

#### Program Data Point 4. Counseling Program Learning Objectives

Key Objective Assessment	Fa 2016	Spr 2017	Su 2017	Fa 2017	Spr 2018	Su 2018
<b>A. Key Objective Assessment for each of the Core Objectives</b>						
1. Professional Identity and Ethics (COU 601)	2	----	----	2	----	----
2. Counseling Theory (COU 641)	1.9	2	----	2	2	----
3. Helping Relationships (COU 640)	1.97	2	----	1.95	1.99	----
4. Social and Cultural Diversity (COU 610)	----	----	1.99	----	----	1.99
5. Human Growth and Development (COU 620)	1.86	1.93	1.93	----	2	----
6. Career Development (COU 630)	----	----	1.97	----	----	1.94
7. Group Counseling (COU 650)	1.94	2	----	2	1.94	----
8. Assessment (COU 660)	2.28	2.67	----	1.85	1.88	----
9. Addictions (COU 675)	2	----	Not available	----	2	2
10. Research and Program Evaluation (COU 680)	2.08	2.38	----	2	1.71	----
11A. Crisis Intervention – Mental Health	----	----	2	----	----	2
11B. Crisis Intervention in Schools	----	2	----	----	2	----
<b>B. Key Objective Assessment for Clinical Mental Health Objectives</b>						
CMHC1A. Psychodiagnosis (COU 670)	2.25	----	----	1.9	----	----
CMHC1C Treatment Planning in Counseling (COU 671)	----	2.57	----	----	2	----
CMH 2. Mental Health Orientation (COU 600)	2.55	----	----	Not available	----	----
<b>C. Key Objective Assessment for School Counseling Objectives</b>						
SC1. Comprehensive School Counseling (COU 602)	2	----	----	2	----	----
SC2. Evidence Based Counseling Services in the Schools (COU 654)	----	2	----	----	2	----
<b>D. Key Objective Assessment for Practical Application</b>						
PA1A. Mental Health Counseling Practicum						
PA1B. School Counseling Practicum						
PA1C. Counseling Internship						

The information in the table above is an aggregate of all the students and all the standards assigned to each course connected with the objectives. Cells that have dashes (----) indicate courses not taught that semester. The information for Section D can be found in the file for Program Data Point 6. The information in the table below includes the average of all the students per standard assigned to the course and objective.

<b>Key Objective Assessment for Counseling Core Objective – 1. Professional Orientation and Identity</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 601 Legal and Ethical Issues in Counseling</b>						
<b>Objective: 1. Professional Orientation and Identity – 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.</b>						
<b>Section II. F.1. Section 2.F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>						
a. History and philosophy of the counseling profession and its specialty areas	2	----	----	2	----	----
b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2	----	----	2	----	----
c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2	----	----	2	----	----
d. The role and process of the professional counselor advocating on behalf of the profession	2	----	----	2	----	----
e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2	----	----	2	----	----
f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2	----	----	2	----	----
g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2	----	----	2	----	----
h. Current labor market information relevant to opportunities for practice within the counseling profession	2	----	----	2	----	----
i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2	----	----	2	----	----
j. Technology's impact on the counseling profession	2	----	----	2	----	----
k. Strategies for personal and professional self-evaluation and implications for practice	2	----	----	2	----	----
l. Self-care strategies appropriate to the counselor role	2	----	----	2	----	----
m. The role of counseling supervision in the profession	2	----	----	2	----	----
<b>Professional Dispositions</b>						
D1. Openness	2	----	----	2	----	----

D2. Flexibility	2	----	----	2	----	----
D3. Cooperativeness	2	----	----	1.97	----	----
D4. Willingness to accept and use feedback	2	----	----	1.97	----	----
D5. Awareness of own impact	2	----	----	1.97	----	----
D6. Ability to deal with conflict	2	----	----	1.97	----	----
D7. Ability to accept personal responsibility	2	----	----	1.97	----	----
D8. Ability to express feelings effectively and appropriately	2	----	----	1.97	----	----
D9. Attention to ethical and legal considerations	2	----	----	1.97	----	----
D10. Initiative and motivation	2	----	----	2	----	----
<b>Key Objective Assessment for Counseling Core Objective – 2. Counseling Theory</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 641 Theories in Counseling and Psychotherapy</b>						
<b>Objective: 2. Counseling Theory – Gain significant knowledge of major counseling theories in the context of individual and group counseling, and to apply this knowledge to the actual counseling process.</b>						
<b>Section II.F.5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:</b>						
a. Theories and models of counseling theories and models of counseling	1.9	2	----	2	2	----
b. A systems approach to conceptualizing clients	1.9	2	----	2	2	----
c. Theories, models, and strategies for understanding and practicing consultation	1.9	2	----	2	2	----
h. Developmentally relevant counseling treatment or intervention plans	1.9	2	----	2	2	----
i. Development of measurable outcomes for clients	1.9	2		2	2	
j. Evidence-based counseling strategies and techniques for prevention and intervention	1.9	2	----	2	2	----
k. Strategies to promote client understanding of and access to a variety of community-based resources	1.9	2	----	2	2	----
n. Processes for aiding students in developing a personal model of counseling	1.9	2	----	2	2	----
<b>Key Objective Assessment for Counseling Core Objective – 3. Helping Relationships</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 640 Counseling Techniques</b>						
<b>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.</b>						
<b>Section II.F.5 COUNSELING AND HELPING</b>						

<b>RELATIONSHIPS</b>						
d. Identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2	2	----	2	2	----
e. Address the impact of technology on the counseling process	2	2	----	2	2	----
f. Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	2	2.06	----	1.85	2	----
g. Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	2	1.94	----	1.85	2	----
<b>Section 5.G.3 ENTRY-LEVEL SPECIALTY AREAS SCHOOL COUNSELING (PRACTICE)</b>						
f. Identify and demonstrate the use of techniques of personal/social counseling in school settings	1.93	2	----	1.85	2	----
<b>Professional Dispositions</b>						
D1. Openness	2	2	----	1.92	2	----
D2. Flexibility	2	2	----	2	2	----
D3. Cooperativeness	2	2	----	2	2	----
D4. Willingness to accept and use feedback	1.93	2	----	1.85	2	----
D5. Awareness of own impact	1.93	2	----	1.85	2	----
D6. Ability to deal with conflict	2	2	----	2	2	----
D7. Ability to accept personal responsibility	2	2	----	2	2	----
D8. Ability to express feelings effectively and appropriately	1.93	2	----	1.92	2	----
D9. Attention to ethical and legal considerations	1.93	2	----	2	2	----
D10. Initiative and motivation	1.93	2	----	1.92	2	----
<b>Key Objective Assessment for Counseling Core Objective – 4. Social and Cultural Diversity</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 610 Counseling Diverse Populations</b>						
<b>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.</b>						
<b>Section II.F.2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural society including all of the following:</b>						
a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	----	----	2	----	----	2
b. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	----	----	2	----	----	2
c. Multicultural counseling competencies	----	----	2	----	----	2

e. The effects of power and privilege for counselors and clients	----	----	1.97	----	----	1.96
f. Help-seeking behaviors of diverse clients	----	----	1.97	----	----	2
g. The impact of spiritual beliefs on clients' and counselors' worldviews	----	----	2	----	----	2
h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	----	----	2	----	----	1.96
<b>Key Objective Assessment for Counseling Core Objective – 5. Human Growth and Development</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 620 Human Development</b>						
<b>Objective: 3. Human Growth and Development – Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.</b>						
Section II.F.3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:						
a. theories of individual and family development and transitions across the life-span,	1.92	1.88	1.92	----	2	----
b. theories of learning	1.92	2	2	----	2	----
c. theories of normal and abnormal personality development	1.92	1.88	1.85	----	2	----
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior;	1.69	1.88	1.85	----	2	----
f. systemic and environmental factors that affect human development, functioning and behavior	1.69	1.88	1.92	----	2	----
h. a general framework for understanding differing abilities and strategies for differentiated interventions	1.92	2	2	----	2	----
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	1.92	2	2	----	2	----
<b>Key Objective Assessment for Counseling Core Objective – 6. Career Development</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 630 Career Counseling</b>						
<b>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 its application within counseling.</b>						
Section II.F.4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:						
a. theories and models of career development, counseling, and decision making	----	----	1.97	----	----	1.94

b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	----	----	1.97	----	----	1.94
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	----	----	1.97	----	----	1.94
d. approaches for assessing the conditions of the work environment on clients' life experiences	----	----	1.97	----	----	1.94
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	----	----	1.97	----	----	1.94
f. strategies for career development program planning, organization, implementation, administration, and evaluation	----	----	1.97	----	----	1.94
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	----	----	1.97	----	----	1.94
h. strategies for facilitating client skill development for career, educational, and life- work planning and management	----	----	1.97	----	----	1.94
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	----	----	1.97	----	----	1.94
j. ethical and culturally relevant strategies for addressing career development	----	----	1.97	----	----	1.94
<b>Section 5.G.1. SC - FOUNDATIONS</b>						
c. models of P-12 comprehensive career development	----	----	1.97	----	----	1.94
<b>Section 5.G.2. School – CONTEXTUAL DIMENSIONS</b>	----	----		----	----	
c. school counselor roles in relation to college and career readiness	----	----	1.97	----	----	1.94
<b>Section 5.G.3. SC - PRACTICE</b>	----	----		----	----	
e. use of developmentally appropriate career counseling interventions and assessments	----	----	1.97	----	----	1.94
j. interventions to promote college and career readiness	----	----	1.97	----	----	1.94
<b>Key Objective Assessment for Counseling Core Objective – 7. Group Counseling</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 650 Theories and Practice of Group Counseling</b>						
<b>Objective: 7. Group Counseling – Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.</b>						
<b>Section II.F.6. GROUP COUNSELING AND GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods,</b>						

<b>skills, and other group approaches in a multicultural society, including all of the following:</b>						
a. theoretical foundations of group counseling and group work	2	2	----	2	1.93	----
b. dynamics associated with group process and development	2	2	----	2	1.93	----
c. therapeutic factors and how they contribute to group effectiveness	2	2	----	2	1.93	----
d. characteristics and functions of effective group leaders	1.8	2	----	2	1.93	----
e. approaches to group formation, including recruiting, screening, and selecting members	1.9	2	----	2	1.93	----
f. types of groups and other considerations that affect conducting groups in varied settings	1.9	2	----	2	1.93	----
g. ethical and culturally relevant strategies for designing and facilitating groups	1.9	2	----	2	1.93	----
h. direct experiences in which 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	----	2	1.93	----
<b>Key Objective Assessment for Counseling Core Objective – 8. Assessment</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 660 Assessment and Evaluation Counseling</b>						
<b>Objective: 8. Assessment – Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.</b>						
<b>Section 2.F.7. ASSESSMENT AND TESTING– studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:</b>						
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	2.28	2.67	----	1.85	1.88	----
b. methods of effectively preparing for and conducting initial assessment meetings	2.28	2.67	----	1.85	1.88	----
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.28	2.67	----	1.85	1.88	----
d. procedures for identifying trauma and abuse and for reporting abuse	2.28	2.67	----	1.85	1.88	----
e. use of assessments for diagnostic and intervention planning purposes	2.28	2.67	----	1.85	1.88	----
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	2.28	2.67	----	1.85	1.88	----
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	2.28	2.67	----	1.84	1.88	----
h. reliability and validity in the use of assessments	2.28	2.67	----	1.84	1.88	----

i. use of assessments relevant to academic/educational, career, personal, and social development	2.28	2.67	----	1.84	1.88	----
j. use of environmental assessments and systematic behavioral observations	2.28	2.67	----	1.84	1.88	----
k. use of symptom checklists, and personality and psychological testing	2.28	2.67	----	1.84	1.88	----
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	2.28	2.67	----	1.84	1.88	----
<b>Key Objective Assessment for Counseling Core Objective – 9. Addictions</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 675 Substance Abuse and Addictions</b>						
<b>Objective: 9. Addictions – Gain knowledge and skills in assessment and treatment of individuals with addictive issues.</b>						
<b>Section 2.F.3. HUMAN GROWTH AND DEVELOPMENT</b>						
d. theories and etiology of addictions and addictive behaviors	2	----	N/A	----	2	2
<b>Section 5.C.1. CMHC - FOUNDATIONS</b>						
d. neurobiological and medical foundations and etiology of addiction and co-occurring disorders	2	----	N/A	----	2	2
<b>Section 5.C.2 CMHC - CONTEXTUAL DIMENSIONS</b>						
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	2	----	N/A	----	2	2
<b>Section 5.G.2. SC – CONTEXTUAL DIMENSIONS</b>						
i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	2	----	N/A	----	2	2
<b>Key Objective Assessment for Counseling Core Objective – 10. Research and Program Evaluation</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 680 Research Methods and Program Evaluation</b>						
<b>Objective: 12. Research and Program Evaluation – Develop the ability to read, critique, evaluate, and contribute to professional research literature.</b>						
<b>Section II.F.8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:</b>						
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.08	2.39	----	2	1.71	----
b. identification of evidence-based counseling practices	2.08	2.39	----	2	1.71	----



c. needs assessments	2.08	2.39	----	2	1.71	----
d. development of outcome measures for counseling programs	2.08	2.39	----	2	1.71	----
e. evaluation of counseling interventions and programs	2.08	2.39	----	2	1.71	----
f. qualitative, quantitative, and mixed research methods	2.08	2.39	----	2	1.71	----
g. designs used in research and program evaluation	2.08	2.39	----	2	1.71	----
h. statistical methods used in conducting research and program evaluation	2.08	2.39	----	2	1.71	----
i. analysis and use of data in counseling	2.08	2.39	----	2	1.71	----
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	2.08	2.39	----	2	1.71	----
<b>Key Objective Assessment for Counseling Core Objective – 11A. Crisis Intervention - Mental Health</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 674 Crisis Intervention</b>						
<b>Objective: 10. Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings and addressing trauma in clients.</b>						
<b>Section II.F.3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:</b>						
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2	----	2	----	2	2
Section 2.F.5. COUNSELING AND HELPING RELATIONSHIPS						
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2	----	2	----	2	2
Section 5.C.2. CMHC – CONTEXTUAL DIMENSIONS						
f. impact of crisis and trauma on individuals with mental health diagnoses	2	----	2	----	2	2
<b>Key Objective Assessment for Counseling Core Objective – 11B. Crisis Intervention in Schools</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 622 Crisis Intervention in Schools</b>						
<b>Objective: 10. Crisis Intervention – Demonstrate sufficient knowledge and skills associated with counseling in crisis settings and addressing trauma in clients.</b>						
<b>Section 2.F.3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including all of the following:</b>						
g. effects of crisis, disasters, and trauma on diverse	----	2	----	----	----	----

individuals across the lifespan ;						
<b>Section 2.F.5. COUNSELING AND HELPING RELATIONSHIPS</b>						
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	----	2	----	----	----	----
<b>Section 5.G.2. School – CONTEXTUAL DIMENSIONS</b>						
e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma .	----	2	----	----	----	----
<b>Key Objective Assessment for Counseling Core Objective – Clinical Mental Health Counseling - CHM1. A. Psych diagnosis and Treatment</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 670 Diagnosis of Emotional and Mental Disorders</b>						
<b>Section 2.F.7. ASSESSMENT AND TESTING</b>						
<b>Objective: 12. Psychodiagnosis– Develop a working knowledge of psychodiagnosis, the ethical application and its effect on treatment and counseling practice.</b>						
l. use of assessment results to diagnose developmental, behavioral, and mental disorders	2.25	----	----	1.9	----	----
<b>Section 5.C.2. CMHC – CONTEXTUAL DIMENSIONS</b>						
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	2.25	----	----	1.9	----	----
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	2.25	----	----	1.9	----	----
<b>Section 5.G.2. SC – CONTEXTUAL DIMENSIONS</b>						
g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	2.25	----	----	1.9	----	----
<b>Key Objective Assessment for Counseling Core Objective - Clinical Mental Health Counseling— 13. Mental Health Systems</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 600 Orientation to Clinical Mental Health Counseling</b>						
<b>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.</b>						
<b>Section 5.C.1. CMHC - Foundations</b>						
a. history and development of clinical mental health	2	----	----	Not available	----	----

counseling						
b. theories and models related to clinical mental health counseling	2	----	----	Not available	----	----
<b>Section 5.C.2. CMHC – CONTEXTUAL DIMENSIONS</b>						
a. roles and settings of clinical mental health counselors	3	----	----	Not available	----	----
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3	----	----	Not available	----	----
i. legislation and government policy relevant to clinical mental health counseling	3	----	----	Not available	----	----
j. cultural factors relevant to clinical mental health counseling	2	----	----	Not available	----	----
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	3	----	----	Not available	----	----
l. legal and ethical considerations specific to clinical mental health counseling	2	----	----	Not available	----	----
<b>Section 5.C.3. CMHC - PRACTICE</b>						
c. strategies for interfacing with the legal system regarding court-referred clients	2	----	----	Not available	----	----
d. strategies for interfacing with integrated behavioral health care professionals	3	----	----	Not available	----	----
e. strategies to advocate for persons with mental health issues	3	----	----	Not available	----	----
<b>Key Objective Assessment for Counseling Core Objective – Clinical Mental Health Counseling – 14. Treatment</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 671 Treatment Planning in Counseling</b>						
<b>Section 5.C.1. CMHC - Foundations</b>						
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	----	<b>2.58</b>	----	----	2	----
<b>Section 5.C.2. CMHC- CONTEXTUAL DIMENSIONS</b>						
g. impact of biological and neurological mechanisms on mental health	----	<b>2.58</b>	----	----	2	----
h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	----	<b>2.58</b>	----	----	2	----
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	----	<b>2.5</b>	----	----	2	----
<b>Section 5.C.3. CMHC - PRACTICE</b>						

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	----	2.58	----	----	2	----
b. techniques and interventions for prevention and treatment of a broad range of mental health issues	----	2.58	----	----	2	----
<b>Key Objective Assessment for Counseling Core Objective – School Counseling – 15. Comprehensive School Counseling</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 602 Orientation to Professional School Counseling</b>						
<b>Objective: 15. Comprehensive School Counseling – Develop and demonstrate an understanding of the foundations of the 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.</b>						
<b>Section 5.G.1. SC. - FOUNDATIONS</b>						
a. history and development of school counseling	2	----	----	2	----	----
b. models of school counseling programs	2	----	----	2	----	----
<b>Section 5.G.2. SC – CONTEXTUAL DIMENSIONS</b>						
a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	2	----	----	2	----	----
b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	2	----	----	2	----	----
d. school counselor roles in school leadership and multidisciplinary teams	2	----	----	2	----	----
f. competencies to advocate for school counseling roles	2	----	----	2	----	----
h. common medications that affect learning, behavior, and mood in children and adolescents	2	----	----	2	----	----
j. qualities and styles of effective leadership in schools	2	----	----	2	----	----
k. community resources and referral sources	2	----	----	2	----	----
l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	2	----	----	2	----	----
m. legislation and government policy relevant to school counseling	2	----	----	2	----	----
n. legal and ethical considerations specific to school counseling	2	----	----	2	----	----
<b>Section 5.G.3. SC - PRACTICE</b>						
a. development of school counseling program mission statements and objectives	2	----	----	2	----	----
g. strategies to facilitate school and postsecondary transitions	2	----	----	2	----	----
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	2	----	----	2	----	----

<b>Key Objective Assessment for Counseling Core Objective – School Counseling — 16. Evidence Based Counseling Services in the Schools</b>	<b>Fa 2016</b>	<b>Spr 2017</b>	<b>Su 2017</b>	<b>Fa 2017</b>	<b>Spr 2018</b>	<b>Su 2018</b>
<b>Course: COU 654 Counseling Services in the Schools</b>						
<b>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</b>						
<b>Section 5.G.1. SC - FOUNDATIONS</b>						
d. models of school-based collaboration and consultation	----	2	----	----	2	----
e. assessments specific to P-12 education	----	2	----	----	2	----
<b>Section 5.G.3. SC - PRACTICE</b>						
b. design and evaluation of school counseling programs	----	2	----	----	2	----
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	----	2	----	----	2	----
d. interventions to promote academic development	----	2	----	----	2	----
i. approaches to increase promotion and graduation rates	----	2	----	----	2	----
k. strategies to promote equity in student achievement and college access	----	2	----	----	2	----
l. techniques to foster collaboration and teamwork within schools	----	2	----	----	2	----
m. strategies for implementing and coordinating peer intervention programs	----	2	----	----	2	----
n. use of accountability data to inform decision making	----	2	----	----	2	----
o. use of data to advocate for programs and students	----	2	----	----	2	----