



**MARSHALL UNIVERSITY**

**Program Review**

**COUNSELOR EDUCATION**

**Graduate School of Education &  
Professional Development**

**Prepared by:**

**Dr. Lori Ellison  
Professor & Program Director**

**October 10, 2018**

## Counseling Program Review

### Marshall University

**Program: Counselor Education**

**College: College of Education and Professional Development**

**Date of Last Review: April 10, 2017**

#### **I. ACCREDITATION INFORMATION**

##### **a) Organization**

- I. NCATE** - The Counseling Program is assigned to the Marshall University Professional Education Unit (PEU). The Professional Education Unit is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).
- II. CACREP** – The Counseling Program has acquired a Certificate of Accreditation from the Council for Accreditation of Counseling and Related Educational Programs as of August 1, 2017.

##### **b) Date of Most Recent Self-Study and Accreditation Visit**

- I. NCATE** - Most recent year program accredited: (include a copy of the letter conferring accreditation.) The most recent NCATE review occurred in October 2013. The College of Education is anticipating the next site visit from CAEP (the new NCATE) in the fall of 2018. The accreditation from CACREP is accepted by CAEP for our school counseling program. COEPD personnel working on the self-study have been provided with the necessary information to satisfy CAEP in their review of this program.
- II. CACREP** – The 2017 CACREP site visit occurred April 23-26, 2017. The Accreditation letter and a copy of the certificate are attached to this report. The Counseling Program will submit an Interim Report to CACREP No later than April 1, 2019 addressing the standards mentioned in the decision letter. The CACREP Board will then assess the completion of these standards and make a decision regarding accrediting the program for the remaining 6 years of the 8-year cycle.

##### **c) Accreditation Status**

- I. NCATE** - (regular, probationary, etc.) The NCATE accreditation review resulted in the continuing accreditation of the PEU through the fall 2018. The PEU passed all six NCATE standards for advanced (graduate) programs.
- II. CACREP** – Two-year Accreditation has been granted to both the School Counseling and Clinical Mental Health Counseling emphasis areas. The program

standards submitted were deemed “substantially equivalent” to the required CACREP standards. The two-year accreditation is given to allow time to address the remaining standards that were deemed incomplete (See the decision letter).

- d) Accrediting Organization’s Report** - This should include and most recent action taken by the program’s accrediting body. Also, provide any significant findings from your most recent self-study and accreditation visit. If weaknesses or deficiencies were noted, please explain how these are being addressed.
- I. NCATE** - No program deficiencies were noted. A copy of the NCATE report is on file in the Academic Affairs Office and Board of Governors Office.
  - II. CACREP** – The following standards were noted as needing to be completed in the Interim Report due in April of 2019:
    - a. Standard 3.A** – *“Provide evidence that the counseling program has implemented a plan that ensures all current/future students are/will be covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.”*
      1. This has occurred. All students are now submitting proof of insurance with their documentation for field experiences in Practicum and Internship
    - b. Standard 4.B** – *“Provide evidence that the counselor education program faculty have fully implemented a plan to evaluate the program objectives that include the following data sources: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site-supervisors, and employers of program graduates.”*
      1. We are approximately 1/3 way through the data gathering process. We have scheduled dates in October, December, and January to complete the rest.
    - c. Standard 4.C** – *“Provide evidence that the counselor education program faculty use program evaluation data to inform program modifications.”*
      1. As we are gathering data, we are assessing the data for indications of program changes that need to be made. For example, looking at ways to address the deficit found in student performance in the research core area on the NCE.
    - d. Standard 4.D** – *“Provide evidence of the dissemination, and publication on the program website in an easily accessible location, of an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. In addition, provide evidence that students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g. employers, site-supervisors) are notified that the report is available.”*

1. As soon as the Annual Report is complete and approved, we will upload it to the website along with the information requested in the standard.
- e. Standard 4.E** – *“Provide evidence that the counselor education program faculty annually post on the program’s website in an easily accessible location the following specific information for each entry-level specialty areas: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.*
1. This information is posted on the “Accreditation” page on our website.
- f. Standard 4.H** – *“Provide evidence that counselor education program faculty has implemented a systematic process for the use of individual assessment data in relation to retention, remediation, and dismissal.”*
1. We have implemented the CSDA and are using it regularly in our program clinical courses. Data are being aggregated and we will begin analyzing it semester by semester as soon as we have the process for aggregation completed. Turnover in the design center has made this portion a bit of a challenge.

## II. CONSISTENCY WITH UNIVERSITY MISSION

Provide your program’s mission and align its elements to those of Marshall University and the College using the chart below.

Marshall’s Mission	College’s Mission	Program’s Mission 2016-forward
Marshall University provides innovative graduate education that contributes to the development of society and the individual.	The mission of the Professional Education Unit is to prepare exemplary educational personnel to meet the needs of the state and region.	The mission of the Marshall University Counseling Program is to prepare aspiring counselors to serve their schools and communities as ethical, competent, and culturally sensitive practitioners.
The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.	This mission is advanced by providing an array of programs leading to degrees, licensure, and professional development for initial and advanced candidates and working professionals	The program’s mission proceeds through providing a robust curriculum and assessment plan that meet academic standards for both state licensure and national accreditation.

Provide your program’s learning outcomes and show their alignment to those of Marshall University

Note: Those objectives listed on the right are the newly developed program objectives that are being used to guide program assessment from fall of 2016 forward.

<b>Marshall's Domains of Thinking</b>	<b>Degree Program's Learning Goals/Outcomes (One goal/outcome can align with more than one of Marshall's Domains of Thinking) Academic year 2016-17 forward.</b>
<b>Communication Fluency</b>	PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession. PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.
<b>Creative Thinking</b>	PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs. PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.
<b>Ethical and Civic Thinking</b>	PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.
<b>Information Literacy</b>	PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.
<b>Inquiry-Based Thinking</b>	PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.
<b>Integrative Thinking</b>	PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity. PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups and families.
<b>Intercultural Thinking</b>	PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.
<b>Metacognitive Thinking</b>	PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups and families. PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.
<b>Quantitative Thinking</b>	PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.

### **III. PROGRAM REVISIONS AND CHANGES**

Since the spring of 2015, the Counseling Program has completed a comprehensive effort to obtain national specialty accreditation from the Council for the Accreditation of

Counseling and Rehabilitation Educational Programs (CACREP). Major revisions to all aspects of the program helped to succeed at this endeavor and we continue to revise policies and procedures as the needs seem to indicate. Among those major revisions were revisions to the admissions process, the addition of a candidacy requirement, the continuation of the development of the cohort model used with Pressley Ridge, the addition of the program to Marshall's Distance Learning program, and the addition of both a comprehensive exam and an option to take the licensure exam on campus prior to graduation. These revisions are now complete and beginning to be fully implemented for all excepting the Candidacy policy. Some challenges to obtaining the applications for candidacy have presented themselves and the program is working on a plan to streamline this process through one of the courses and through aggregated data we have been tracking through admissions. Ongoing still is the revision of the assessment plan and its subsequent implementation plan. The progress of this plan is stated above in the section on accreditation. These data will be gathered and analyzed in anticipation of preparing the interim report that is due to be submitted in April 2019. The Program faculty hope to have some good information to share in that report.

**Graduate Program Curriculum** - Each student must complete 45 hours of required core coursework, inclusive of an emphasis specific internship, and select a specialized area of emphasis (Clinical Mental Health Counseling or School Counseling,) which consists of 15 -21 hours of required and elective coursework. The School Counseling Emphasis supports an Alternative Certification track which consists of an additional 6 hours of coursework for students who do not hold a valid WV Teaching License. This foundation supports the knowledge, skill and understanding developed through concentrated study in a specialized area of counseling. The culminating experience for all counseling students is an intensive clinical practicum and clinical internship experience which totals 700 clock hours specific to the student's emphasis. Both clinical experiences provide the faculty an opportunity to assess the professional growth and development of counseling students throughout their degree program.

The program objectives reflect current knowledge and positions concerning professional counseling and development in a pluralistic society as adopted by the American Counseling Association, American School Counseling Association and reflect the standard requirements in the 8 core curricular areas required by CACREP (Council for Accreditation of Counseling and Related Educational Programs). Therefore, the student's overall graduate program of study, personal development, professional development and training is based upon a foundation of knowledge and clinical application in the 45 core hours and in their respective specialized area of emphasis. Each emphasis area requires this core of courses that are designed to provide students with knowledge and understanding in assessment, career development, counseling theory, human development, human relations, group work, professional identity, cultural diversity and clinical application. Students also complete designated specialization courses that satisfy state curriculum requirements for their respective emphasis areas.

Students completing the degree program in Counseling should be able to:

- think critically, logically and creatively about the counseling profession and about serving as a professional counselor within the context of the social, political and economic forces which impinge on the counseling profession;
- demonstrate knowledge and skills needed to practice effectively and ethically in client services positions in schools, community agencies and institutions of higher education;
- demonstrate competency in providing professional services to people from diverse cultural backgrounds;
- understand the history of the counseling profession-including the theories, values, developments and practitioners that have influenced the counseling profession and its current purpose and place in society;
- communicate effectively, both orally and in writing with respect to their clients, work setting and other professionals involved in the counseling profession;
- evaluate the social and psychological influences that help to shape all children, adolescents and adults in conjunction with counseling roles in agencies, school, higher education settings, private practice and other settings;
- recognize and solve problems in counseling through the use of effective formal and informal inquiry;
- utilize, integrate, and demonstrate a basic understanding and application of technology in the practice of counseling.

**Graduate Certificate** – The Counseling Program offers the state’s only graduate level initiative providing a sequential, specialized professional development opportunity for mental health professionals in the area of Violence, Loss and Trauma Counseling (VoLT). The certificate program is designed for current students and working professionals who wish to investigate and, perhaps, contribute to the philosophies, interventions, programming, and/or research regarding the care of those victimized by interpersonal violence (IPV), complicated bereavement, and/or traumatic experiences. Professional Continuing Education coursework offered in the certificate program will be eligible for continuing education units by the WV Board of Examiners in Counseling.

**Admission Requirements** – It is expected that enrollees of this program will generally be engaged in clinical practice or some support aspect of direct client service and/or intervention where family violence, bereavement, or trauma have been identified or suspected.

Admission requirement for the certificate program include the following:

- Concurrent enrollment in a Master's degree counseling, social work, psychology, or related field, Or
- A Master's degree in counseling, social work, psychology, or related field, Or
- Departmental approval.

#### **IV. FACULTY**

Summarize significant points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, faculty development efforts, books & journal articles, papers & attendance at state, regional and national professional organization meetings). Include part-time faculty and graduate assistants employed during the final year of this review.

There are currently 9 full-time Marshall University faculty serving the Counseling Program which is assigned to the Graduate School of Education and Professional Development following the retirement of one of our Huntington-based faculty members, Dr. Don Hall, in August, 2017. Four faculty members are now housed in Harris Hall on the Huntington Campus and five members are housed on the South Charleston Campus. The faculty is very active in all aspects of counselor education and professional development, nationally and regionally. Please see Faculty Qualifications Chart below for a summary of professional qualifications and activities for each faculty member for the past three years.

#### **V. ADVISING**

The Counseling Program has initiated a more focused approach to student advising. The Program faculty serve as advisors for all program students with the exception of some students in the certificate program whose primary program is not Counseling. Program faculty have implemented a process to attend to student needs and queries in as efficient and effective a manner as possible. This process begins with initiating contact with advisees on a semester-to-semester basis to insure maximum academic success and professional growth. The advising lists with student contact information, academic plans of study and other relevant advising information in now stored in the program-based data bank, which all faculty have ready access to.

Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service: List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Andrew Burck	Ph.D. in Counselor Education & Supervision	Mental Health Counseling	Assistant Professor	Y	<p>Lent, J., Burck, A., &amp; Stretch, L. A. (2016). Practica and Internship Field Placements Using Cybersupervision. In Goss, K., Anthony, K., Stretch, L., &amp; Nagel, D. (Ed.), (pp. 343-349). New York, NY: Thomas.</p> <p>Laux, J. M., DuFresne, R. M., Arnekrans, A. K., Lindinger-Sterart, S., Roseman, C. P., WertenBerger, A., Calmes, S., Loves, D. W., Burck, A., Schultz, J. (2016). Assessing the Accuracy of the Substance Abuse Subtle Screening Inventory-3 Using DSM-5 Criteria. <i>The Professional Counselor</i>, 6, 121-133.</p>	

Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service: List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Lisa Burton	Ph.D. in Education 2008, Capella University	School Counseling	Associate Professor	Y	<p>Burton, L. G., Lent, J. (in press). The use of vision boards as a therapeutic intervention. <i>The Journal of Creativity in Mental Health</i>, 11.</p> <p>Burton, L. G., N. S., Oral Presentation, American School Counselor Association Conference, American School Counselor Association, Denver, CO, "Realizing &amp; Recharging with Vision Boards", Conference, Academic, National, peer-reviewed/refereed. (July 11, 2017).</p> <p>Burton, L. G., Rubenstein, R. L., Oral Presentation, Southern Association of Counselor Educators Conference, Southern Association of Counselor Educators, New Orleans, LA, "School counselor role confusion: How counselor educators can better prepare our students", Conference, Academic, peer-reviewed/refereed. (October 8, 2016).</p> <p>Clinical Placement Coordinator, Committee Chair, (August 2015 - Present).</p>	<p>5 years as a School Counselor in grades 3-9</p> <p>Coordinator of School Counselors, Attendance Directors, Character Education, Dropout Prevention and Homeless Education for the WVDE for 10 years</p>

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Darlene Daneker	Ph.D. in Counseling and Counselor Education 2002, University of North Carolina at Greensboro	Mental Health Counseling	Associate Professor	Y	<p>Association for Creativity in Counseling Conference Committee, Committee Member (September 2014 - Present).</p> <p>Riley, B. (Co-Principal), Saunders, A. (Principal), Karim, R. (Co-Principal), Daneker, D. P. (Co-Principal), Miller, B. (Co-Principal), Smith, A. (Co-Principal), Elkins, N. S. (Co-Principal), Koontz, P. L. (Co-Principal), Sawhney, M. (Co-Principal), Gottlieb, J. D. (Co-Principal), Saunders, E. (Co-Principal), Grant, "Marshall University SBIRT", SAMSHA, Federal, \$931,594.00, Funded. (August 2015 - Present).</p> <p>Daneker, D. P., Lecture, West Virginia Counseling Association, WVCA, Glade Springs, WV, "Counseling Transgender clients", Conference, Non-Academic, State, Accepted. (November 11, 2016).</p> <p>Daneker, D. P. (Presenter &amp; Author), Lecture, West Virginia Counseling Association, Glade Springs WV, "Clinical Issues working with Transgendered", Conference, Academic, State, Invited. (November 4, 2016).</p>	

Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service: List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Lori Ellison	Ph.D. Counseling 2007, Texas A&M University-Commerce	Mental Health Counseling	Professor	Y	<p>Scholarship: Ellison, L. L. (2018, July (3<sup>rd</sup> Quarter/Summer)). Introducing neurocounseling into counseling classes: Getting our feet wet together. <i>Counseling Today</i>.</p> <p>Ellison, L. L. (in press). The Mine of the Mind. In <i>Metaphors and Therapy</i> (2nd Ed.) S. Spencer and C. Dean (Ed.) Baton Rouge, LA: Independent Therapy Ink..</p>	

					<p>Ellison, L. L., Oral Presentation, Southern Association of Counselor Education and Supervision Conference, SACES, Myrtle Beach, SC, "Teaching Mentoring/Mentoring Teaching: Collaborating in Counselor Education to Facilitate Professional Growth", Conference, Academic, Regional, peer-reviewed/refereed, Accepted. (October 13, 2018).</p> <p>Ellison, L. L., Oral Presentation, Southern Association of Counselor Education and Supervision Conference, SACES, Myrtle Beach, SC, "You want me to teach what? Meeting the challenge of infusing trauma-informed methods across the curriculum", Conference, Academic, Regional, peer-reviewed/refereed, Accepted. (October 13, 2018).</p> <p>Ellison, L. L., Oral Presentation, WV Licensed Professional Counseling Association Annual Conference, WVLPCA, Morgantown, WV, "Managing the menagerie: Understanding and conceptualizing your supervisees", Conference, Academic, State, published elsewhere, Invited. (April 17, 2018).</p> <p>Leadership: Treasurer – American Association of State Counseling Boards</p> <p>Service: Board Chair - WV Board of Examiners in Counseling. Disaster Mental Health Volunteer for American Red Cross.</p>
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Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service:  List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Jeffery Garrett	Ph.D. in Counselor Education 2004 Ohio University	Mental Health Counseling Marriage, Couple, & Family Counseling	Associate Professor	Y	<p>Lucas-Adkins, C. (Supporting), Linz, M. F. (Co-Principal), Saunders, A. (Co-Principal), O'Connell, L. (Co-Principal), Miryala, K. (Supporting), Garrett, J. W. (Supporting), Linz, T. D. (Supporting), Canady, B. (Supporting), Koontz, P. L. (Supporting), Grant, "Behavioral Health Workforce Education and Training Program Grant", Federal, \$213,568.00, Funded. (September 11, 2017 - Present).</p> <p>Smith, C. M. M. (Panelist), Garrett, J. W. (Panelist), Other, Counselors' Roles in the Opioid Epidemic, American Counseling Association, South</p>	

					Charleston, WV, "How Counselors Can Help Fight the Opioid Epidemic", Panel, Non-Academic, National, Invited. (November 14, 2017).	
Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service:  List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
David Hermon	Ph.D. in Counselor Education 1995, Ohio University	Mental Health Counseling	Professor	Y	Hermon, D. A., Lent, J., Oral Presentation, The Southern Association for Counselor Education and Supervision Conference, Southern Association for Counselor Education and Supervision, Myrtle Beach, SC, "Finding Fit: Work-Life Balance in Counselor Education", Conference, Academic, Regional, peer-reviewed/refereed, Accepted. (October 12, 2018).  Lent, J. (Presenter & Author), Hermon, D. A. (Presenter & Author), Lecture, Association for Counselor Education and Supervision (ACES) Conference, Association for Counselor Education and Supervision (ACES), Chicago, IL, "Providing Wellness Instruction for Counselors-In-Training", Roundtable, Academic, National, peer-reviewed/refereed, published in proceedings, Accepted. (October 11, 2017).	
Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service:  List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Jonathan Lent	Ph.D. in Counselor Education 2004 Ohio University	School Counseling	Associate Professor	Y	Lent, J., Burck, A., & Stretch, L. A. (2016). Practica and Internship Field Placements Using Cybersupervision. In Goss, K., Anthony, K., Stretch, L., & Nagel, D. (Ed.), (pp. 343-349). New York, NY: Thomas.  Hermon, D., & Lent, J. (2012). Transition from career to retirement: A psychoeducational group design. Career Planning and Adult Development Journal, 28, 33-44.  Burton, L. G., Lent, J. (in press). The use of vision	High School Counselor 2006 – 2007  Elementary School Counselor 2006 – 2007

					boards as a therapeutic intervention. <i>The Journal of Creativity in Mental Health</i> , 11.	
Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service:  List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Robert Rubenstein	Ed.D. in Counseling 1989, West Virginia University	Program Director & Coordinator of School Counseling Emphasis	Professor	Y	Burton, L. (Chair), Oral Presentation, Annual Conference, Southern Association of Counselor Education and Supervision, New Orleans LA, "Role Confusion and Role Diffusion of School Counselors- Strategies for Faculty and Students". (October 9, 2016).  Rubenstein, R. L., Oral Presentation, Leadership Retreat, WVDOC, Canaan Valley, "Leadership and Gestalt". (April 12, 2016).  Rubenstein, R. L., Oral Presentation, WV County and Municipalities Business Directors, WV County Officials Association, Embassy Suites, Charleston, WV, "Overcoming Adversity in Leadership", Conference, Non-Academic, State, Invited. (October 4 , 2015).	13.5 years of public school experience as a teacher, counselor and administrator
Faculty	Highest Degree Field & University	Assignment: Indicated the Role of the Faculty Member	Faculty Rank	Tenure Track (Yes/No)	Scholarship, Leadership in Professional Associations and Service:  List up to three major contributions in the past three years	Teaching or Other Professional Experience in P-12 Schools
Carol Smith	Ph.D. in Counselor Education 2002, Kent State University	Mental Health Counseling	Associate Professor	Y	Smith, C. M. M. (2017). Neurobiological Effects of Trauma After Disasters. In Jane Webber and Barry Mascari (Ed.), (4th ed., pp. Chapter 3: How the Brain and Body Change After A Disaster). Alexandria, VA: American Counseling Association.  Smith, C. M. M., Webber, J. M., Mascari, J. B., Kitzinger, R., Runte, J. K. (in press). Traumatology Trends: A Content Analysis of Three Counseling Journals 1994-2014. <i>Journal of Counseling and Development</i> .  National Leadership Team, Trauma Interest Network, American Counseling Association.	

					(March 2012 to present).	
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## **STUDENTS**

**Entrance Standards** - Describe the admission standards and procedures employed for making the admission decision. (GPA, ACT, other tests).

### **Fall 2016 standards**

#### **Admission Requirements**

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an area of emphasis and must indicate their preferences during the admission application process.

#### **Graduate College**

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at [www.marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission).

#### **Counseling Program**

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

- 1) A bachelor's degree from a regionally accredited institution.
- 2) Evidence of academic aptitude for graduate-level study that includes at least one of the following:
  - a) A 2.75 overall Undergraduate GPA or higher on a 4.0 scale for all previously completed undergraduate courses.
  - b) A Graduate GPA of 3.0 on any previously completed advanced degree.
  - c) GRE scores (no more than five years old) of 286 (quantitative & verbal combined) OR MAT score of 395.
- 3) (International Students) Evidence of English language proficiency. Proof of your proficiency in English may be certified by submitting one of the following:
  - a) (TOEFL) Test of English as a Foreign Language (Internet based) minimum score of 80 for graduate study. ETS code for Marshall University is #5396.
  - b) (MELAB) Michigan English Language Assessment Battery minimum score of 82 for graduate study.
  - c) (IELTS) the International English Language Testing System minimum score of 6.5 for graduate study.
  - d) Completion of Level 6 of Marshall's Academic English program, with minimum Bs in all courses.
  - e) Completion of Marshall Pathway course ENG 160 or ENG 101A with minimum C grade. 102 Degree Programs and Requirements Marshall University
  - f) Diploma or degree from an English-speaking school - a degree or diploma from an accredited secondary school, college, or university in which the primary language of instruction is English.
  - g) You have graduated from a regionally accredited college or university in the United States.
  - h) NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted.

- 4) A writing sample expressing career goals and estimation of personal suitability for the profession of counseling. This should follow the Guidelines for the Written Statement found on the Program website or you may contact the program for a copy to be sent to you.
- 5) Three written references (two from current or former professors). These should be completed by professionals with knowledge of the applicant's suitability for graduate work (e.g., supervisors, undergraduate professors) in helping professions. They should be completed using the Program-specific reference form found on the Program website or you may contact the program for a copy to be sent to you.

### **Conditional Admission**

The Counseling Program may admit applicants conditionally for one term, on a limited basis, at the discretion of the program.

### **Provisional Admission**

The Counseling Program may admit applicants provisionally, on a limited basis, at the discretion of the program.

### **Beginning Fall 2017 Revised admission standards**

#### **Admission Requirements**

Admission to the Counseling Program is selective and competitive. Admission decisions for all program applicants are rooted in the specific standards of the Marshall University Graduate College and the minimum standards of the Counseling program. Students are admitted to an area of emphasis and must indicate their preferences during the admission application process.

#### **Graduate College**

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#### **Counseling Program**

Multiple criteria are used in making decisions to admit students to the degree program. Each applicant is evaluated using the following criteria (all material should be submitted directly to Graduate Admissions):

- 1) A bachelor's degree from a regionally accredited institution. (Transcript required from the degree-granting institution only.)
- 2) Evidence of academic aptitude for graduate-level study as evidenced by the following:
  - a) A 2.75 overall Undergraduate GPA or higher on a 4.0 scale for all previously completed undergraduate courses.
  - b) A Graduate GPA of 3.0 on any previously completed advanced degree.
- 3) (International Students) Evidence of English language proficiency. Proof of your proficiency in English may be certified by submitting one of the following:
  - a) (TOEFL) Test of English as a Foreign Language (Internet based) minimum score of 80 for graduate study. ETS code for Marshall University is #5396.
  - b) (MELAB) Michigan English Language Assessment Battery minimum score of 82 for graduate study.

- c) (IELTS) the International English Language Testing System minimum score of 6.5 for graduate study.
  - d) Completion of Level 6 of Marshall's Academic English program, with minimum *Bs* in all courses.
  - e) Completion of Marshall Pathway course ENG 160 or ENG 101A with minimum *C* grade.
  - f) Diploma or degree from an English-speaking school - a degree or diploma from an accredited secondary school, college, or university in which the primary language of instruction is English.
  - g) You have graduated from a regionally accredited college or university in the United States.
  - h) NOTE: English test results that were taken more than two (2) years prior to the date of the application submission cannot be accepted.
- 4) A writing sample expressing career goals and estimation of personal suitability for the profession of counseling. This should follow the Guidelines for the Written Statement found on the program website, or you may contact the program for a copy to be sent to you.
- 5) Two written references (from current or former professors, if possible). These should be completed by professionals with knowledge of the applicant's suitability for graduate work (*e.g.*, supervisors, undergraduate professors) in helping professions. They should be completed using the program-specific reference form found on the program website, or you may contact the program for a copy to be sent to you.

### **Conditional Admission**

The Counseling program may admit applicants conditionally for one term, on a limited basis, at the discretion of the program.

### **Provisional Admission**

The Counseling program may admit applicants provisionally on a limited basis, at the discretion of the program.

Applicants may submit their application materials at any time, but the program cannot guarantee that applications will be considered for the desired semester when submitted less than 14 days prior to the beginning of that semester. Applications too late to be considered for admission may be rolled to the following semester.

### **Candidacy Requirements**

Applicants who successfully meet the above six criteria are granted admission based on the Conditional, Provisional, or Full status noted above. At the end of the first 12 hours of prescribed coursework (COUN 574, 600, 602 or EDF 621 or advisor approved course substitutions) all students will undergo a Candidacy review. Toward the end of the semester in which a student will complete their 12<sup>th</sup> hour of coursework, he or she must submit the Candidacy Application to the Program Director or Program Administrative Assistant. Faculty will review Candidacy applications to determine each student's

appropriateness for continuance in the Program. Faculty will notify students when they have been granted Candidacy Status upon a successful program review of the application.

**Entrance Abilities** - The faculty relies heavily on entrance data on incoming students as a general predictor of a student's potential for success in completing the degree. From the Fall 2016 semester through the Summer 2017 semester, 55 students were admitted to the program. Of those admitted, 39 were admitted to the full degree, 10 were admitted as professional development students, and 6 were admitted to the VoLT program specifically. There were 52 in-state students, 3 out-of-state students, and 1 international student whose admission had to be deferred due to visa issues and another admitted who determined to enter another program.

From the Fall 2017 semester through the Summer 2018 semester, 122 students were admitted to the program. Of those admitted, 9 were VoLT students, approximately 5 were Professional Development, The remaining 109 were admitted to the regular program. Of these students, 25 were out of state residents, three were international students, and the rest were from West Virginia.

Admission to the degree program is competitive and the counseling program has sought to maintain admission levels consistent with national training standards for the counseling profession. Approximately 80% of entering undergraduate grade point averages continue to exceed the required grade point average established for admission to the degree program.

Beginning in the Fall of 2017, the above revised standards were applied to all incoming applicants.

Our current plans of study for the School Counseling, Clinical Mental Health Counseling emphasis areas, and the VoLT certificate program are as follows:

## Marshall University COEPD Plan of Study for School Counseling

### *Preparing the Experienced Professional as Specialist*

Plan of Study must be completed prior to registration of the first semester and returned to department.

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Advisor: \_\_\_\_\_

Catalog of Record: \_\_\_\_\_ 7 Year Time Limit Date: \_\_\_\_\_

(\*7 Year Time Limit – 22 Semesters from the date of the first course counted for graduation requirements.)

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEM COMPLETE	GRADE
COUN 600	Professional Orientation	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
EDF 621	Edu. Research & Writing	*	3		
	Advisor Approved Elective	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prev. & Treatment of Addictions	COUN 600 & 603	3		
COUN 675	Legal & Ethical Issues for School Counselors	COUN 600, 603	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Coun. & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 670	Issues in Sch. Coun	COUN 603, 607	3		
COUN 673	Coun Child., Adoles., & Parents	COUN 600, 603	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 608	Practicum	COUN 603, 604, 605, 607	3		
COUN 672	Org. & Adm. Sch. Coun Programs	COUN 670	3		
COUN 698	School Counseling Internship	COUN 608 & 673	6		
<b>Total Hours</b>			<b>60</b>		
<b>*Alternative Certification for Non-Education Majors</b>					
CISP 521	Behavior. Char. Except. Children	*	3		
EDF 665 or LS 632	Sociology of American Schools or Human Relations in Pub. Sector	*	3		
<b>Total Hours</b>	<b>*( non-education majors only)*</b>		<b>66</b>		

\*No prerequisites required \*\*Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

Student \_\_\_\_\_ Date \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_ Graduate Dean \_\_\_\_\_ Date \_\_\_\_\_

Please Return this to: Marshall University, Counseling Department, 100 Angus E. Peyton Dr., South Charleston, WV 25303

## Marshall University COEPD Plan of Study for Clinical Mental Health Counseling

### *Preparing the Experienced Professional as Specialist*

Plan of Study must be completed prior to registration of the first semester and returned to department.

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Advisor: \_\_\_\_\_

Catalog of Record: \_\_\_\_\_ 7 Year Time Limit Date: \_\_\_\_\_

(\*7 Year Time Limit – 22 Semesters from the date of the first course counted for graduation requirements.)

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEMESTER COMPLETED	GRADE
COUN 600	Professional Orientation	*	3		
COUN 555	Crisis Intervention	*	3		
COUN 574	Social & Cultural Issues	*	3		
COUN 602	Human Development & Adjustment	*	3		
EDF 621	Educational Research & Writing	*	3		
	Adv. Approved Elective	**	3		
COUN 632	Intro. Marriage Couple & Family Counseling	*	3		
COUN 603	Counseling Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 605	Theory & Practice of Human Appraisal	COUN 574, 600, 602 & EDF 621	3		
COUN 575	Prevention & Treatment of Addictions	COUN 600 & 603	3		
	Adv. Approved Elective	**	3		
COUN 607	Counseling Tech. in Human Relationships	COUN 574, 600, 602 & EDF 621	3		
COUN 604	Group Counseling & Theories	COUN 574, 600, 602, & EDF 621	3		
COUN 606	Career & Lifestyle Development	COUN 603, 604, 605, 607	3		
COUN 631	Diag. & Treat. Planning	COUN 600, 603, 607	3		
COUN 608	Practicum	COUN 603, 604, 605, 607	3		
	Adv. Approved Elective	**	3		
COUN 630	Intro to Clinical Mental Health Counseling	COUN 603, 607	3		
COUN 691	Mental Health Internship	COUN 608 & 631	6		
<b>Total Hours</b>			<b>60</b>		

\*No prerequisites required \*\*Check for Prerequisites

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

Student \_\_\_\_\_ Date \_\_\_\_\_ Advisor \_\_\_\_\_ Date \_\_\_\_\_

Department Chair \_\_\_\_\_ Date \_\_\_\_\_ Graduate Dean \_\_\_\_\_ Date \_\_\_\_\_

Please Return this to: Marshall University, Counseling Department, 100 Angus E. Peyton Dr., South Charleston, WV 25303

**Marshall University COEPD Plan of Study**  
**Certificate in Violence, Loss and Trauma (VoLT)**

*Preparing the Experienced Professional as Specialist*

Plan of Study must be completed prior to registration of the first semester and returned to department.

Student Name: \_\_\_\_\_

ID#: \_\_\_\_\_

Date: \_\_\_\_\_

Address: \_\_\_\_\_

Advisor: \_\_\_\_\_

Catalog of Record:

Completion Date:

COURSE #	COURSE TITLE	PREREQUISITE	HOURS	SEMESTER COMPLETED	GRADE
COUN 682	Treatment in Trauma Recovery**	Pre- or Co-requisite COUN 555	3		
COUN 556	Death and Grief Counseling**	*	3		
COUN 654	Ecology of Domestic Violence**	*	3		
COUN 655	Counseling Victims, Perpetrators, and Children of Domestic Violence	*	3		
COUN 683	Psychophysiology of Trauma	COUN 682	3		
COUN 684	Advanced Techniques in Treatment Of Trauma and Loss	COUN 556 & 682	3		
COUN 685	Military Culture and Treatment of Veterans	COUN 682	3		
COUN 686	Trauma and Suffering		3		
TOTAL		***	15		

\*No prerequisites required \*\*Check for Prerequisites

\*\*\* Choose five (5) courses from the eight (8) listed above. Three of your courses must be COUN 682, COUN 556, AND COUN 654. You may choose your other two courses to complete the certificate from the remaining courses in the plan of study above (COUN 655, 683, 684, 685, or 686). These courses are offered on a 6-7 semester rotation (with the exception of the first three) so check with your academic advisor to see whether the courses you are interested in will be offered in the near future.

My signature below endorses my understanding that I must earn at least 3.0 in both my major and overall Grade Point Average and meet all other catalog requirements in order to graduate.

\_\_\_\_\_  
Student\_\_\_\_\_  
Date\_\_\_\_\_  
Advisor\_\_\_\_\_  
Date\_\_\_\_\_  
Department\_\_\_\_\_  
Date\_\_\_\_\_  
Graduate Dean\_\_\_\_\_  
Date

Please Return this to: Marshall University, Counseling Department, 100 Angus E. Peyton Dr., South Charleston, WV 25303

## VI. ASSESSMENT POINTS

### Assessment 1 & 2

Test Data for the NCE and the Praxis II

TABLE FOR ASSESSMENT DATA 2013-2017

Assessment point	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Praxis data	<b>NOTE new Praxis Score as of fall 2012: WV's Passing Score: 156</b>					
Number of test takers	19	19	23	22	37	28
Highest score	181	194	194	186	176	183
Lowest score	155	123	122	156	131	155
Median score	175	169	169	168	167	169
Praxis scores % pass rate	99	99	99	100	97.3	96.4
<b>NCE Data</b>						
Total MU Examinees	17	15	17	22	27	29
Total Passing	16	13	12	20	22	20
Total Failed attempts	3	2	5	3	6	9
Total Failed exam	3	2	5	3	5	7
NCE % passed	94	87	71	91	82	69

### Assessment 3

#### INTERNSHIP EVALUATION

##### Brief Description of the Assessment and Use In the Program

The Internship Evaluation by the Site-Supervisor is a comprehensive assessment of all Internship activities conducted by the Intern. The Evaluation is submitted at midpoint and at the conclusion of each semester of the Internship experience and is reviewed by the faculty supervisor as part of the final assessment of the candidate's successful completion of their field based experiences.

The following tables are a summary of the item ratings of the Internship Evaluation from the three data points; Spring 2017, Summer 2017, and Fall 2017. Data reports from spring and summer 2018 have not yet been gathered.

## Evaluation by Site Supervisors and Faculty Supervisors



Site-Supervisors  
Evaluations 2017

## Candidate Evaluation of Placement Site



Candidate  
Evaluations 2017

The Internship Evaluation is used as a final assessment of the Clinical Mental Health and School Counseling candidates overall skill and competency development and directly related to all Program Standards and Functions.

### **Assessment 4**

**Program Assessment-** The Counseling Program has developed a comprehensive assessment plan and are working toward completing its implementation. As these additional assessment efforts are under way with the current assessment plan being constructed several steps have been completed with a few more yet to be finalized. Appendix C is the current Assessment plan as it stands today. In it you can see the Program Objectives have been identified. The Key Performance Indicators (KPIs), aligned with CACREP's 8 core areas, have been developed, and assessment pieces associated with each of these KPIs have been identified. Several means of analysis have been identified to help with the assessment system. One is Blackboard Outcomes which will be able to pull student artifacts from aligned assignments in identified courses for an additional level of program evaluation with separate program level rubrics. Another system will allow us to pull questions, entire quizzes, or identified (aligned) assessment items from exams given in Blackboard and analyze student performance on those items. Another way in which we will be able to assess student progress is through assessments like their nationally standardized comprehensive exam (The Counselor Preparation Comprehensive Examination, CPCE), their Site-supervisor evaluations (discussed above), and the Counseling Student Developmental Assessment (CSDA), which is given by faculty several times over the course of their program to assess four dispositional domains.

The program level assessment rubrics have recently been completed and entered into the Blackboard Outcomes system. These rubrics are listed in Appendix D. This system is going to help in collecting artifacts for several of our KPIs identified in our Self Study for accreditation. These artifacts will be assessed by these rubrics that the program has developed to evaluate student performance against overall program goals and objectives. The program expects to begin the data collection process in the next several weeks and to continue to refine this

process as we learn about it so we can solidify our plan to present to CACREP in the interim report due April 1, 2019.

At the end of the summer, we will collect the EAC Data for three courses where we have identified quiz data as the most appropriate means of assessment of student learning for that course. This will be the first time to collect and analyze all of this data together so it will be interesting to see how this data helps to inform the changes needed, if any, in these courses.

We have begun piloting the use of the CPCE with students, but the students taking it currently are doing so voluntarily. Students beginning this coming fall, will be the first among those required to take the CPCE for graduation. This began with students admitted in the fall of 2016. These students will begin to graduate this fall and spring. Those graduating this December should have taken the CPCE on October 5, 2018, but those results are not yet back to report and there have not been enough student taking it previously to give data without identifying those student who have taken it so no data can be reported yet. The program is working hard to be sure that students are aware that this test is not an option so they do not catch themselves at the end of their program being unable to graduate for having not taken the exam. Students are not required to pass the CPCE at a specified rate in order to graduate, but the data returned on student performance will help the program to know how student are doing in knowledge of the 8 core areas in their last or next to last semester of their program and where more concentrated effort or instruction might be supported. Preliminary data that we have gotten has helped some, but there are too few students to get very good data.

The CSDA information is being collected on students each semester via the rubric tool in Blackboard. The program has pulled some data as of the spring of 2018, but the data has not given us the information that we were hoping to get. From this data we hope to understand where the students are and what the evaluations look like from the beginning of their program to the end. The hope is to be able to track the students' performance on the CSDA across time to check for concerns and improvements as they have made progress, but this has not been found in the data thus far. We will be discussing soon with the design center what we can do to help us get the meaningful data that we are looking for.

## **Students' Exit Abilities (Graduate Programs)**

The Counseling Program utilizes three main exit instruments for measuring students exit abilities: the PRAXIS II National Certification Exam, clinical evaluations and the National Counselors Examination. The data serves as indicators of the potential strength of our students who complete the MA degree in Counseling. (See the pass rates in the Chart for Assessments 1 & 2 above)

Clinical field-based supervisor evaluations consistently rate our graduates as good to excellent on all items measured.

The PRAXIS II School Counseling Certification exam compares Marshall University Counseling Program School Counseling Emphasis test takers to School Counseling test takers nationally. Marshall University School Counseling graduates have done exceptionally well on this examination and are in high demand by school systems throughout the state and region. A national pass rate is not provided since states set different pass scores. The pass score for West Virginia is 156, which is the highest pass score nationally.

The National Counselor Exam provides data related to our students who are seeking licensure (License Professional Counselor – LPC) through the West Virginia Board of Examiners in Counseling.

Based upon exam data available for the past three years from both the PRAXIS II and NCE, Marshall University Counseling Program graduates pass rates have exceeded the national averages on the exams until this year.

The faculty continues to review all areas of the PRAXIS II and the NCE exams as well as the performance indicators of the clinical field-based evaluations for strengths and weaknesses to determine if there are competencies that need to be strengthened prior to the student completing degree requirements.

## **VII. RESOURCES**

### **Financial**

The Counseling Program is housed in the Graduate School of Education and Professional Development. The Counseling Program and the Graduate College annual fiscal allowances are adequate to maintain the delivery of the program.

### **Facilities**

On the South Charleston campus the Professional Education Unit programs are located in the administration building. The administration building has 40,000 square feet and houses faculty and staff offices, 1 computer lab, 7 classrooms with equipment for multimedia classroom presentations, a poly-com for video conferencing and 2 technologically and enhanced counseling labs. Additionally, on the South Charleston campus is the Robert C. Byrd Academic Center. The academic center has 24,000 square feet and contains a library, the Byrd Center for Manufacturing Technology, three distance learning electronic classrooms, and ten

traditional classrooms. The Huntington based faculty have access to Dr. William A. Wallace Counseling Lab, a campus based clinical training facility in Harris Hall.

The College of Education and Professional Development also offers classes, coordinates clinical and practicum experiences, and provides faculty offices at several additional Marshall University satellite campus sites. These include the Beckley Center, Beckley, WV; the Mid-Ohio Valley Center, Point Pleasant, WV; the Southern Mountain Center, Logan, WV; the Harless Center, Gilbert, WV; and at some 30 other locations throughout the state.

### **Articulation Agreements**

The Counseling Program does not currently have an articulation agreement with any institution, but there are current talks happening with BridgeValley CTC and Southwest CTC about the possibility of doing so in building an AA to RBA to MA pathway to help students go right through all of these steps and come out with the Counseling degree ready to be licensed and possibly with an addictions specialization. The details are still in the works, but this prospect is an exciting possibility to add new students to the program in the very near future.

### **Off-Campus Classes**

One of the conversations that has been a part of the above articulation agreement with SWCTC included the possibility of offering our graduate program at least partially on their site in Logan. Given the addition of the distance learner option, it may not be necessary to actually have classes held on that campus, but the arrangement for students to use their facilities to gain internet access to attend live classes either individually or in concert with others (in a computer lab on campus, for example) might be helpful to those who don't live in an area where internet connectivity is particularly strong or reliable.

In addition to this possibility, the Counseling Program began in January, a second third-party cohort with Pressley Ridge anticipating that these students will complete the program in the fall of 2019. Additional talks of a cohort with another similar behavioral health company have begun, but there are no definite plans there as of this moment.

### **Online Courses**

The Counseling Program continues to develop and offer several degree courses online. The majority of core and emphasis courses have online instructional components.

### **Service Courses**

The Counseling Program offers 18 hours of services courses to support students in the Justice Leadership program and 6 hours of service courses to support Attendance Director Certification Program.

## **Program Enrollment and Program Course Enrollment**

With the completion of our accreditation, the adjustment in our admissions requirements, and the addition of the distance learner option, this program has definitely seen an uptick in the admission and enrollment of new students this academic year (the numbers were reported above). There is no indication that these numbers will not continue to grow in future semesters. The continued need for balancing the enrollment with the demand for faculty and staff will be a concern moving forward, but the prospects for growth are encouraging.

The demand in the state for mental health providers, particularly in the field of addictions has shown that there is a great need for preparation programs to step up and be ready to educate those who want to move into these highly needed positions to work with this population. In addition, the increased retirement in the area of School Counseling has created a high demand for School Counselors in the state and region. The alternative certification program in the School Counseling emphasis has seen significant enrollment growth over the past five years. The Alternative Certification for School Counseling Program provides certification courses for students who already hold a graduate Counseling degree in the Mental Health specialization to complete program and West Virginia Department of Education requirements to be licensed as a Pre-K/Adult School Counselor. The Alternative Certification for School Counseling Program also provides the opportunity for students without a valid West Virginia Teaching License to become WV School Counselors.

## **Enrollment Projections, Necessity of the Program, and Niche Statements**

Nationally, enrollment trends in the field of counseling continue to remain high. In WV with the advent of the opioid crisis and the continuation of other clear needs with trauma and local area disaster response, practitioners in the behavioral health are in high demand. Therefore, the Counseling Program anticipates that enrollment numbers will continue to grow. The Counseling Program's recent CACREP accreditation and the move of the WV Counselor Licensure Board toward measures to increase portability of licensure across state lines will help make our graduates highly sought after professionals. Several initiatives are in the works by the Program faculty to enable this Program to stay on the cutting edge of what Counselor education programs can do both in content and delivery. Some of those plans that are being explored include the possibility of reviving the addictions emphasis with the intent to make it a CACREP accredited emphasis as well. Another initiative is a possible grant to fund equipment and training to begin some work and research in the use of neurofeedback with several potential client populations. The VoLT certificate program is nearing completion and the ability to market itself as fully online and available nationwide to counseling students and professionals seeking additional training in trauma work. Several faculty members have participated in grant proposals to help impact the work being done to help those suffering from various afflictions of various age groups in the state. Some of these have already been funded and some are still pending, but they will provide students with opportunities like paid internships, places to gain some experience working with at-risk youth, possible help with student loan forgiveness in exchange for work in rural areas, etc. With these opportunities helping draw students to learn and develop specialized skills that can help them to make an impact not only on this state, but many others, the hope is that initiatives like this will indeed help the Program to begin and maintain an exponential growth in student population in the near future.

## **Advisory Committee**

The Educational Personnel Preparation Advisory Committee is mandated by the West Virginia Department of Education's Policy 5100 (the policy for preparation of educational personnel.) The EPPAC committee advises concerning design, delivery, and evaluation of programs for the preparation of teachers and other school personnel. The EPPAC is composed of P-12 personnel representing public school districts, faculty from within the Professional Education Unit, faculty from arts and sciences within the university that work closely in the preparation of teachers, a representative from the West Virginia Department of Education, education candidates, and community members involved in the work of the College of Education and Professional Development.

The Counseling Program itself has not had an Advisory Committee for some time. The prospect of doing so was discussed in the last two years, in conjunction with the preparation for accreditation, but the decision of the faculty was that trying to maintain an ongoing committee had proven difficult in the past and did not seem to provide the benefit that such an effort would have expected.

## **Graduates**

Graduation rates seem to continue to remain fairly strong. Recent data shows the last several years of graduation rates based on the number of admitted students who had completed the program.

Graduation rates by admission year	AY 2013 - 14	AY 2014-15	AY 2016 - 15	AY 2016 - 17	AY 2017-18
% students graduated	62.2%	90.3%	62.0%	No data yet*	No data yet*
Admitted/graduated	37/23	31/28	71/44	No data yet*	No data yet*

\*With the admission dates for these two slots, there has not been time for anyone to complete the program in this section.

Based on the most recent survey data, the ratings received from employers regarding the overall preparedness of our graduates were largely proficient with some evidence of mastery in the majority of the dispositions and skills surveyed. Granted, the increase of a larger number of participating employers will help the Program to have a better idea of the impact since the number of respondents was small for this iteration of surveys. But we hope that future surveys will help to glean more participation and stronger results.

## **Job Placement**

The typical counseling student is an employed professional who is a part-time graduate student seeking to upgrade or acquire new skills. Although the traditional array of job placement services is available through the Huntington campus, Counseling Program students

tend to have little need for these services. Information regarding available employment opportunities is routinely made obtainable through local school system job postings, statewide through the West Virginia Department of Education, and employers will often send faculty members postings of current jobs available to be posted on our current student listserv or in our student information organization. Program graduates are routinely recommended by faculty for other/new employment opportunities and for admission to advanced graduate programs. Follow-up studies of graduates are conducted annually and program faculties maintain contact with employers and graduates through the delivery of staff development, licensure courses, continuing education programs, and involvement in clinical/field-based experiences.

## APPENDIX A

### MU Counseling Program Assessment Plan

#### Program Objectives

Marshall University Program Objectives
PO1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.
PO2: The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations.
PO3: The Counseling Program will prepare students who are skilled in attending, conceptualization, and providing interventions for individuals, groups, and families.
PO4: The Counseling Program will prepare students to understand, utilize and potentially contribute to the body of research within the counseling profession.
PO5: The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.
PO6: The Counseling Program will promote an understanding of human development and self-awareness, wellness, and resilience throughout the lifespan.

#### **KPIs based on the 8 core areas, two emphases, and dispositions**

(Data for KPI course-based assessments will be gathered via [Blackboard Outcomes](#), [EAC](#), and [Ensemble video](#) applications)

#### *2.F.1 – Professional Counseling Orientation and Ethical Practice - Analyzed in **Spring A** semester (even years)*

KPI 1.1 Students will identify key components of a strong professional identity

KPI 1.2 Students will demonstrate ethical reasoning skills.

Assessments: **Professional Counselor Interview**, **Ethical Model Exercise**, CPCE

#### *2.F.2 – Social and Cultural Diversity - Analyzed in **Summer A** semester (even years)*

KPI 2.1 Students will explain the impact diversity has on the counseling process.

KPI 2.2 Students will explain and apply multicultural competencies to their work with varying clients.

Assessments: **574 Research Paper**, **Case Study**, CPCE

#### *2.F.3 – Human Growth and Development - Analyzed in **Fall A** semester (even years)*

KPI 3.1 Students will differentiate between various developmental theories regarding personality development, learning, and social functioning.

KPI 3.2 Students will identify and explain the developmental barriers that affect client behavior and experience.

Assessments: **Developmental Paper**, **Quizzes**, CPCE

#### *2.F.4 – Career Development - Analyzed in **Summer B** semester (odd years)*

KPI 4.1 Students will explain and apply career development theories, strategies and techniques to specific career decision-making situations

KPI 4.2 Students will explain and apply the use of career assessment instruments and techniques relevant to career planning and decision making

Assessments: **Theory paper, Career Issue and Intervention Paper**, CPCE

*2.F.5 – Counseling and Helping Relationships - Analyzed in **Fall B** semester (odd years)*

KPI 5.1 Students will explain the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives

KPI 5.2 Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions

Assessments: **Theory Preference Paper, Video/audio recordings**, CPCE

*2.F.6 – Group Counseling and Group Work - Analyzed in **Summer A** semester (even years)*

KPI 6.1 Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.

KPI 6.2 Students will demonstrate skills in planning and implementing an appropriate group intervention/program.

Assessments: **Group Plan, Group Facilitation**, CPCE

*2.F.7 – Assessment and Testing - Analyzed in **Spring B** semester (odd years)*

KPI 7.1 Students will analyze the purpose and process of assessment in counseling.

KPI 7.2 Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments

Assessments: **Quizzes, Assessment Report Assignment**, CPCE

*2.F.8 – Research and Program Evaluation - Analyzed in **Spring B** semester (odd years)*

KPI 8.1 Students will select and evaluate current peer-reviewed literature on a chosen topic.

KPI 8.2 Students will explain and apply statistical procedures.

Assessments: **Research Proposal, Quizzes**, CPCE

*5.G – School Counseling Emphasis - Analyzed in **Spring A** semester (even years)*

KPI 9.1 Students will articulate a final portfolio project that will describe the planning, implementation, and evaluation of a comprehensive school counseling program.

KPI 9.2 Students will plan and evaluate a comprehensive school counseling and guidance programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes

KPI 9.3 Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs.

Assessments: **Final project 672, Site Supervisor Evaluation - 698**, Praxis

*5.C – Clinical Mental Health Counseling Emphasis - Analyzed in **Fall A** semester (even years)*

KPI 10.1 Students will describe the processes of intake, assessment, diagnosis, treatment planning, and implementation of evidence based practice in counseling.

KPI 10.2 Students will summarize and assess the duties, roles, and expectations in clinical, agency, hospital, and private practice environments.

Assessments: **Case Study Presentation, Site Supervisor Evaluation – 691**, NCE

*4.G – Student Dispositions - Analyzed at the beginning of each semester*

KPI 11 Students will demonstrate self-awareness, integrity, and professionalism in relation to peers, faculty, staff, and supervisors.

Assessment: CSDA

***Additional Assessment Data gathered:***

Assessment	When collected	When analyzed/discussed	Standard Alignment
Site-supervisor Evaluations	Midterm & final every sem.	Beginning of following sem	KPI 5.2, 4.B.3, 9.2, 9.3, 10.2
Demographic Data	Admission, end of Summer semester	Beginning of Fall semester	4.B.2
Internship Exit surveys	Final internship semester	Spring and Fall semesters	4.B.3
Graduate Surveys	Fall and Spring semester	Fall and Spring semester	4.B.3
Employer Surveys	Fall and Spring semester	Fall and Spring semester	4.B.3
NCE/NCMHCE Scores (campus)	Fall and Spring semester	Fall and Spring semester	4.A.1-4, KPIs 1-8
NCE/NCMHCE Scores (WVBEC)	End of summer semester	Fall semester	4.A.1-4, KPIs 1-8, 10
Praxis II scores	Fall and Spring Semester	End of Spring semester	KPI 9
CPCE scores	Fall and Spring semester	Fall and Spring semester	4.A.1-4, KPIs 1-8

The assessment plan has been adjusted to assess 1-2 KPIs per semester, completing the cycle within two years for all KPIs.

**APPENDIX B**  
**Assessment Rubrics**

<b>Program Goal 1: The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.</b>					
<b>Key performance indicator 1.1 (aka learning outcome): Students will identify key components of a strong professional identity</b>					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Assessment used: LPC Interview assignment COUN 600, CPCE					
Analyzes roles and functions of counselors in their setting.		Recognizes the roles and functions of counselors but misconceptions are still evident.	Recognizes with lack of clarity the roles and functions and their impact on the therapeutic relationship.	Accurately identifies the various roles and their importance both to the therapeutic relationship, and to the greater therapeutic community.	Assimilates the roles and functions identified into their own professional career plan.
Describes and applies the importance of advocacy for clients and for the profession.		Develops a vague or shallow description of the role of advocacy in counseling with no evidence of personal involvement.	Describes the role of advocacy accurately yet little indication of the need for personal involvement or intention.	Describes and identifies the various needs for advocacy with the intention to address them in their own professional practice.	Develops a personal advocacy action plan based on client and professional advocacy needs identified
Assessment used: Wellness assessment COUN 600? May decide to remove this piece? Or add 607 Self-care plan?					
Creates a plan for personal self-care/wellness.		Acknowledges the importance of self-care but lacking personal application	Discusses the importance of self-care in working with clients including personal needs for improved self-care but without a personal plan.	Develops a personal self-care plan that addresses identified weaknesses, identifies triggers to return to poor self care, and selects interventions to address those triggers	Identifies signs of stress that indicate the need to increase self-care, values self-care as a part of being a competent professional, and integrates self-care into daily life.

Key Performance Indicator 1.2: Students will demonstrate ethical reasoning skills.

Assessment used: ethical decision making exercise

Traits (Standards)	Performance Levels				
	No observance	Introductory	Progressing	Competent	Mastery
Applies decision-making model to the given scenario		Recognizes and discusses potential ethics violation(s) with errors in understanding or practice	Identifies potential ethical violation(s) and identifies the correct ethical codes which may be involved	Utilizes a decision-making model to identify ethical problems, applicable ACA codes, and potential appropriate courses of action to reach a conclusion	Consistently applies ethical decision-making model, identifying both sides of an ethical dilemma, and determines the best course of action appropriate to the case according to the model used.
Applies ACA code of ethics to the given scenario		Acknowledgement of ethical dilemma with lack of appropriate application of ACA codes.	Applies one or more codes to the ethical dilemma but with significant omissions of important codes.	Applies codes from the ACA code of ethics to the ethical dilemma that address not only the obvious issues, but also those more subtle issues that may not be as easily identified.	Appropriately and accurately utilizes the ethics codes to dissect the ethical issues identified in order to develop both preventive and restorative interventions.

**Program Goal 2:** The Counseling Program will provide instruction and opportunity to develop a sense of cultural awareness and sensitivity to underserved populations. .

Key performance indicator 2.1: Students will explain the impact diversity has on the counseling process.

Traits (Standards)	Performance Levels				
	No observance	Introductory	Progressing	Competent	Mastery
Assessment used: Term Paper I, CPCE					
Describes an under-served population		Describes the general plight of under-served populations with recognition of other cultures and people as valuable and worthy of service	Articulates the generalized characteristics of under-served populations with only allusion to individual variances.	Differentiates general characteristics of under-served populations from potential individual variation with consideration of how these factors influence the counseling process	Analyzes and utilizes the important interactions that occur with culturally different clients with respect to general, individual, and multi-level cultural influences in the therapeutic environment.
Analyzes the challenges for the counselor in serving a particular population.		Identifies interaction of one's own and other cultures' influences on the therapeutic process.	Acknowledges and articulates personal values, biases, prejudices that challenge the ability to treat clients who differ from them without pre-conceived judgment.	Validates the importance of embracing differences within the therapeutic relationship while still respecting the individual values those differences may represent.	Demonstrates the foundation of the therapeutic relationship as built upon respect for persons regardless of any physical, cultural, philosophical, or behavioral differences.
Assessment used: Term Paper II, CPCE					
Evaluates different approaches to working with this population.		Identifies relevant professional literature about culturally competent interventions	Attempts to apply interventions, supported by research, to a case study in a culturally sensitive way	Acknowledges and integrates multiple facets of culture (like age, race, religion) with respect to clients' individual therapeutic needs	Designs therapeutic interventions based on multiple facets of culture, creating a treatment plan tailored to the cultural and mental health needs of the client.
Key Performance Indicator 2.2: Students will <b>explain</b> and <b>apply</b> multicultural competencies to their work with varying clients.					
Traits (Standards)	Performance Levels				
	No observance	Introductory	Progressing	Competent	Mastery
Assessment used: Case Study, CPCE					
Analyzes the impact of race, gender, age, and development on the profession of counseling.		Recognizes and discusses the intersections of culture, such as age, race, sex.	Recognizes how different intersections of culture may influence a person's interaction with others and the world	Identifies areas that may need intervention based on the influence of intersections of culture influencing world view of individual based.	Identifies influence of intersection of culture and how they influence the individual; creates appropriate interventions based on the intersection of these aspects, and describes how to approach the individual using these intersections.

**Program Goal:**

<b>Key performance indicator 3.1:</b> Students will differentiate between various developmental theories regarding personality development, learning, and social functioning.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Describe and understand the person's story		List stages of one development model that applies to the person's story	List one or more development model(s) and critique usefulness to describe the person.	Significant integration of strengths and weaknesses of each theory to understand the person.	Fully integrate theories to understand the person, and use the information to understand developmental milestones.
<b>Key performance indicator 3.2:</b> Students will identify and explain the developmental barriers that affect client behavior and experience.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Analysis of the importance of the person's story to conceptualize lifespan development		Apply a theory to conceptualize a problem in the person's story.	Apply one or more development theory(ies) to conceptualize various developmental issues, and critique strengths and weaknesses of various theories.	Significant Integration of theories to conceptualize the person; identify typical and atypical developmental milestone, and understand the diversity that exists in development	Fully integrate theories to understand the person, and use the information to understand developmental milestones.

				across one's life span.	
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<b>Program Goal 5:</b> The Counseling Program will encourage student development and skill in using assessments, resources, and interventions for clients relative to mental health, academic, and career development needs.					
Key performance indicator 4.1: Students will explain and apply career development theories, strategies and techniques to specific career decision-making situations					
Traits (Standards)	Performance Levels				
	No observance	Introductory	Progressing	Competent	Mastery
Differentiate between the different career development theories with application to career decision making.		Identifies basic terminology of the theories without explanation or comparison to one another.	Explains main ideas of the theories without attention to details or minor differences among them.	Compares the theories accurately, highlighting the differences and similarities between them.	Illustrates and assesses the application of each theory to the counseling setting.
Explain how a chosen theory/technique would best apply to their own career path.		Lists key markers in personal career path with insufficient detail to accurately apply the theory.	Describes chosen career path through their current life-span without accurate application of the theory.	Applies chosen theory to personal career path accurately.	Compares chosen career with the specific tenets of the theory providing specific examples of career decision points.
Key Performance Indicator 4.2: Students will explain and apply the use of career assessment instruments and techniques relevant to career planning and decision making					
Traits (Standards)	Performance Levels				
	No observance	Introductory	Progressing	Competent	Mastery
Describes career development needs for at least one specific population based on current scholarly literature.		Identifies career development needs for the population that are not well supported from the literature.	Describes in general terms the needs of the population based on at least one scholarly source.	Analyzes career needs of the population from a variety of scholarly sources that provide specificity and clarity of details.	Devises a fully supported, strongly detailed, and complete picture of the career needs of this population.
Describe appropriate intervention, assessment, or activities appropriate to this population.		Identifies components of one or more interventions without providing sufficient detail to determine the	Describes a single intervention or activity that applies to the population but is	Builds an intervention plan with multiple interventions, assessments, and activities which	Formulates a comprehensive, detailed plan, well-supported in the literature, which addresses each of the

		appropriateness for the population.	insufficient to meet the need on its own.	potentially meet the population needs but are not specifically stated.	identified career needs of the population.
Develop a plan to implement and evaluate the chosen intervention/assessment/activity.		Restates the description of the intervention(s) without addressing how to implement it.	Describes a plan to implement the intervention(s) that has flaws in its application to the population.	Describes the steps to implement the intervention(s) that are specific and relatively complete.	Explains each step toward implementation of the plan while addressing the resources, manpower, and evaluation given the scope of people that could be reached with this implementation.

<b>Program Learning Outcome 1:</b> The Counseling program will prepare students who represent the program and the profession in ethical practice, advocacy, and professional identity.					
Key Performance Indicator 5.1: Students will explain the structure of the counseling process and how this structure helps determine counseling practices from various theoretical perspectives.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
<i>Formulate a case conceptualization.</i>					
Assessment used: Theory preference paper, Coun 603, CPCE					
<i>Description</i>		Identifies basic structure and tenets of the theory with little elaboration or definition.	Explains the basic structure and tenets of the theory accurately.	Examines the basic structure and tenets as to how they may or may not benefit clients.	Evaluates the basic structure and tenets of the theory as to how appropriate they would be for this particular client's needs.
<i>Technique</i>		Describes only one technique associated with the identified theory.	Illustrates the use of one of the theory's technique in a therapy session.	Integrates the tenets of the theory into the implementation of the technique successfully.	Evaluates the importance of each technique with respect to this particular client's needs.
<i>Application</i>		Describes instances how the theory could be applied to the case but with significant errors.	Presents the case study consistent with the structure and tenets of the theory.	Develops the case study with innovative application of the theory.	Deconstructs the application of the theory to the case study, effectively stating merits and limitations.
Key Performance Indicator 5.2: Students will demonstrate a developing approach to counseling, assessment, diagnosis, supervision, and client advocacy with a clear understanding of counselor functions.					
<i>Demonstrates Intervention skills</i>					
Assessment used: Coun 607 Final Video recordings					
<i>Attending skills</i>		Selected or recalled only a limited number of skills to demonstrate in the session.	Demonstrated proficiency at most basic attending skills.	Incorporated basic attending skills with probing and theoretically sound techniques with expected level of skill.	Integrated attending skills, techniques, and responses to clients with a degree of skill well beyond expected developmental level.

<i>Counselor responses</i>		Responded to client information with only one technique (e.g. only questions, or only minimal encouragers)	Responded with considerable difficulty posing appropriate questions, probes, or other techniques.	Combined skills like questions, probes, encouragers, and silence in appropriate ways and at appropriate times.	Used a variety of skills to address type, content, and context of client information throughout the session.
<i>Counselor demeanor</i>		Counselor appeared nervous, befuddled, unable to respond to client in appropriate or timely fashion setting the client on edge.	Counselor was able to respond to the client with appropriate responses, yet appearing quite apprehensive doing it.	Counselor appears poised and attentive with occasional lapses in confidence or flow of the session.	Counselor presents as confident and attentive, relaxed and able to fully attend to the client's needs.

<b>Program Goal:</b>					
<b>Key performance indicator 6.1:</b> Students will evaluate the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Basic Leadings Skills		Identifies basic leadership skills and group intervention strategies.	Application of basic leadership skills and group intervention to specific group situations	Demonstrates basic leadership skills and intervention strategies in an initial group leading.	Demonstrates group leadership skills and group intervention strategies across varied group topics and settings.
Theoretical Based Group Interventions		Define basic personality and developmental theoretical principles and basic interventions.	Explain key theoretical factors and their relationship to effective group leading techniques.	Demonstrate a theoretical-based group intervention in an initial leading demonstration.	Demonstrate theoretical based interventions for various topics and settings.
Application		Identify various styles of group leading and dynamics.	Define a personal leadership style for group leading.	Identify and demonstrate a group leading style in an initial group leading.	Evaluate aspects of personal leading styles of self and peers in various group leadings.
<b>Key performance indicator 6.2:</b> Students will demonstrate skills in planning and implementing an appropriate group intervention /program.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Topic Identification		Identify various group topics related to the field of professional counseling	Application of basic group topics and leading skills to specific group topic	N/A	Demonstrates group leadership skills based on group intervention strategies/theories across varied group topics and settings.
Plan Formation		Identify basic formats for developing group counselling plans	Explain key theoretical factors and their relationship to effective group planning	N/A	Demonstrates group leadership skills based on group intervention strategies/theories across varied group topics and settings.
Application		Develop an initial draft of a group counseling plan	Define various stages of a group plan	N/A	Demonstrates group leadership skills based on group intervention strategies/theories across varied group topics and settings.

<b>Program Goal:</b>					
<b>Key performance indicator 7.1: Students will analyze the purpose and process of assessment in counseling.</b>					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
		Will use quizzes for this KPI.			
<b>Key performance indicator 7.2: Students will demonstrate skills in conducting, interpreting, and reporting results for select assessment instruments.</b>					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Student describes developmental and relationship characteristics		Student states only demographic facts or data regarding developmental events of the client's life.	Student describes individual development and personality in light of personal context and history.	Student interprets client development and personality characteristics in ways that inform relational choices and conflicts.	Student integrates developmental and personality traits with relational history and context for a full image of the individual's experience.
Student analyzes data from reporting MBTI.		Student reports inaccuracy, misinformation, or any misleading information on any trait	Student reports client results accurately but with no more depth than found on the MBTI descriptions themselves.	Student defines the traits and estimates their importance for the client	Student argues that client meets each of the trait's listed through MBTI in terms of behavior and characteristics.

<b>Program Goal 4:</b> The Counseling program will prepare students to understand, use, and potentially contribute to the body of research within the counseling profession.					
Key performance indicator (aka learning outcome) 8.1: Students will <b>select</b> and <b>evaluate</b> current peer-reviewed literature on a chosen topic.					
<b>Traits (Standards) – I might also call these “performance indicators”</b>	<b>Performance Levels</b>				
	<b>No observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Composes the introduction to the research topic analyzing the history, nature, and variables relevant to the proposal.		Demonstrates lack of understanding of the various components of the research process: e.g. inability to form a research question, hypothesis, IV/DV, or define appropriate terminology.	Proposes an adequate study but is inaccurate on developing research question, variables, or hypothesis to address the subject of the study.	Accurately defines and identifies the independent/dependent variables, hypothesis, and research questions relevant to the proposed study.	Integrates the independent/dependent variables, hypothesis and research questions within a context of the relevant literature explaining the problem that the research question addresses.
<b>Explain</b> research design of each peer-reviewed article selected		Explains research design in a general way that lacks specific detail.	Explains the type of research design, e.g. experimental, non-experimental. If experimental, describes the independent and dependent variables, at least in general terms.	Explains the type of research design, e.g. experimental, non-experimental. If experimental, clearly and precisely describes the independent and dependent variables.	Explains the type of research design, e.g. experimental, non-experimental. If experimental, describes the independent and dependent variables in detail. For example, for independent variables, correctly differentiates active and assigned variables and specifies the levels of each variable. Describes precisely how the dependent variable/s was/were measured.
<b>Evaluate</b> appropriateness of methodology and research design used by authors to answer the study’s research question.		Demonstrates a superficial understanding of why the authors chose their methodology and research design.	Explains the purpose of the methodology and research design the authors used and how this particular methodology and research design allowed the authors to answer the research	Explains the purpose of the methodology and research design the authors used and how this particular methodology and research design allowed the authors to answer	Evaluates and justifies the appropriateness of the research design to the purpose of the research, pointing out any limitations it might have.

			question. Does not point out limitations or flaws in the methodology or research design	the research question. Analyses design and points out limitations or flaws.	
Key Performance Indicator 8.2: Students will <b>explain</b> and <b>apply</b> statistical procedures.					
<b>Traits (Standards) – I might also call these “performance indicators”</b>	<b>Performance Levels</b>				
	<b>No observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
		This KPI will be assessed using quizzes			

<b>Program Goal:</b>					
<b>Key performance indicator 9.1: Students will articulate a final portfolio project that will describe the planning, implementation, and evaluation of a comprehensive school counseling program.</b>					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Student will demonstrate creation of a comprehensive school counseling program plan that outlines various roles and responsibilities of the school counselor.		Creates a comprehensive school counseling program plan that does not include a completed vision, mission, needs assessment, or use of appropriate assessment instruments that demonstrate knowledge of the role of the school counselor.	Creates a comprehensive school counseling program plan with knowledge of required components of a comprehensive school counseling program plan that includes some elements of the ASCA National Model role of the school counselor focusing academic achievement, personal/social development, and career development.	Demonstrates satisfactory knowledge of required components of a comprehensive school counseling program plan including elements of the ASCA National Model role of the school counselor focusing academic achievement, personal/social development, and career development.	Devises a fully supported, strongly detailed, and complete comprehensive counseling program which identifies knowledge of all elements of the ASCA National model of the role of the school counselor focusing on academic achievement, personal/social development and career development.
Student will apply knowledge of ASCA domains (academic, personal/social, career), ASCA standards, applicable state policies, ethical standards, and appropriate legal statutes in the creation of a comprehensive		Student applies few, if any, indications of understanding of ASCA domains and standards, ethical or legal statutes, or WVDE standards in the creation of a comprehensive school counseling program plan. No	Student demonstrates limited inclusion of ASCA domains and standards, ethical or legal statutes, or WVDE standards in the creation of a comprehensive school counseling program plan. Limited evidence of standards is	Student demonstrates satisfactory inclusion of ASCA domains and standards, ethical or legal statutes, or WVDE standards in the creation of a comprehensive school counseling program plan. Evidence of standards is included	Student demonstrates proficient understanding of ASCA domains and standards, ethical or legal statutes, or WVDE standards in the creation of a comprehensive school counseling program plan. Appropriate evidence of standards is included within the final project. (include

school counseling program.		supportive evidence of standards is included within the final project.	included within the final project.	within the final project.	actual standards from each and APA format).
<b>Key performance indicator 9.2:</b> Students will plan and evaluate comprehensive school counseling and guidance programs for PK-12 students following the ASCA National Model, ASCA Ethical Standards, applicable WVDE Policies, and appropriate legal statutes.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
		Student midterm and final evaluations from site supervisors will be used to determine the understanding and elements outlined in KPI 9.2.		Student PRAXIS II completion and passing scores will be used to meet KPI 9.2	
<b>Key performance indicator 9.3:</b> Students will illustrate the impact of technology in the numerous roles and responsibilities of the PK-12 school counselor with regard to assessment, intervention, planning, and implementation of comprehensive school counseling and guidance programs.(Discussion 670 – Discussion 8)					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Students will successfully implement and interpret a career interest inventory through the use of technology.		Student identifies appropriate technologies without application of technologies into curriculum.	Student demonstrates limited use of technology in creation of comprehensive school counseling plan.	Student demonstrates use of technology that is appropriate for the purpose of the activity.	Student demonstrates use of technology that fits the purpose of the activity and is based on researched supported approaches.
Students will illustrate the impact of technology through the continued use during their course work and			This will be evaluated through the site supervisor evaluation on the use of technology.		

clinical placements (i.e. zoom, WVEIS, blackboard, power point, online needs assessments, etc.)					
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<b>Program Goal:</b>					
<b>Key performance indicator 10.1:</b> Students will describe the processes of intake, assessment, diagnosis, treatment planning, and implementation of evidence based practice in counseling.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Assessment used: COUN 630 Case Study presentation					
Student's case study justifies the diagnosis based on DSM diagnostic criteria		DSM diagnostic criteria are missing, incomplete, or inaccurately represented in the case study.	DSM diagnostic criteria are represented in the presentation, but insufficiently represented in the case study.	DSM diagnostic criteria are one-for-one represented in the description of the client case.	DSM diagnostic criteria are clearly, but not obviously, synthesized into the description of the client's behavioral, emotional, intellectual, and relational experience.
Student's treatment plan includes goals, interventions, time-frame, and expected treatment team involvement.		Treatment plan is incomplete lacking in one or more areas of goals, timing, interventions, or treatment team.	Treatment plan may be complete in that it contains all of these areas, but there may be inaccuracies in one or more areas (wrong intervention chosen for the particular diagnosis, for example)	Treatment plan is complete and accurate and provides a realistic time-frame in which to complete it but appears to be somewhat "canned" in its approach. (Jongsma)	Treatment plan completes a comprehensive plan that not only contains all components but also creates a interwoven therapeutic experience that includes several disciplines to aid in the client's healing process.
Student implements treatment interventions justified via research or established EBPs in this diagnosis.		Interventions chosen do not correspond with the treatment plan.	Chooses interventions and describes them as to how they might help the client.	Establishes evidence based interventions for client that are consistent with the treatment plan.	Devises treatment plan and intervention schedule to correspond with treatment goals and expected outcomes.
<b>Key performance indicator 10.2:</b> Students will summarize and assess the duties, roles, and expectations in clinical, agency, hospital, and private practice environments.					
<b>Traits (Standards)</b>	<b>Performance Levels</b>				
	<b>No Observance</b>	<b>Introductory</b>	<b>Progressing</b>	<b>Competent</b>	<b>Mastery</b>
Will use Site Supervisor evaluations for this KPI.					

