



## ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

All programs must submit an annual assessment report to their College Dean's Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email [assessmentacademy@ualr.edu](mailto:assessmentacademy@ualr.edu).

<b>Academic Program</b>	Masters of Arts in Counseling with Emphasis in Rehabilitation Counseling
<b>Data Collection Period</b>	2017-2018 academic year
<b>Report Contact</b>	Dr. Jennifer Holtz
<b>Date Submitted to College Dean's Office</b>	

### A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes  No

Refer to the Guide for a list of SKIM-legislated programs.

#### 2. Academic Program Mission

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

To promote quality rehabilitation services for individuals with disabilities through a pre-service and in-service education program which provides qualified, certified rehabilitation counselors to work in public and private agencies.

#### 3. Student Learning Goals for Academic Program

List all student learning goals ("At the end of this program, students will be able to...") for the academic program identified above, and—if your program is covered by SKIM—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type "See appendix" in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

We identified basic learning goals (identified below). Under each goal are specific learning outcome goals (see appendix).

- 1: To provide a comprehensive foundation of rehabilitation counseling history, legislation, ethics, and service provision knowledge.
- 2: To provide an understanding of the Functional, Psychosocial, and Environmental Aspects of Disability
- 3: To provide an understanding of the implications of medical, psychological and social issues for entry/re-entry into work
- 4: To provide experience in job and task analysis methodology to determine essential functions of jobs for employment placement and planning.

- 5: To provide experience in comprehending the appropriateness of assessment instruments and in applying assessment methods to evaluate a consumer's skills.
- 6: To provide a foundation of techniques and procedures for counseling interviews emphasizing student mastery of various levels of skills within a microskills hierarchy for counseling interviews and the appropriate use of skills in various stages of counseling.
- 7: To provide a comprehensive foundation for Medical Aspects of Disability.
- 8: To understand a variety of contrasting theoretical models underlying both individual and group practice in counseling.
- 9: To explore the theories of group counseling and group work to learn group processes and development, including how to form and lead groups
- 10 To equip the student with tools for building cross-cultural counseling skills:
- 11: To provide students with experience in providing actual counseling and rehabilitation service delivery in a community environment.

## **B. Reflecting on Last Year's Improvement Plans and Communication**

### **1. Continuous Improvement Initiatives Based on Results from Last Year's Report**

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

We mapped out curriculum onto the 2016 CACREP Standards. CACREP is our accrediting body as of July 1, 2017. We then identified important content goals and measurable learning outcomes related to each goal.

### **2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report**

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

We did not complete an assessment report in 2017.

## **C. Current Year's Assessment Report**

### **1. Student Learning Goal(s) Assessed for This Report**

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or [ualr.edu/assessment/skim/](http://ualr.edu/assessment/skim/) or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

We identified basic learning goals (identified below). Under each goal are specific learning outcome goals (see appendix).

- 1: To provide a comprehensive foundation of rehabilitation counseling history, legislation, ethics, and service provision knowledge.
- 2: To provide an understanding of the Functional, Psychosocial, and Environmental Aspects of Disability

- 3: To provide an understanding of the implications of medical, psychological and social issues for entry/re-entry into work
- 4: To provide experience in job and task analysis methodology to determine essential functions of jobs for employment placement and planning.
- 5: To provide experience in comprehending the appropriateness of assessment instruments and in applying assessment methods to evaluate a consumer's skills.
- 6: To provide a foundation of techniques and procedures for counseling interviews emphasizing student mastery of various levels of skills within a microskills hierarchy for counseling interviews and the appropriate use of skills in various stages of counseling.
- 7: To provide a comprehensive foundation for Medical Aspects of Disability.
- 8: To understand a variety of contrasting theoretical models underlying both individual and group practice in counseling.
- 9: To explore the theories of group counseling and group work to learn group processes and development, including how to form and lead groups
- 10 To equip the student with tools for building cross-cultural counseling skills:
- 11: To provide students with experience in providing actual counseling and rehabilitation service delivery in a community environment.

## 2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

<b>Student Learning Goal:</b> See Appendix (Not enough space)	
<b>If this goal maps to SKIM, indicate which SKIM goal: <a href="#">Click to Select Goal</a></b>	
<b>Methods</b>	
<b>Data Repository</b>	
<b>Target Achievement / Benchmark</b>	
<b>Results</b>	

<b>Student Learning Goal:</b> See Appendix (Not enough space)	
<b>If this goal maps to SKIM, indicate which SKIM goal: <a href="#">Click to Select Goal</a></b>	
<b>Methods</b>	
<b>Data Repository</b>	
<b>Target Achievement / Benchmark</b>	
<b>Results</b>	

<b>Student Learning Goal:</b> See Appendix (Not enough space)	
<b>If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal</b>	
<b>Methods</b>	
<b>Data Repository</b>	
<b>Target Achievement / Benchmark</b>	
<b>Results</b>	

**3. Action Plan Based on Assessment Results for This Year’s Report**

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

We will adjust learning outcomes, and assessed artifacts, in the 2018-19 academic year in order to more fully align with expectations from CACREP.

**4. Communication to Stakeholders**

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program’s stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

We are in the process of increasing communication with important stakeholders in preparation for upcoming reaccreditation process and for best practices. Once the reports are posted, these will be linked to our website and stakeholders will be directed to this information.

**5. Faculty Involvement**

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

<b>Creating assessment plan</b>	16-30%
<b>Learning activity design</b>	16-30%
<b>Rubric design</b>	31-45%
<b>Rubric norming</b>	0-15%
<b>Evaluating learning activities</b>	91-100%
<b>Analyzing data</b>	91-100%
<b>Developing improvement plans</b>	16-30%
<b>Communication with stakeholders</b>	46-60%
<b>Other (please describe below)</b>	Click to select Tier

Click or tap here to enter text.

**6. Future Professional Development**

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

None have been identified

**Rehabilitation Counseling Goal 1:** To provide a comprehensive foundation of rehabilitation counseling history, legislation, ethics, and service provision knowledge.

Artifacts assessed: COUN 7360: Rehabilitation Foundations – Course Assignments/Examinations

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Demonstrate acquisition of the knowledge of the history of vocational <b>80%</b> rehabilitation in the United States	- Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History Minimum grade of 90% <b>8</b>	- Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History Minimum grade of 80% <b>6</b>	- Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History Minimum grade of 70% <b>2</b>	Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History, Minimum grade of <70% <b>1</b>
Demonstrate acquisition of the knowledge of the legislation affecting rehabilitation counseling practice in the United States	- Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History, 3) ADA. Minimum grade of 90% - ADA discussion blog re: EEOC website Participation/contribution 7 of 8 points	- Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History, 3) ADA. Minimum grade of 80% - ADA discussion blog re: EEOC website Participation/contribution 6 of 8 points	- Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History, 3) ADA. Minimum grade of 70% - ADA discussion blog re: EEOC website Participation/contribution 5 of 8 points	Examination on chapters of text: 1) Historical Roots, 2) Current Rehab History, 3) ADA. Minimum grade of <70% - ADA discussion blog re: EEOC website Participation/contribution <5 of 8 points
Demonstrate acquisition of the knowledge of rehabilitation counseling ethics	- Examination on chapter of text: Societal Values and Ethical Commitments that Influence Rehabilitation Service Delivery Behavior Minimum grade of 90%	- Examination on chapter of text: Societal Values and Ethical Commitments that Influence Rehabilitation Service Delivery Behavior Minimum grade of 80%	- Examination on chapter of text: Societal Values and Ethical Commitments that Influence Rehabilitation Service Delivery Behavior Minimum grade of 70%	- Examination on chapter of text: Societal Values and Ethical Commitments that Influence Rehabilitation Service Delivery Behavior Minimum grade of <70%

<p>Demonstrate an understanding of the scope of vocational rehabilitation process and service provision in both public and private sectors</p>	<p>- Site Visit to VR office in student area- interview of VR counselor.  - - Examination on chapters of text: Rehab Clients and their Needs; Role and Function of the Rehab Counselor; VR Process; Planning the Rehab Program; Utilizing Rehab Facilities and Support Services  Minimum grade of 90% on both assignment and exam</p>	<p>- Site Visit to VR office in student area- interview of VR counselor.  - - Examination on chapters of text: Rehab Clients and their Needs; Role and Function of the Rehab Counselor; VR Process; Planning the Rehab Program; Utilizing Rehab Facilities and Support Services  Minimum grade of 80% on both assignment and exam</p>	<p>- Site Visit to VR office in student area- interview of VR counselor.  - - Examination on chapters of text: Rehab Clients and their Needs; Role and Function of the Rehab Counselor; VR Process; Planning the Rehab Program; Utilizing Rehab Facilities and Support Services  Minimum grade of 70% on both assignment and exam</p>	<p>- Site Visit to VR office in student area- interview of VR counselor.  - - Examination on chapters of text: Rehab Clients and their Needs; Role and Function of the Rehab Counselor; VR Process; Planning the Rehab Program; Utilizing Rehab Facilities and Support Services  Minimum grade of &lt;70% on both assignment and exam</p>
--	---	---	---	---

**Rehabilitation Counseling Goal 2:** To provide an understanding of the Functional, Psychosocial, and Environmental Aspects of Disability

Artifacts assessed:

**COUN 7362: Psychosocial Aspects of Disability – Course Assignments**

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
To develop client information, diagnostic information, and information from the psychological evaluation, to develop an appropriate rehabilitation program. <b>STUDENTS -17</b> <b>AVG GRADE – 89.66</b>	Referral Letter and Psychological Report Assignments Minimum grade of 90% on each assignment <b>14</b>	Referral Letter and Psychological Report Assignments Minimum grade of 80% on each assignment <b>1</b>	Referral Letter and Psychological Report Assignments Minimum grade of 70% on each assignment <b>1</b>	Referral Letter and Psychological Report Assignments Grade of <70% on each assignment <b>1</b>
To gain a working knowledge of DSM-5, ICD-10 and ICF organization and differential diagnosis. <b>STUDENTS -17</b> <b>AVG GRADE – 89.66</b>	Referral Letter and Psychological Report Assignments Minimum grade of 90% on each assignment <b>14</b>	Referral Letter and Psychological Report Assignments Minimum grade of 80% on each assignment <b>1</b>	Referral Letter and Psychological Report Assignments Minimum grade of 70% on each assignment <b>1</b>	Referral Letter and Psychological Report Assignments Grade of <70% on each assignment <b>1</b>
To gain knowledge of community resources and services <b>STUDENTS -16</b> <b>AVG GRADE – 76.78</b>	Course Discussion Forum participation Minimum grade of 90% on each assignment <b>4</b>	Course Discussion Forum participation Minimum grade of 80% on each assignment <b>4</b>	Course Discussion Forum participation Minimum grade of 70% on each assignment <b>3</b>	Course Discussion Forum participation Grade of <70% on each assignment <b>5</b>
To develop understanding of appropriate treatment modalities <b>STUDENTS -17</b> <b>AVG GRADE – 91.18</b>	Website Reports Journal Article Reports Minimum grade of 90% on each assignment <b>15</b>	Website Reports Journal Article Reports Minimum grade of 80% on each assignment <b>0</b>	Website Reports Journal Article Reports Minimum grade of 70% on each assignment <b>0</b>	Website Reports Journal Article Reports Grade of <70% on each assignment <b>2</b>

**Rehabilitation Counseling Goal 3:** To provide an understanding of the implications of medical, psychological and social issues for entry/re-entry into work

Artifacts assessed:

COUN 7364 Rehabilitation Case Management Course Assignments

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
To utilize client information, diagnostic information and information from the vocational evaluation, to develop an appropriate rehabilitation program. <b>STUDENTS -10</b> <b>AVG GRADE – 92.80</b>	Case Management Project – Parts 1 – 4 Crisis Planning Assignment Minimum grade of 90% on each assignment <b>7</b>	Case Management Project – Parts 1 – 4 Crisis Planning Assignment Minimum grade of 80% on each assignment <b>2</b>	Case Management Project – Parts 1 – 4 Crisis Planning Assignment Minimum grade of 70% on each assignment <b>1</b>	Case Management Project – Parts 1 – 4 Crisis Planning Assignment Grade of <70% on each assignment <b>0</b>
To develop understanding of the case management process in a variety of rehabilitation settings including disaster crisis case management. <b>STUDENTS -10</b> <b>AVG GRADE – 92.80</b>	Case Management Project – Parts 1 – 4 Discussion Forums Crisis Planning Assignment Homework Assignments Minimum grade of 90% on each assignment <b>7</b>	Case Management Project – Parts 1 – 4 Discussion Forums Crisis Planning Assignment Homework Assignments Minimum grade of 80% on each assignment <b>2</b>	Case Management Project – Parts 1 – 4 Discussion Forums Crisis Planning Assignment Homework Assignments Minimum grade of 70% on each assignment <b>1</b>	Case Management Project – Parts 1 – 4 Discussion Forums Crisis Planning Assignment Homework Assignments Grade of <70% on each assignment <b>0</b>
To gain knowledge of community resources and services. <b>STUDENTS -10</b> <b>AVG GRADE – 100.00</b>	Crisis Planning Assignment Service Learning Task Reflection Assignments (2) Minimum grade of 90% on each assignment <b>10</b>	Crisis Planning Assignment Service Learning Task Reflection Assignments (2) Minimum grade of 80% on each assignment <b>0</b>	Crisis Planning Assignment Service Learning Task Reflection Assignments (2) Minimum grade of 70% on each assignment <b>0</b>	Crisis Planning Assignment Service Learning Task Reflection Assignments (2) Grade of <70% on each assignment <b>0</b>

**Rehabilitation Counseling Goal 4:** To provide experience in job and task analysis methodology to determine essential functions of jobs for employment placement and planning.

Artifacts assessed: **COUN 7363: Career Counseling and Placement – Course Assignments for Fall 2017**

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Demonstrate the ability to complete an on-site job analysis and prepare a written Job Analysis Report.  <b>15 students completed the task with an average score of 99.1% (94.1/95 points)</b>	Job Analysis and Job Analysis Report assignment. Minimum grade of 90% on assignment.  <b>15 students (100%)</b>	Job Analysis and Job Analysis Report assignment. Minimum grade of 80% on assignment.  <b>0 students (0.0%)</b>	Job Analysis and Job Analysis Report assignment. Minimum grade of 70% on assignment  <b>0 students (0.0%)</b>	Job Analysis and Job Analysis Report assignment. Grade of <70% on assignment.  <b>0 students (0.0%)</b>

**Rehabilitation Counseling Goal 5:** To provide experience in comprehending the appropriateness of assessment instruments and in applying assessment methods to evaluate a consumer's skills.

Artifacts assessed: **COUN 7367 Assessment in Rehabilitation - Course Assignments**

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Demonstrate an understanding of how to assess the validity, reliability, strengths and weaknesses, and appropriateness for use with persons with disabilities of specific assessment instruments.  <b>16 students completed the task with an average score of 97.3% (145.9/150 points)</b>	Student Assessment Instrument Reports assignment (3 reports including one assessment the student takes and has interpreted for him or her). Minimum grade of 90% on each assignment.  <b>16 students (100%)</b>	Student Assessment Instrument Reports assignment (3 reports including one assessment the student takes and has interpreted for him or her). Minimum grade of 80% on each assignment.  <b>0 students (0.0%)</b>	Student Assessment Instrument Reports assignment (3 reports including one assessment the student takes and has interpreted for him or her). Minimum grade of 70% on each assignment.  <b>0 students (0.0%)</b>	Student Assessment Instrument Reports assignment (3 reports including one assessment the student takes and has interpreted for him or her). Grade of <70% on each assignment.  <b>0 students (0.0%)</b>
Demonstrate the ability to install and utilize computer-based assessments for rehabilitation planning.	O*NET Career Exploration Tools assignment.	O*NET Career Exploration Tools assignment.	O*NET Career Exploration Tools assignment.	O*NET Career Exploration Tools assignment.

<b>16 students completed the task with an average score of 97.9% (97.9/100 points)</b>	<b>Minimum grade of 90% on assignment. 16 students (100%)</b>	<b>Minimum grade of 80% on assignment. 0 students (0.0%)</b>	<b>Minimum grade of 70% on assignment. 0 students (0.0%)</b>	<b>Grade of &lt;70% on assignment. 0 students (0.0%)</b>
--	---	--	--	--

**Rehabilitation Counseling Goal 6:** To provide a foundation of techniques and procedures for counseling interviews emphasizing student mastery of various levels of skills within a microskills hierarchy for counseling interviews and the appropriate use of skills in various stages of counseling.

Artifacts assessed:

CNSL 7302 Techniques for Counseling Interviews Course Assignments

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
To conduct counseling interviews utilizing the skills and techniques of one or more evidence-based models of counseling <b>STUDENTS -10</b> <b>AVG GRADE – 97.33</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Minimum grade of 90% on each assignment <b>10</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Minimum grade of 80% on each assignment <b>0</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Minimum grade of 70% on each assignment <b>0</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Grade of <70% on each assignment <b>0</b>
To utilize techniques from other theories and models of helping as presented in class. <b>STUDENTS -10</b> <b>AVG GRADE – 97.33</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Minimum grade of 90% on each assignment <b>10</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Minimum grade of 80% on each assignment <b>0</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Minimum grade of 70% on each assignment <b>0</b>	Counseling Dyads/Triads (6) On-Campus Workshop – Attendance and Participation HW Assignments (8) Grade of <70% on each assignment <b>0</b>
To acquire knowledge of techniques useful in responding to crisis, man-made or natural disaster events. <b>New for Spring 2018</b>	Homework Assignments 8 and 9 Minimum grade of 90% on each assignment	Homework Assignments 8 and 9 Minimum grade of 80% on each assignment	Homework Assignments 8 and 9 Minimum grade of 70% on each assignment	Homework Assignments 8 and 9 Grade of <70% on each assignment

**Rehabilitation Counseling Goal 6:** To provide a foundation of techniques and procedures for counseling interviews emphasizing student mastery of various levels of skills within a microskills hierarchy for counseling interviews and the appropriate use of skills in various stages of counseling.

Artifacts assessed:

CNSL 7302 Techniques for Counseling Interviews Course Assignments

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
To describe his/her interpersonal style and how they apply it to a helping situation. <b>STUDENTS -10</b> <b>AVG GRADE – 100.00</b>	Self-Assessment and Theory Paper Minimum grade of 90% on each assignment <b>10</b>	Self-Assessment and Theory Paper Minimum grade of 80% on each assignment <b>0</b>	Self-Assessment and Theory Paper Minimum grade of 70% on each assignment <b>0</b>	Self-Assessment and Theory Paper Grade of <70% on each assignment <b>0</b>

**Rehabilitation Counseling Goal 7:** To provide a comprehensive foundation for Medical Aspects of Disability.

Artifacts assessed: COUN 7361: Medical Aspects of Disability – Course Assignments/Examinations

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Demonstrate knowledge of basic medical aspects and functionality of human body systems as they relate to specific disabilities <b>80.43%</b>	- Medical Terms Quiz - Body Systems Quiz - Final Exam Minimum grade of 90% <b>3</b>	- Medical Terms Quiz - Body Systems Quiz - Final Exam Minimum grade of 80% <b>7</b>	- Medical Terms Quiz - Body Systems Quiz - Final Exam Minimum grade of 70% <b>1</b>	- Medical Terms Quiz - Body Systems Quiz - Final Exam Minimum grade of <70% <b>3</b>
Demonstrate understanding of the role of the rehabilitation practitioner in the physical rehabilitation process	- Functional Assessment Worksheet (FAW) assignments. Minimum grade 90%	- Functional Assessment Worksheet (FAW) assignments. Minimum grade 80%	- Functional Assessment Worksheet (FAW) assignments. Minimum grade 70%	- Functional Assessment Worksheet (FAW) assignments. Minimum grade <70%
Demonstrate basic knowledge of normal, human anatomy and physical function, and how disorders or conditions impact these systems.	- Chapter Quizzes Minimum grade of 90%	- Chapter Quizzes Minimum grade of 80%	- Chapter Quizzes Minimum grade of 70%	- Chapter Quizzes Minimum grade of <70%
Demonstrate knowledge of cause, prevalence, symptoms, treatment and educational/rehabilitative implications of frequently occurring disabling conditions and disorders.	- Chapter Quizzes Minimum grade of 90%	- Chapter Quizzes Minimum grade of 80%	- Chapter Quizzes Minimum grade of 70%	- Chapter Quizzes Minimum grade of <70%
Demonstrate ability to assess functional limitations and capacities for frequently occurring disabling conditions and disorders.	- Functional Assessment Worksheet (FAW) assignments. Minimum grade 90%	- Functional Assessment Worksheet (FAW) assignments. Minimum grade 80%	- Functional Assessment Worksheet (FAW) assignments. Minimum grade 70%	- Functional Assessment Worksheet (FAW) assignments. Minimum grade <70%

Demonstrate awareness of medical resources and services available to assist in client service.	- Chapter Quizzes Minimum grade of 90%	- Chapter Quizzes Minimum grade of 80%	- Chapter Quizzes Minimum grade of 70%	- Chapter Quizzes Minimum grade of <70%
--	---	---	---	--

## Course Goal

Goal 8: To understand a variety of contrasting theoretical models underlying both individual and group practice in counseling.

CNSL 7301: Counseling Theories and Applications. Artifacts assessed: Learning Objectives

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Ability to discuss the history of the counseling profession, its specialty areas, and the role of a counselor as an advocate for the profession; readily identifies as a specialist in a chosen area and shares knowledge of the collaborative relationships between counseling and other allied health professions in inter-agency/inter-organizational collaborations and consultations.	Discussed history, roles and identify of the counselor, and is knowledgeable of the collaborative nature of the relationships between counseling and other allied health professions. Minimum grade of 90% on each assignment.  5 out of 7	Discussed history, roles and identify of the counselor, and is knowledgeable of the collaborative nature of the relationships between counseling and other allied health professions. Minimum grade of 80% on each assignment.  1 out of 7	Discussed history, roles and identify of the counselor, and is knowledgeable of the collaborative nature of the relationships between counseling and other allied health professions. Minimum grade of 70% on each assignment.	Discussed history, roles and identify of the counselor, and is knowledgeable of the collaborative nature of the relationships between counseling and other allied health professions. Minimum grade of less than 70% on each assignment.  1 out of 7
Knowledgeable of listening and attending skills essential for addressing instructional and social barriers to access, equity, and clients' success in counseling.	Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.  Minimum grade of 90% on each assignment.  6 out of 7	Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.  Minimum grade of 80% on each assignment.	Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.  Minimum grade of 70% on each assignment.	Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.  Minimum grade of less than 70% on each assignment.  1 out of 7
Review professional counseling organizations, their membership benefits, activities, and services to members, and effectively defended own a membership status.	Researched professional counseling organizations and decided on whether or not to join any, and defended the decision.  Minimum grade of 90% on each assignment  3 out of 7	Researched professional counseling organizations and decided on whether or not to join any, and defended the decision.  Minimum grade of 80% on each assignment  3 out of 7	Researched professional counseling organizations and decided on whether or not to join any, and defended the decision.  Minimum grade of 70% on each assignment	R Researched professional counseling organizations and decided on whether or not to join any, and defended the decision.  Minimum grade of less than 70% on each assignment.  1 out of 7
Ability to identify a variety of ethical and professional issues in counseling and develop a position on these issues.	Identified ethical and professional issues in counseling and developed a position on those issues.  Minimum grade of 90% on each assignment.  6 out of 7	Identified ethical and professional issues in counseling and developed a position on those issues.  Minimum grade of 80% on each assignment.	Identified ethical and professional issues in counseling and developed a position on those issues.  Minimum grade of 70% on each assignment.	Identified ethical and professional issues in counseling and developed a position on those issues.  Minimum grade of less than 70% on each assignment.  1 out of 7

**Course Goal**

Goal 9: To explore the theories of group counseling and group work to learn group processes and development, including how to form and lead groups.

CNSL 7307: Theories and Techniques of Group Counseling. Artifacts assessed: Learning Objectives

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Knowledgeable of the theoretical foundations of group counseling	Successfully completed Test 1  Minimum grade of 90% on each assignment.	Successfully completed unit test.  Minimum grade of 80% on each assignment. <b>3 out of 10</b>	Successfully completed unit test.  Minimum grade of 70% on each assignment. <b>5 out of 10</b>	Successfully completed unit test.  Minimum grade of less than 70% on each assignment. <b>2 out of 10</b>
Identified group dynamics, and characteristics of effective groups at different stages.	Demonstrated knowledge of group dynamics, and characteristics of effective groups at different stages.  Minimum grade of 90% on each assignment.  <b>10 out of 10</b>	Demonstrated knowledge of group dynamics, and characteristics of effective groups at different stages.  Minimum grade of 80% on each assignment.	Demonstrated knowledge of group dynamics, and characteristics of effective groups at different stages.  Minimum grade of 70% on each assignment.	Demonstrated knowledge of group dynamics, and characteristics of effective groups at different stages.  Minimum grade of less than 70% on each assignment.
Able to discuss specific ethical and cultural considerations in designing and facilitating groups.	In a discussion forum, discussed ethical and cultural considerations in group design and facilitation.  Minimum grade of 90% on each assignment  <b>10 out of 10</b>	In a discussion forum, discussed ethical and cultural considerations in group design and facilitation.  Minimum grade of 80% on each assignment	In a discussion forum, discussed ethical and cultural considerations in group design and facilitation.  Minimum grade of 70% on each assignment	In a discussion forum, discussed ethical and cultural considerations in group design and facilitation.  Minimum grade of less than 70% on each assignment.
Able to identify and describe therapeutic approaches that lead to group effectiveness.	Identified described therapeutic approaches that lead to group effectiveness.  Minimum grade of 90% on each assignment.  <b>8 out of 10</b>	Identified described therapeutic approaches that lead to group effectiveness.  Minimum grade of 80% on each assignment.  <b>2 out of 10</b>	Identified described therapeutic approaches that lead to group effectiveness.  Minimum grade of 70% on each assignment.	Identified described therapeutic approaches that lead to group effectiveness.  Minimum grade of less than 70% on each assignment.

<p>Knows and can describe differences in types of groups, and strategies for determining the most appropriate setting for each type of group.</p>	<p>Identified and described different kinds of groups, strategies for facilitating each type, and where best to set each type of group.</p> <p>Minimum grade of 90% on each assignment.</p> <p style="text-align: center;"><b>10 Of 10</b></p>	<p>Identified and described different kinds of groups, strategies for facilitating each type, and where best to set each type of group.</p> <p>Minimum grade of 80% on each assignment.</p>	<p>Identified and described different kinds of groups, strategies for facilitating each type, and where best to set each type of group.</p> <p>Minimum grade of 70% on each assignment.</p>	<p>Identified and described different kinds of groups, strategies for facilitating each type, and where best to set each type of group.</p> <p>Minimum grade less than 70% on each assignment.</p>
<p>Plan, design, recruiting, screening, and selecting group members.</p>	<p>Planned, designed, and documented screening, selection, and group formation strategies.</p> <p>Minimum grade of 90% on each assignment.</p> <p style="text-align: center;"><b>10 out of 10</b></p>	<p>Planned, designed, and documented screening, selection, and group formation strategies.</p> <p>Minimum grade of 80% on each assignment.</p>	<p>Planned, designed, and documented screening, selection, and group formation strategies.</p> <p>Minimum grade of 70% on each assignment.</p>	<p>Planned, designed, and documented screening, selection, and group formation strategies.</p> <p>Minimum grade of less than 70% on each assignment.</p>
<p>Facilitate group-counseling sessions; evaluate peers and provide feedback.</p>	<p>Facilitated groups, participated in groups, evaluated peers and provided feedback.</p> <p>Minimum grade of 90% on each assignment.</p> <p style="text-align: center;"><b>10 our of 10</b></p>	<p>Facilitated groups, participated in groups, evaluated peers and provided feedback.</p> <p>Minimum grade of 80% on each assignment.</p>	<p>Facilitated groups, participated in groups, evaluated peers and provided feedback.</p> <p>Minimum grade of 70% on each assignment.</p>	<p>Facilitated groups, participated in groups, evaluated peers and provided feedback.</p> <p>Minimum grade of less than 70% on each assignment.</p>

## Course Goal

Goal 10: To equip the student with tools for building cross-cultural counseling skills.

CNSL 7308: Cross-cultural Counseling. Artifacts assessed: Learning Objectives

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
Give definition of multicultural counseling competencies, and describe the skills and attributes of a multicultural counselor.	<p>Provided definition of multicultural counseling in discussion forum.</p> <p>Minimum grade of 90% on each assignment.</p>	<p>Provided definition of multicultural counseling in discussion forum.</p> <p>Minimum grade of 80% on each assignment.</p>	<p>Provided definition of multicultural counseling in discussion forum.</p> <p>Minimum grade of 70% on each assignment.</p>	<p>Provided definition of multicultural counseling in discussion forum.</p> <p>Minimum grade of less than 70% on each assignment.</p>
Understanding of multicultural and pluralistic characteristics and concerns of diverse groups nationally and nationally, including awareness of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on the individual's views of others.	<p>Discussed issues predominant in pluralistic societies including elements of culture that negate as well as encourage acculturation and integration.</p> <p>Minimum grade of 90% on each assignment.</p>	<p>Discussed issues predominant in pluralistic societies including elements of culture that negate as well as encourage acculturation and integration.</p> <p>Minimum grade of 80% on each assignment.</p>	<p>Discussed issues predominant in pluralistic societies including elements of culture that negate as well as encourage acculturation and integration.</p> <p>Minimum grade of 70% on each assignment.</p>	<p>Discussed issues predominant in pluralistic societies including elements of culture that negate as well as encourage acculturation and integration.</p> <p>Minimum grade of less than 70% on each assignment.</p>
Knowledgeable of theories and models of cross-cultural counseling, cultural identity development, and social justice and advocacy.	<p>Demonstrated knowledge of theories and models of cross-cultural counseling, cultural identity development, and social justice and advocacy.</p> <p>Minimum grade of 90% on each assignment.</p>	<p>Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.</p> <p>Minimum grade of 80% on each assignment.</p>	<p>Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.</p> <p>Minimum grade of 70% on each assignment.</p>	<p>Demonstrated knowledge of listening and attending skills essential to addressing instructional and social barriers to access, equity, and clients' success in counseling.</p> <p>Minimum grade of less than 70% on each assignment.</p>
Document research on help-seeking behaviors of various ethnic groups, including the role(s) of indigenous health practices for physical, mental, spiritual, and psychological health	<p>Completed a research project documenting help-seeking behaviors of various ethnic groups, including roles of indigenous health practices for physical, mental, spiritual, and psychological health.</p> <p>Minimum grade of 90% on each assignment</p>	<p>Completed a research project documenting help-seeking behaviors of various ethnic groups, including roles of indigenous health practices for physical, mental, spiritual, and psychological health.</p> <p>Minimum grade of 80% on each assignment</p>	<p>Completed a research project documenting help-seeking behaviors of various ethnic groups, including roles of indigenous health practices for physical, mental, spiritual, and psychological health.</p> <p>Minimum grade of 70% on each assignment</p>	<p>Completed a research project documenting help-seeking behaviors of various ethnic groups, including roles of indigenous health practices for physical, mental, spiritual, and psychological health.</p> <p>Minimum grade of less than 70% on each assignment.</p>

**Rehabilitation Counseling Goal 11:** To provide students with experience in providing actual counseling and rehabilitation service delivery in a community environment.  
 Artifacts assessed:

COUN 7365 Rehabilitation Practicum – Supervised Direct and Indirect interaction with clients

COUM 7660 Rehabilitation Internship - Supervised Direct and Indirect interaction with clients

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
To demonstrate an understanding of the counseling process <b>STUDENTS -11</b> <b>AVG GRADE – 99.24</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 90% on each assignment <b>11</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 80% on each assignment <b>0</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 70% on each assignment <b>0</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Grade of <70% on each assignment <b>0</b>
To conduct individual counseling interviews utilizing the skills presented in the class. To lead or co-lead group counseling interviews <b>STUDENTS -11</b> <b>AVG GRADE – 99.24</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 90% on each assignment <b>11</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 80% on each assignment <b>0</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 70% on each assignment <b>0</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Grade of <70% on each assignment <b>0</b>

**Rehabilitation Counseling Goal 11:** To provide students with experience in providing actual counseling and rehabilitation service delivery in a community environment.

Artifacts assessed:

COUN 7365 Rehabilitation Practicum – Supervised Direct and Indirect interaction with clients

COUM 7660 Rehabilitation Internship - Supervised Direct and Indirect interaction with clients

Learning Outcomes	4 = Mastery	3 = Competence	2 = Basic Understanding	1 = Lack of Competence
To utilize techniques from other theories and models of helping as presented in class. <b>STUDENTS -11</b> <b>AVG GRADE – 99.24</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 90% on each assignment <b>11</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 80% on each assignment <b>0</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 70% on each assignment <b>0</b>	Recorded Counseling Sessions Weekly Logs Individual/Group Supervision Sessions Class Discussion Forums Grade of <70% on each assignment <b>0</b>
To maintain the legal and ethical standards of the counseling profession <b>STUDENTS -11</b> <b>AVG GRADE – 99.24</b>	Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 90% on each assignment <b>11</b>	Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 80% on each assignment <b>0</b>	Individual/Group Supervision Sessions Class Discussion Forums Minimum grade of 70% on each assignment <b>0</b>	Individual/Group Supervision Sessions Class Discussion Forums Grade of <70% on each assignment <b>0</b>