

Program Data Point 4. Counseling Program Learning Objectives

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

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

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

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

Overall Assessment Information

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

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

Overall Assessment Information

Key Objective Assessment						
	FA 2023	SP 2024	SU 2024	FA 2024	SP 2025	SU 2025
A. Core Objectives						
1. Professional Identity and Ethics (COU 601)	2	2	----	2	2.01	----
2. Counseling Theory (COU 641)	1.96	2	----	----	2	----
3. Helping Relationships (COU 640)	1.94	1.88	----	1.97	1.91	----
4. Social and Cultural Diversity (COU 610)	2	2	----	1.94	1.94	----
5. Human Growth and Development (COU 620)	----	----	2	----	----	2
6. Career Development (COU 630)	----	----	1.95	----	----	1.97
7. Group Counseling (COU 650)	2	2.13	----	2	1.99	----
8. Assessment (COU 660)	2.05	1.99	----	1.88	1.82	----
9. Addictions (COU 675)	----	----	----	2	----	----
10. Research and Program Evaluation (COU 680)	1.89	1.91	----	1.95	1.98	----
11A. Crisis Intervention – Mental Health (COU 674)	----	----	2	----	----	1.98
11B. Crisis Intervention in Schools (COU 622)	----	----	----	----	----	----
12. Psychodiagnosis (COU 670; CMHC1A.)	2.04	----	----	2	----	----
B. Clinical Mental Health Objectives						
13. CMHC2. Mental Health Orientation (COU 600)	1.99	1.98	----	1.99	2.02	----
14. CMHC1C. Treatment Planning in Counseling (COU 671)	----	1.96	----	----	1.98	----
C. School Counseling Objectives						
15. SC1. Comprehensive School Counseling (COU 602)	----	1.50	----	----	2	----
16. SC2. Evidence Based Counseling Services in the Schools (COU 654)	2.10	----	----	3	----	----
D. Practical Application						
PA1A. Mental Health Counseling Practicum	<i>See Evaluation of Internship (Program Data Point 6)</i>					
PA1B. School Counseling Practicum	<i>See Evaluation of Internship (Program Data Point 6)</i>					
PA1C. Counseling Internship	<i>See Evaluation of Internship (Program Data Point 6)</i>					

Key Objective Assessment for Counseling Core Objective – 1. Professional Orientation and Identity			
Course: COU 601 Legal and Ethical Issues in Counseling			
Objective: 1. Professional Identity and Ethics – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.			
<p>Course assignments used to satisfy and assess standards below: Exams, Ethical Case Presentation, Quizzes</p> <p>Cross-curricular assessments occur in: COU 600, COU 602, COU 630, COU 640, COU 650, COU 670, COU 675, COU 674, COU 678, COU 690/3, COU 691/2</p>			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	2	2	----
2. the multiple professional roles and functions of counselors across specialized practice areas	2	2	----
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	2	2	----
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	2	2	----
5. the role and process of the professional counselor advocating on behalf of the profession	2	2	----
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	2	2	----
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	2	2	----
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	2	2	----
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	2	2	----
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	1.94	2	----
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	2	2	----
12. the purpose of and roles within counseling supervision in the profession	2	2	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	2	2	----

6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	2	2	----
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	2	2	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	2	2.07	----
5. application of technology related to counseling	2	2	----
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	2	2	----
16. record-keeping and documentation skills	2	2	----
Section 3.F. GROUP COUNSELING AND GROUP WORK			
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	2	2	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling	2	2	----
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	2	2	----
15. procedures for identifying and reporting signs of abuse and neglect	2	2	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
9. third-party reimbursement and other practice and management issues in clinical mental health counseling	2	2	----
Professional Dispositions			
D1. Openness	2	2	----
D2. Flexibility	2	2	----
D3. Cooperativeness	2	2	----
D4. Willingness to accept and use feedback	2	2	----
D5. Awareness of own impact	2	2	----
D6. Ability to deal with conflict	2	2	----
D7. Ability to accept personal responsibility	2	2	----
D8. Ability to express feelings effectively and appropriately	1.94	2.07	----
D9. Attention to ethical and legal considerations	2	2.07	----
D10. Initiative and motivation	2	2.07	----

Key Objective Assessment for Counseling Core Objective – 2. Counseling Theory			
Course: COU 641 Theories in Counseling and Psychotherapy			
Objective: 2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.			
Course assignments used to satisfy and assess standards below: Exams, Reflection Papers, Theory Application Paper			
Cross-curricular assessments occur in: COU 601, COU 610, COU 650, COU 675, COU 602, COU 621, COU 673, COU 640, COU 674, COU 690/3, COU 691/2			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	2	2	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
1. theories and models of multicultural counseling, social justice, and advocacy	2	2	----
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	2	2	----
Section 3.C. LIFESPAN DEVELOPMENT			
2. theories of cultural identity development	2	1.95	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	2	2	----
3. case conceptualization skills using a variety of models and approaches	2	2	----
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	2	2	----
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	2	2	----
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	1.89	1.95	----
9. interviewing, attending, and listening skills in the counseling process	1.89	2	----
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	2	2	----
14. development of measurable outcomes for clients	2	2	----
15. evidence-based counseling strategies and techniques for prevention and intervention	1.89	2	----
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	2	2	----
21. processes for developing a personal model of counseling grounded in theory and research	2	2	----

Key Objective Assessment for Counseling Core Objective – 3. Helping Relationships

Course: COU 640 Counseling Techniques

Objective: 3. Helping Relationships – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.

Course assignments used to satisfy and assess standards below: Transcriptions, Reaction Papers, Readings, Discussions

Cross-curricular assessments occur in: COU 600, COU 601, COU 642, COU 650, COU 690, COU 691, COU 692, COU 693

Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	2	1.80	----
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	1.95	2	----
12. the purpose of and roles within counseling supervision in the profession	1.90	2	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	2	2	----
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	2	2	----
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	2	2	----
11. the role of religion and spirituality in clients' and counselors' psychological functioning	2	2	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	1.86	2	----
5. application of technology related to counseling	2	2	----
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	2	2	----
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	2	2	----
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	1.95	1.60	----
9. interviewing, attending, and listening skills in the counseling process	1.90	1.60	----
10. counseling strategies and techniques used to facilitate the client change process	1.86	1.60	----
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	2	2	----
12. goal consensus and collaborative decision-making in the counseling process	1.86	1.60	----
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	2	2	----

14. development of measurable outcomes for clients	2	2	----
19. suicide prevention and response models and strategies	2	2	----
21. processes for developing a personal model of counseling grounded in theory and research	2	2	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
9. use of environmental assessments and systematic behavioral observations	2	2	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	2	2	----
7. use of research methods and procedures to evaluate counseling interventions	2	2	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2	2	----
Section 5.H. SCHOOL COUNSELING			
14. techniques of social-emotional and trauma-informed counseling in school settings	2	2	----
Professional Dispositions			
D1. Openness	1.95	1.90	----
D2. Flexibility	2	2	----
D3. Cooperativeness	2	2	----
D4. Willingness to accept and use feedback	1.86	1.60	----
D5. Awareness of own impact	1.95	1.90	----
D6. Ability to deal with conflict	1.95	2	----
D7. Ability to accept personal responsibility	1.95	1.80	----
D8. Ability to express feelings effectively and appropriately	1.95	1.90	----
D9. Attention to ethical and legal considerations	2	1.80	----
D10. Initiative and motivation	2	1.90	----

Key Objective Assessment for Counseling Core Objective – 4. Social and Cultural Diversity			
Course: COU 610 Counseling Diverse Populations			
Objective: 4. Social and Cultural diversity – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.			
<p>Course assignments used to satisfy and assess standards below: Multicultural Self-Assessment, Cultural Immersion Experience, Journals</p> <p>Cross-curricular assessments occur in: COU 640, COU 660, COU 674, COU 675, COU 670, COU 621, COU 642, COU 673, COU 678, COU 690/3, COU 691/2</p>			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	1.94	1.94	----
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	1.94	1.94	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
1. theories and models of multicultural counseling, social justice, and advocacy	1.94	1.94	----
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	1.94	1.94	----
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	1.94	1.94	----
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	1.94	1.94	----
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	1.94	1.94	----
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	1.94	1.94	----
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	1.94	1.94	----
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	1.94	1.94	----
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	1.94	1.94	----
11. the role of religion and spirituality in clients' and counselors' psychological functioning	1.94	1.94	----
Section 3.C. LIFESPAN DEVELOPMENT			
2. theories of cultural identity development	1.94	1.94	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	1.94	1.94	----

Key Objective Assessment for Counseling Core Objective – 5. Human Growth and Development

Course: COU 620 Human Development

Objective: 5. Human Growth and Development – Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process.

Course assignments used to satisfy and assess standards below: Exam, Quizzes, Reaction Papers, Developmental Topic Presentation & Paper

Cross-curricular assessments occur in: COU 650, COU 660, COU 670, COU 675, COU 674, COU 622, COU 642, COU 673, COU 690/3, COU 691/2

Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	FA 2024	SP 2025	SU 2025
1. theories and models of multicultural counseling, social justice, and advocacy	----	----	2
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	----	----	2
Section 3.C. LIFESPAN DEVELOPMENT			
1. theories of individual and family development across the lifespan	----	----	2
2. theories of cultural identity development	----	----	2
3. theories of learning	----	----	2
4. theories of personality and psychological development	----	----	2
6. structures for affective relationships, bonds, couples, marriages, and families	----	----	2
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	----	----	2
8. models of psychosocial adjustment and adaptation to illness and disability	----	----	2
9. the role of sexual development and sexuality related to overall wellness	----	----	2
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	----	----	2
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	----	----	2
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	----	----	2
13. effects of crises, disasters, stress, grief, and trauma across the lifespan	----	----	2
Section 3.D. CAREER DEVELOPMENT			
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	----	----	2
4. approaches for assessing the conditions of the work environment on clients' life experiences	----	----	2
Section 5.H. SCHOOL COUNSELING			

12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	----	----	2
18. strategies to facilitate school and postsecondary transitions	----	----	2

Key Objective Assessment for Counseling Core Objective – 6. Career Development			
Course: COU 630 Career Counseling			
Objective: 6. Career Development – Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle and the application within counseling.			
Course assignments used to satisfy and assess standards below: Quizzes, Career Assessments, Exams			
Cross-curricular assessments occur in: COU 660, COU 671, COU 621			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	----	----	2
2. the multiple professional roles and functions of counselors across specialized practice areas	----	----	2
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews	----	----	2
Section 3.C. LIFESPAN DEVELOPMENT			
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	----	----	2
8. models of psychosocial adjustment and adaptation to illness and disability	----	----	2
Section 3.D. CAREER DEVELOPMENT			
1. theories and models of career development, counseling, and decision-making	----	----	1.94
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	----	----	1.94
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	----	----	1.97
4. approaches for assessing the conditions of the work environment on clients’ life experiences	----	----	1.97
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	----	----	1.94
6. career development program planning, organization, implementation, administration, and evaluation	----	----	1.94
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	----	----	1.97
8. strategies for advocating for employment support for individuals facing barriers in the workplace	----	----	1.97
9. strategies for facilitating client skill development for career, educational, and life-work planning and management	----	----	1.97
10. career and postsecondary training readiness and educational decision-making	----	----	1.97
11. strategies for improving access to educational and occupational opportunities for people from marginalized groups	----	----	1.97
12. ethical and legal issues relevant to career development and career counseling	----	----	1.97
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			

2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	----	----	1.94
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	----	----	1.97
6. ethical and legal considerations for selecting, administering, and interpreting assessments	----	----	1.97
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	----	----	1.97
8. use of assessments in academic/educational, career, personal, and social development	----	----	1.94
10. use of structured interviewing, symptom checklists, and personality and psychological testing	----	----	1.97
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	----	----	1.97
Section 5.H. SCHOOL COUNSELING			
2. models of PK-12 comprehensive career development	----	----	1.97
17. interventions to promote postsecondary and career readiness	----	----	1.97

Key Objective Assessment for Counseling Core Objective – 7. Group Counseling			
Course: COU 650 Theories and Practice of Group Counseling			
Objective: 7. Group Counseling – Develop both theoretical and experiential understandings of group process, development, dynamics, group counseling theories, methods, skills, and other group approaches.			
<p>Course assignments used to satisfy and assess standards below: Exams, Journals, Group Leadership Experience, Group Plan, Group Plan Activity Presentation</p> <p>Cross-curricular assessments occur in: COU 650, COU 641, COU 675, COU 642, COU 690/3, COU 691/2</p>			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	2	2	----
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	1.93	1.85	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	2	2	----
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	2	2	----
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	2	2	----
16. record-keeping and documentation skills	2	2	----
Section 3.F. GROUP COUNSELING AND GROUP WORK			
1. theoretical foundations of group counseling and group work	2	2	----
2. dynamics associated with group process and development	2	2	----
3. therapeutic factors of group work and how they contribute to group effectiveness	2	2	----
4. characteristics and functions of effective group leaders	2	2	----
5. approaches to group formation, including recruiting, screening, and selecting members	2	2	----
6. application of technology related to group counseling and group work	2	2	----
7. types of groups, settings, and other considerations that affect conducting groups	2	2	----
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups	2	2	----
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	2	2	----
10. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	2	2	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			

13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	2	2	----
14. procedures for assessing clients' experience of trauma	2	2	----
15. procedures for identifying and reporting signs of abuse and neglect	2	2	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
9. third-party reimbursement and other practice and management issues in clinical mental health counseling	2	2	----
Section 5.H. SCHOOL COUNSELING			
14. techniques of social-emotional and trauma-informed counseling in school settings	2	2	----

Key Objective Assessment for Counseling Core Objective – 8. Assessment

Course: COU 660 Assessment and Evaluation Counseling

Objective: 8. Assessment – Gain knowledge and skills in assessment techniques, including standardized instruments, interviewing, and suicide and risk of violence assessment, and apply concepts to individual and group appraisal.

Course assignments used to satisfy and assess standards below: Quizzes, Exams, Assessment Proposal

Cross-curricular assessments occur in: COU 660, COU 620, COU 640, COU 670, COU 674, COU 642, COU 673, COU 690/3, COU 691/2

Section 3.C. LIFESPAN DEVELOPMENT	FA 2024	SP 2025	SU 2025
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	1.88	1.83	----
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	1.88	1.83	----
Section 3.D. CAREER DEVELOPMENT			
1. theories and models of career development, counseling, and decision-making	1.88	1.83	----
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	1.88	1.83	----
6. career development program planning, organization, implementation, administration, and evaluation	1.88	1.83	----
10. career and postsecondary training readiness and educational decision-making	1.88	1.83	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	1.88	1.83	----
9. interviewing, attending, and listening skills in the counseling process	1.88	1.78	----
14. development of measurable outcomes for clients	1.88	1.78	----
19. suicide prevention and response models and strategies	1.88	1.83	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling	1.88	1.83	----
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	1.88	1.78	----
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	1.88	1.78	----
4. reliability and validity in the use of assessments	1.88	1.78	----
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	1.88	1.83	----
6. ethical and legal considerations for selecting, administering, and interpreting assessments	1.88	1.83	----
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	1.88	1.83	----

8. use of assessments in academic/educational, career, personal, and social development	1.88	1.83	----
9. use of environmental assessments and systematic behavioral observations	1.88	1.83	----
10. use of structured interviewing, symptom checklists, and personality and psychological testing	1.88	1.83	----
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	1.75	1.83	----
14. procedures for assessing clients' experience of trauma	1.88	1.83	----
15. procedures for identifying and reporting signs of abuse and neglect	1.88	1.83	----
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	1.88	1.83	----
17. procedures for using assessment results for referral and consultation	1.88	1.83	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
4. practice-based and action research methods	2	1.96	----
5. statistical tests used in conducting research and program evaluation	2	1.91	----
6. analysis and use of data in research	2	1.96	----
7. use of research methods and procedures to evaluate counseling interventions	2	1.96	----
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	2	1.96	----

Key Objective Assessment for Counseling Core Objective – 9. Addictions

Course: COU 675 Substance Abuse and Addictions

Objective: 9. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.

Course assignments used to satisfy and assess standards below: Exams, Abstinence Experience Project, Special Topics Presentation, 12 Step Reflection Papers, SBIRT Training

Cross-curricular assessments occur in: COU 674, COU 690, COU 691

Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
2. the multiple professional roles and functions of counselors across specialized practice areas	2	----	----
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	2	----	----
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	2	----	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
11. the role of religion and spirituality in clients' and counselors' psychological functioning	2	----	----
Section 3.C. LIFESPAN DEVELOPMENT			
5. theories and neurobiological etiology of addictions	2	----	----
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	2	----	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	2	----	----
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	2	----	----
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	2	----	----
9. interviewing, attending, and listening skills in the counseling process	2	----	----
10. counseling strategies and techniques used to facilitate the client change process	2	----	----
12. goal consensus and collaborative decision-making in the counseling process	2	----	----
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	2	----	----
18. classification, effects, and indications of commonly prescribed psychopharmacological medications	2	----	----
Section 3.F. GROUP COUNSELING AND GROUP WORK			
2. dynamics associated with group process and development	2	----	----
7. types of groups, settings, and other considerations that affect conducting groups	2	----	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			

11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	2	----	----
12. procedures to identify substance use, addictions, and co-occurring conditions	2	----	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	2	----	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	2	----	----
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	2	----	----

Key Objective Assessment for Counseling Core Objective – 10. Research and Program Evaluation

Course: COU 680 Research Methods and Program Evaluation

Objective: 10. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

Course assignments used to satisfy and assess standards below: Exams, Quizzes, Research Proposal

Cross-curricular assessments occur in: COU 660, COU 671, COU 654, COU 690/3, COU 691/2

Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES	FA 2024	SP 2025	SU 2025
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	1.89	2	----
4. reliability and validity in the use of assessments	1.89	2	----
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	2	2	----
6. ethical and legal considerations for selecting, administering, and interpreting assessments	2	2	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	2	2	----
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	2	2	----
3. qualitative, quantitative, and mixed methods research designs	1.89	1.93	----
4. practice-based and action research methods	2	2	----
5. statistical tests used in conducting research and program evaluation	1.89	1.93	----
6. analysis and use of data in research	1.89	1.93	----
7. use of research methods and procedures to evaluate counseling interventions	1.89	2	----
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	2	2	----
9. culturally sustaining and developmentally relevant outcome measures for counseling services	2	2	----
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	2	2	----
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation	2	2	----

Key Objective Assessment for Counseling Core Objective – 11A. Crisis Intervention - Mental Health			
Course: COU 674 Crisis Intervention			
Objective: 11. Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings and addressing trauma in clients.			
Course assignments used to satisfy and assess standards below: Crisis Interview, Crisis Narrative, Movie Papers			
Cross-curricular assessments occur in: COU 673, COU 674, COU 675, COU 620, COU 621, COU 690/3, COU 691/2			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	----	----	2
2. the multiple professional roles and functions of counselors across specialized practice areas	----	----	2
3. counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	----	----	2
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	----	----	2
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	---	----	1.92
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals’ worldviews	---	----	2
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	----	----	2
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	----	----	2
11. the role of religion and spirituality in clients’ and counselors’ psychological functioning	----	----	2
Section 3.C. LIFESPAN DEVELOPMENT			
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	----	----	2
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	----	----	2
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	----	----	2
13. effects of crises, disasters, stress, grief, and trauma across the lifespan	----	----	2
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	----	----	2
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	----	----	2

7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	----	----	2
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	----	----	2
9. interviewing, attending, and listening skills in the counseling process	----	----	2
10. counseling strategies and techniques used to facilitate the client change process	----	----	2
15. evidence-based counseling strategies and techniques for prevention and intervention	----	----	2
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	----	----	2
19. suicide prevention and response models and strategies	----	----	2
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies	----	----	2
21. processes for developing a personal model of counseling grounded in theory and research	----	----	2
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
9. use of environmental assessments and systematic behavioral observations	----	----	2
12. procedures to identify substance use, addictions, and co-occurring conditions	----	----	2
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	----	----	2
14. procedures for assessing clients' experience of trauma	----	----	2
15. procedures for identifying and reporting signs of abuse and neglect	----	----	2
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	----	----	2
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	----	----	2
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	----	----	2
7. strategies for interfacing with integrated behavioral healthcare professionals	----	----	2
8. strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	----	----	2
Section 5.H. SCHOOL COUNSELING			
9. school counselor roles and responsibilities in relation to the school crisis and management plans	----	----	2

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

Course: COU 670 Diagnosis of Emotional and Mental Disorders

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

Course assignments used to satisfy and assess standards below: Character Worksheets, Opinion Papers, Disorder Presentation, Exams

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

Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
2. the multiple professional roles and functions of counselors across specialized practice areas	2	----	----
Section 3.C. LIFESPAN DEVELOPMENT			
5. theories and neurobiological etiology of addictions	2	----	----
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	2	----	----
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	2	----	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	2	----	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	2	----	----
9. use of environmental assessments and systematic behavioral observations	2	----	----
10. use of structured interviewing, symptom checklists, and personality and psychological testing	2	----	----
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	2	----	----
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	2	----	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	2	----	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
1. etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders	2	----	----
Section 5.H. SCHOOL COUNSELING			
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	2	----	----

12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	2	----	----
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Key Objective Assessment for Counseling Core Objective - Clinical Mental Health Counseling - CMHC2. Mental Health Systems

Course: COU 600 Orientation to Clinical Mental Health Counseling

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

Course assignments used to satisfy and assess standards below: Exams, Quizzes, LPC Interview Paper, Reflection Journals, Mental Health Topic Literature Review Paper & Poster Presentation

Cross-curricular assessments occur in: COU 641, COU 650, COU 600, COU 674, COU 642, COU 678, COU 690, COU 691

Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	2	2.05	----
2. the multiple professional roles and functions of counselors across specialized practice areas	2	2.05	----
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	2	2	----
5. the role and process of the professional counselor advocating on behalf of the profession	2	2	----
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	2	2.24	----
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	2	2	----
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	2	1.95	----
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	2	1.95	----
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	2	2.05	----
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	2	1.90	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
1. theories and models of multicultural counseling, social justice, and advocacy	2	1.95	----
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	2	1.95	----
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2	1.95	----
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	2	1.95	----

3.C. LIFESPAN DEVELOPMENT			
2. theories of cultural identity development	2	2	----
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	2	1.95	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	2	1.95	----
4. consultation models and strategies	2	1.90	----
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	2	1.95	----
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	2	1.95	----
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	2	1.90	----
Section 3.F. GROUP COUNSELING AND GROUP WORK			
1. theoretical foundations of group counseling and group work	2	1.95	----
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	2	1.95	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	2	2.10	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
2. mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	2	2.10	----
3. legislation, government policy, and regulatory processes relevant to clinical mental health counseling	2	1.95	----
6. strategies for interfacing with the legal system regarding court-referred clients	2	1.95	----
7. strategies for interfacing with integrated behavioral healthcare professionals	2	2.05	----

Key Objective Assessment for Counseling Core Objective – Clinical Mental Health Counseling – CMHC1. C. Treatment			
Course: COU 671 Treatment Planning in Counseling			
Objective: 14. Treatment – Develop a working knowledge treatment, the ethical application and its effect on counseling practice.			
Course assignments used to satisfy and assess standards below: Quizzes, Exams, Treatment Plan Paper			
Cross-curricular assessments occur in: COU 620, COU 640, COU 660, COU 674, COU 690, COU 691			
Section 3.D. CAREER DEVELOPMENT	FA 2024	SP 2025	SU 2025
6. career development program planning, organization, implementation, administration, and evaluation	2	----	----
10. career and postsecondary training readiness and educational decision-making	2	----	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	1.95	----	----
10. counseling strategies and techniques used to facilitate the client change process	1.95	----	----
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	2	----	----
16. record-keeping and documentation skills	2	----	----
18. classification, effects, and indications of commonly prescribed psychopharmacological medications	2	----	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
4. reliability and validity in the use of assessments	1.95	----	----
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	2	----	----
6. ethical and legal considerations for selecting, administering, and interpreting assessments	2	----	----
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	2	----	----
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	1.95	----	----
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	2	----	----
14. procedures for assessing clients' experience of trauma	2	----	----
15. procedures for identifying and reporting signs of abuse and neglect	2	----	----
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	2	----	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	1.95	----	----
6. analysis and use of data in research	1.95	----	----
7. use of research methods and procedures to evaluate counseling interventions	1.95	----	----

10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	2	----	----
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation	2	----	----
Section 5.C. CLINICAL MENTAL HEALTH COUNSELING			
4. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2	----	----
5. techniques and interventions for prevention and treatment of a broad range of mental health issues	2	----	----
9. third-party reimbursement and other practice and management issues in clinical mental health counseling	2	----	----

Key Objective Assessment for Counseling Core Objective – School Counseling - SC1. Comprehensive School Counseling			
Course: COU 602 Orientation to Professional School Counseling			
Objective 15. Comprehensive School Counseling – Develop and demonstrate an understanding of the foundations of school counseling, including the school environment, educational processes, multifaceted prevention and interventions and effective program assessment skills to access and obtain data to evaluate intervention effectiveness.			
Course assignments used to satisfy and assess standards below: Professional Advocacy Assignments, School Counselor Interview Paper, Professional Identity Paper, Readings, Exams			
Cross-curricular assessments occur in: COU 601, COU 654, COU 621, COU 622, COU 693, COU 692			
Section 3.A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	FA 2024	SP 2025	SU 2025
1. history and philosophy of the counseling profession and its specialized practice areas	----	2	----
3. counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	----	2	----
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	----	2	----
5. the role and process of the professional counselor advocating on behalf of the profession	----	2	----
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	----	2	----
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	----	2	----
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	----	2	----
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	----	2	----
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	----	2	----
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	----	2	----
12. the purpose of and roles within counseling supervision in the profession	----	2	----
Section 3.B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	---	2	---
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	---	2	---
Section 3.D. CAREER DEVELOPMENT			

7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	----	2	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
4. consultation models and strategies	----	2	----
Section 3.F. GROUP COUNSELING AND GROUP WORK			
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	----	2	----
Section 5.H. SCHOOL COUNSELING			
1. models of school counseling programs	----	2	----
2. models of PK-12 comprehensive career development	----	2	----
4. development of school counseling program mission statements and objectives	----	2	----
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	----	2	----
7. qualities and styles of effective leadership in schools	----	2	----
8. advocacy for comprehensive school counseling programs and associated school counselor roles	----	2	----
9. school counselor roles and responsibilities in relation to the school crisis and management plans	----	2	----
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	----	2	----
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	----	2	----
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	----	2	----
14. techniques of social-emotional and trauma-informed counseling in school settings	----	2	----
17. interventions to promote postsecondary and career readiness	----	2	----
18. strategies to facilitate school and postsecondary transitions	----	2	----

Key Objective Assessment for Counseling Core Objective – School Counseling - SC2. Evidence-Based Counseling Services in the Schools			
Course: COU 654 Counseling Services in the Schools			
Objective 16. Evidence Based Counseling Services in the Schools – Evaluate school counseling efficacy related to closing the achievement, opportunity and attainment gaps. Identify instruments for measuring school counseling outcomes and use achievement related data to demonstrate school counselor efficacy.			
<p>Course assignments used to satisfy and assess standards below: Needs Assessment Assignment, Classroom Guidance Unit & Presentation, Program Evaluation Report & Presentation, Area Resource Guide, Introduction Flyer Assignment</p> <p>Cross-curricular assessments occur in: COU 602, COU 621, COU 622, COU 693, COU 692</p>			
Section 3.D. CAREER DEVELOPMENT	FA 2024	SP 2025	SU 2025
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	3	----	----
Section 3.E. COUNSELING PRACTICE AND RELATIONSHIPS			
10. counseling strategies and techniques used to facilitate the client change process	3	----	----
Section 3.F. GROUP COUNSELING AND GROUP WORK			
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	3	----	----
Section 3.G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	3	----	----
17. procedures for using assessment results for referral and consultation	3	----	----
Section 3.H. RESEARCH AND PROGRAM EVALUATION			
4. practice-based and action research methods	3	----	----
9. culturally sustaining and developmentally relevant outcome measures for counseling services	3	----	----
Section 5.H. SCHOOL COUNSELING			
1. models of school counseling programs	3	----	----
3. models of school-based collaboration and consultation	3	----	----
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	3	----	----
9. school counselor roles and responsibilities in relation to the school crisis and management plans	3	----	----
13. strategies for implementing and coordinating school-based interventions	3	----	----
15. evidence-based and culturally sustaining interventions to promote academic development	3	----	----
16. approaches to increase promotion and graduation rates	3	----	----
19. strategies to promote equity in student achievement and access to postsecondary education opportunities	3	----	----