,5,6,7,8,9).

- e. **Fifth Assessment--Clinical Assessment - Practicum Assessment (Field Supervisor Rating Form):** This evaluation form is completed by the field supervisor during practicum (assesses outcomes # 3,4,5,6,7,8,9).
- f. **Sixth Assessment--Assessment of Impact on Student Learning or Providing a Supporting Learning Environment - Internship Assessment (Field Supervisor Rating Form):** This evaluation form is completed by the field supervisor during internship (assesses outcomes # 3,4,5,6,7,8,9).
- g. **Seventh Assessment (Determined by Program, Unit or SPA) - Portfolio and Faculty Supervisor Form:** This evaluation is completed at the end of the program and involves and rating of the portfolio and an exit survey (assesses outcomes # 1,2,3,4,5,6,7,8,9).
- h. **Eighth Assessment (Determined by Program, Unit or SPA) -- Candidacy Evaluation Results:** Program faculty evaluate the academic performance, written skills, verbal skills, ethical behavior, emotional maturity, professional development, and personal stability of all students during Pre-Practicum (assesses # 3,5,7,8).
- i. **Ninth Assessment – Research Proposal –** This proposal is written near the end of the program in the research course (5800) to determine how well they can develop a comprehensive research proposal and literature review of a critical topic in counseling. (assesses # 1,2,3,4,5,6,7,8, 9).

PEOs*	SLOs**	Assessment Instruments	Criteria ****
1.	d6. 3,4,5,7	1. First Assessment -Supervisor/Employer Program Evaluation Survey – This short survey is distributed to all supervisors of practicum and internship students during these classes as well as employers of graduates when available.	80% of Ratings must be at or above the Satisfactory Level.
2.	b. 1,2,3,4,5,6,7,8,9	2.. Direct Assessment Instrument 2 (Content Based Assessment) - Comprehensive Examination – Part One Objective Exam Results: This objective exam is administered by the Counseling Graduate Program faculty to students enrolled in Practicum	b. 80% of Candidates must perform at or above the Acceptable Level (70% of items correct or above) on the first attempt.
3.	c. 1,2,3,4,5,6,7,8, 9	3. Indirect or Reflective Assessment Instrument [e.g., Exit Interview or Alumni Survey] Alumni and Exit Survey – This survey is given to students at the end of their final semester to determine how well they think that they have been prepared in a comprehensive set of content and skills related to counseling.	c. 80% of Graduates/Alumni must rate the program at or above the Acceptable Level (an average of at least 3 on a five-point scale).
4	d1. 1,2,3,4,5,6,7,8,9	d. Additional Instrument(s), as applicable 4.Fourth Assessment--Assessment of Planning – Comprehensive Examination – Part Two Case Conceptualization and Treatment Planning Essay Results: This essay exam is administered by the	80% of Candidates must perform at or above the Acceptable Level (Passing score of 70%) on the first attempt.

		Counseling Graduate Program faculty to students enrolled in Internship and involved the conceptualization of a case study and the development of a theoretically based, appropriate plan of assessment and treatment	
5	d2. 3,4,5,6,7,8,9	5. Fifth Assessment--Clinical Assessment – Practicum Assessment (Field Supervisor Rating Form): This evaluation form is completed by the field supervisor during practicum	80% of Candidates must perform at or above the Satisfactory Level.
6	d3. 3,4,5,6,7,8,9	6. Sixth Assessment--Assessment of Impact on Student Learning or Providing a Supporting Learning Environment – Internship Assessment (Field Supervisor Rating Form): This evaluation form is completed by the field supervisor during internship	90% of Candidates must perform at or above the Satisfactory Level.

* Program objectives related to learning must be assessed. Link program objectives to appropriate outcomes and assessments.

** Attach definitions of specific criteria for satisfactory performance. Assessment cannot be based on course grades. Consider the distinction between student performance criteria and program effectiveness criteria.

PART 3: APPENDIX

The primary purpose of this section is to streamline the main report with summary information and have a place where valuable evidence and raw data can be archived for viewing. Use this section for your evidence of departmental involvement, raw data used to create summaries, completed surveys, and anything relevant to your assessment activities that you do not want to store locally in your department. This way evidence is still accessible, but does not hamper the reading and evaluation of the report.

Counseling Graduate Committee Meeting Minutes March 8, 2018

Present: T. Giorgis; J. Lynch; L. Fuller; T. Bibbs; K. McCurtis-Witherspoon; L. Bicknell-Hentges

1. Faculty reviewed program applicants and made admission decisions
2. A follow up to gain a quote for the Counseling Lab equipment was set.
3. Research needs and ideas were discussed
4. Candidacy applicants were reviewed and ratings were determined.
5. The Advisor of Chi Sigma Iota was asked to videotape CSI's comprehensive exam review for students' preparation for the comprehensive exam.

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

PRACTICUM/INTERNSHIP STUDENT EVALUATION FORM

(To be completed by Site Supervisor)

Student Name: _____ Semester: Fall Spring Summer 20____

Supervisor: _____ Site: _____

Track: School Community/Clinical Mental Health

Please evaluate this student's overall performance based on the following rating scale (circle one):

- 4 Excellent - Student's performance exceeds expectation given level of clinical and professional development.
- 3 Good - Student's performance is consistent with clinical and professional development and commensurate with same level peers.
- 2 Fair - Student's performance is meeting the minimal standards and improved performance is expected.
- 1 Poor - Student's performance is below expectation when compared with same level peers and requires remediation.
- NA Not Applicable (N/A)

CORE BASE KNOWLEDGE *(conceptual ability/mastery of factual/theoretical material, clarity of thought, etc.)*

Overall Score = _____

Knowledge of relevant psychotherapy theory, concepts & research	4	3	2	1	NA
Knowledge of diversity and development	4	3	2	1	NA
Knowledge of learning process and school environment (School track only)	4	3	2	1	NA
Knowledge of Test and Measurement	4	3	2	1	NA
Knowledge of career and vocational development	4	3	2	1	NA
Knowledge of instructional planning & developmental counseling curriculum (School only)	4	3	2	1	NA
Knowledge of consultation models and collaboration	4	3	2	1	NA
Knowledge of crisis intervention strategies	4	3	2	1	NA

Comments: _____

SENSITIVITY TO DIVERSITY ISSUES

Overall Score = _____

Demonstrates understanding of impact of culture, race, & ethnicity in counseling	4	3	2	1	NA
Aware of own culture and impact on counseling process	4	3	2	1	NA
Demonstrates understanding of issues related to gender and sexual orientation	4	3	2	1	NA
Demonstrates knowledge of SES impact on development and related community resources	4	3	2	1	NA
Can develop appropriate interventions and programs for exceptional individuals	4	3	2	1	NA
Works well with individuals from diverse backgrounds	4	3	2	1	NA
Demonstrates knowledge and application of legal and ethical diversity issues	4	3	2	1	NA
Utilizes appropriate research and assessments with diverse individuals	4	3	2	1	NA

Comments: _____

CLINICAL SKILLS *(ability to apply factual/theoretical information to clinical situations, ability for appropriate interaction in clinical contacts, etc.)*

Overall Score = _____

Ability to establish effective rapport	4	3	2	1	NA
Ability to maintain empathic contact	4	3	2	1	NA
Ability to conduct formal clinical interviews	4	3	2	1	NA
Ability to administer and score psychological tests	4	3	2	1	NA
Understands and applies DSM-IV system appropriately	4	3	2	1	NA
Ability to generate and use important information from clinical procedures and contacts	4	3	2	1	NA
Ability to listen to client material and track on manifest levels	4	3	2	1	NA
Ability to listen to client material and track on latent levels	4	3	2	1	NA
Use of technical and intervention skills in the conduct of psychotherapy	4	3	2	1	NA
Ability to conduct consultation and act as liaison with other individuals	4	3	2	1	NA
Demonstration of clinical judgment	4	3	2	1	NA
Demonstration of appropriate crisis intervention strategies	4	3	2	1	NA
Demonstration and application of group counseling knowledge and skills	4	3	2	1	NA
Demonstration and application of family counseling knowledge and skills	4	3	2	1	NA

Comments: _____

_____**PROFESSIONAL ATTITUDE AND DEMEANOR**

Overall Score = _____

Is prompt and responsible when conducting professional activities	4	3	2	1	NA
Demonstrates appropriate level of self-sufficiency and independence	4	3	2	1	NA
Demonstrates personal integrity, honesty, and ethical conduct	4	3	2	1	NA
Is aware of and maintains appropriate boundaries	4	3	2	1	NA
Is self-aware and self reflective, and uses data in clinical activity	4	3	2	1	NA
Understands the impact of one's own behavior on others	4	3	2	1	NA
Manages one's own anxieties	4	3	2	1	NA
Approaches conflict in a direct and problem-solving manner	4	3	2	1	NA
Displays appropriate interpersonal warmth and compassion with others	4	3	2	1	NA
Demonstrates sensitivity in a multicultural milieu	4	3	2	1	NA
Accepts and encourages diversity	4	3	2	1	NA
Manages own countertransference	4	3	2	1	NA

Comments: _____

_____**SUPERVISION AND PROFESSIONAL DEVELOPMENT**

Overall Score = _____

Uses supervision collaboratively and incorporates evaluation into clinical work	4	3	2	1	NA
Is open to learning and explores multiple viewpoints	4	3	2	1	NA
Comes to supervision prepared	4	3	2	1	NA
Able to develop collegial relationships	4	3	2	1	NA
Paperwork is timely and organized	4	3	2	1	NA
Demonstrates effective time management skills	4	3	2	1	NA
Quality of written work is clear, thorough and concise	4	3	2	1	NA
Ability to conceptualize data and synthesize information	4	3	2	1	NA

Comments: _____

IMPLEMENTATION OF DEVELOPMENTAL COUNSELING PROGRAM (School track only):

Overall Score = -----

Understands implementation and maintenance of developmental counseling program	4	3	2	1	NA
Understands the use of technology to support the school counseling program	4	3	2	1	NA
Understands instructional planning and developmental counseling curriculum	4	3	2	1	NA
Works well with school personnel in implementing program	4	3	2	1	NA
Uses needs assessment and program evaluation appropriately	4	3	2	1	NA
Understands overall educational system and methods for providing systems support	4	3	2	1	NA
Ability to conceptualize data and synthesize program-related information	4	3	2	1	NA

Comments: _____

Total Overall Score : 4...3...2...1

ADDITIONAL COMMENTS: _____

I have reviewed the student's practicum hour log and concur with the totals for this semester.

Student's Signature

Date

Supervisor's Signature

Date

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM
COUNSELOR EDUCATION ALUMNI SURVEY

Indicate whether you have obtained a position in counseling: ___ Yes ___ No

Directions: Please indicate, using the following scale, the extent that the program prepared you to meet the following objectives. Comments would be helpful to the department.

1 Inadequate	2	3	4 Exceptional	5
-----------------	---	---	------------------	---

- ___ 1. Understand basic principles of human behavior.
- ___ 2. Understand developmental concepts of childhood, adolescence and adulthood.
- ___ 3. Demonstrate an understanding of the dynamics of mental health and abnormal behavior.
- ___ 4. Understand principles of motivation and learning theory.
- ___ 5. Understand and apply techniques of assessment, research, and evaluation within school and community settings.
- ___ 6. Utilize statistical concepts in test construction, interpretation, and application of test results.
- ___ 7. Develop proficiency in application of appraisal techniques in counseling.
- ___ 8. Assist individuals in making career and educational decisions based on test results, occupational information, and changing gender roles.
- ___ 9. Understand concepts of group dynamics for the purpose of assessment and counseling in groups.
- ___ 10. Understand fundamental principles of educational, social, personal, and vocational counseling of both individuals and groups.
- ___ 11. Become proficient in interview and individual case reports.
- ___ 12. Be able to analyze and prepare individual case study reports.
- ___ 13. Function as a behavioral specialist/consultant to education and community agencies.
- ___ 14. Develop an awareness of special needs populations including high risk and exceptional individuals as well as multicultural populations.
- ___ 15. Demonstrate an understanding of the helping process and its application in counseling.
- ___ 16. Utilize various counseling intervention techniques and procedures in crisis situations.
- ___ 17. Understand and apply knowledge of legal and ethical principles to individual and group counseling.
- ___ 18. Continue their professional orientation and development through familiarization with professional organizations, journals and professional credentialing.