

Milligan College Counselor Program Evaluation

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PREPARED BY COUNSELOR EDUCATION PROGRAM FACULTY

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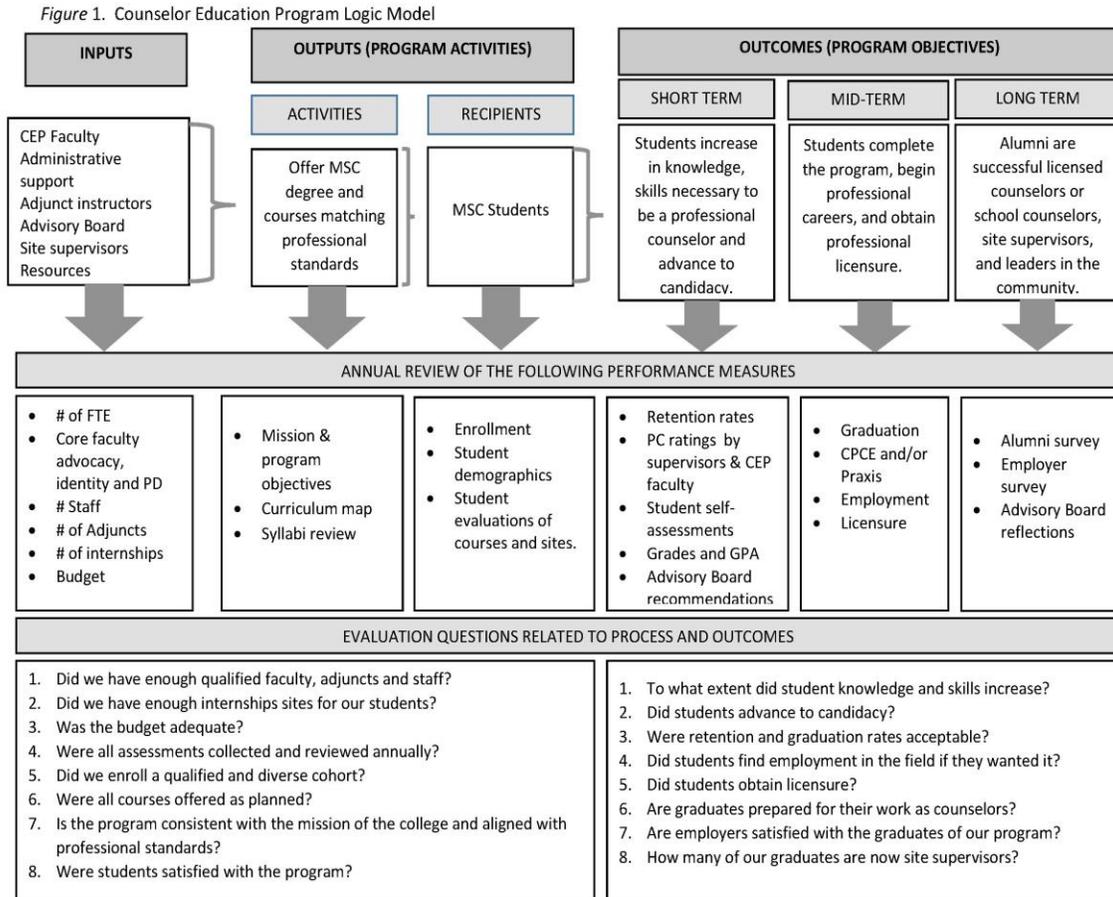
COUNSELOR EDUCATION PROGRAM OVERVIEW

The Clinical Mental Health Counselor Education Program (CEP) is a two-year, 60 credit hour curriculum that prepares graduates to pursue licensure as a Licensed Professional Counselor (LPC). The curriculum consists of 42 credit hours of required coursework in human behavior and development, evidence-based practice, effective counseling strategies, ethical practice, and other core knowledge areas; 9 credit hours of clinical experience (practicum and internships); and 9 elective hours from selected topics. Because Milligan is a Christian college, part of the required coursework includes an ongoing discussion and examination of the theoretical and practical aspects of the integration of faith and learning.

Program Evaluation Overview

The annual program evaluation is the culmination of regular and systematic review of program objectives and performance measures involving all relevant stakeholders, including current faculty, staff, adjunct instructors, students, site supervisors, employers, and an Advisory Board. A Logic Model guides the evaluation process, which outlines the resources, activities, and outcomes as well as the multiple performance measures used to evaluate the Milligan College Counselor Education Program. The report provides results of the 2016-2017 evaluation questions.

Figure 1. Logic Model



EVALUATION TIMELINE

Table 1. Evaluation Timeline

Process Evaluation		
Assessment Measure	Responsible Party	Schedule
# of FTE, staff, and adjuncts	MSC Director- Dr. Browning	Annual- June
Core faculty advocacy, identity and professional development activities	Core CEP faculty- Dr. Browning, Dr. Nefos-Webb, Dr. Sapp	Annual- June
# of supervised internship sites	Field Placement Coordinator- Dr. Sapp	End of each semester Dec & May
Funding sources (budget)	MSC Director- Dr. Browning	Annual- May
Review of Mission, Goals, and Objectives	All MSC faculty	Annual- January
Curriculum map and syllabus review	Core CEP faculty- Dr. Browning, Dr. Nefos-Webb, Dr. Sapp	Annual- July
Student evaluations of courses and sites	All MSC faculty	End of each semester Dec & May
Student enrollment and demographics	Dr. Nefos-Webb	Annual- Sept
Outcome Evaluation		
Assessment Measure	Responsible Party	Schedule
Retention & graduation rates	MSC Director- Dr. Browning	Annual- May
Professional competencies as rated by faculty	MSC Director- Dr. Browning	Twice each semester
Professional competencies as rated by supervisors	Field Placement Coordinator- Dr. Sapp	Twice each semester
Growth Edges as rated by students	Field Placement Coordinator- Dr. Sapp	Twice each semester
Grades and GPA	Core CEP faculty (as advisors)- Dr. Browning, Dr. Nefos-Webb, Dr. Sapp	End of each semester Dec & May

Advisory Board recommendations & reflections	Dr. Sapp	(Semi-)Annual meeting (Jan & Aug)
NCE and/or Praxis passing rates	MSC Director- Dr. Browning	As students take them
Licensure rates	Administrative Assistant- Mrs. Liesl Huhn	Annual May
Employment rates	Administrative Assistant- Mrs. Liesl Huhn	Annual May
Alumni Survey	Administrative Assistant- Mrs. Liesl Huhn	First, Third, and Fifth year after graduation- May
Employer Survey	Administrative Assistant- Mrs. Liesl Huhn	Every 2 years- May

Evaluation of Program Inputs

Faculty used the following questions to guide the evaluation of program inputs:

1. DID WE HAVE ENOUGH QUALIFIED FACULTY AND ADJUNCTS?
2. DID WE HAVE ENOUGH INTERNSHIPS SITES FOR OUR STUDENTS?
3. WAS THE BUDGET ADEQUATE?

RESULTS

- **Faculty, Adjunct Faculty and Staff**

Core faculty in the Counselor Education Program (CEP) included Dr. Christine Browning (Program Director), Dr. Rebecca L. Sapp (Practicum and Internship Experiences (PIE) Coordinator, and Dr. Shauna Nefos Webb. In addition, full-time faculty from the related area of psychology also taught core courses: Dr. Lori Mills, Dr. John Paul Abner, and Dr. Joy Drinnon. Furthermore, the program used four adjunct instructors to cover core courses during this year in review: Dr. Greg Wallace, Mr. David Sapp, Dr. Preston Visser, and Mrs. Nina Hancock. The ratio of FTE students to FTE faculty in 2016-2017 was 5.28 to 1. The program was able to cover all of the required courses and one elective and stay under the maximum ratio of 12:1 with these faculty and adjuncts.

- **Internship Sites, Supervision, and Advisory Board**

In the 2016-2017 calendar year, practicum students completed a portion of the required 100 hours at the on-campus Counseling Center with one of the core faculty providing live supervision and consultation. In addition to the Counseling Center, students completed hours at 8 other practicum sites. Sites included Mountain States Health Alliance (now Ballad Health) (1 student at Holston Valley Medical Center; 1 student at Woodridge-inpatient), private practice (2 students), children's residential facility (1 student), foster care and adoption services (1 student), RHA Health Services in NC (DBT practice- 1 student), and an agency specializing in Autism services (1 student). Also, the program placed students at 4 agencies for internship. Seven students completed their internship hours at Frontier Health and 5 at Woodridge. Other internship settings included private practice, (2 students), and the on-campus Counseling Center (6 students). Some counselor candidates completed hours at more than one site. Currently, these sites have met the students' needs supplying supervision. However, the professional standards are moving toward requiring supervisors to have specific training in providing clinical supervision. Not all of the site supervisors currently have this specific training. Therefore, the Practicum and Internship Experiences (PIE) coordinator and CEP faculty with input from the Advisory Board will need to address this need in the future, perhaps consider offering a course on campus for this training or reach out to additional qualified site supervisors.

- **Budget and Resources**

The CEP budget was adequate for the year in review. The budget was sufficient to cover faculty salaries and a half-time administrative assistant. In addition, the budget met faculty professional development opportunities (attending professional conferences) as well as student learning needs (adequate space and technology). One of those student learning needs is the campus Counseling Center, where all practicum and some internship students develop their skills; the budget allowed for all necessary equipment and supplies to be purchased.

Evaluation of Program Outputs (Activities)

Evaluation of program outputs was guided by the following questions:

1. Were all assessments collected and reviewed annually?
2. Did we enroll a qualified and diverse cohort?
3. Were all courses offered as planned?
4. Is the program consistent with the mission of the college and aligned with professional standards?
5. Were students satisfied with the program?

RESULTS

- **Assessment and Evaluation Process**

This is the first year CEP faculty have used the program evaluation template. Dr. Browning and Mrs. Huhn sent out the Alumni surveys in the Fall of 2016 and the employer surveys in May/June of 2017. Dr. Browning and Dr. Sapp collected the mid-term and end of semester assessments. All information was collected, but not on the timeline established, as this is a new format for evaluation. Program faculty began this year in-review past the timeline and in response to the CACREP reviewers' response letter to the CEP application for accreditation. Faculty now have a plan to use this process in all subsequent years.

- **Enrollment and Diversity**

MSC Program Student Demographics 2012-2016

COHORT YEAR of ENTRY	MALE	FEMALE	RACE	STATE/COUNTRY OF ORIGIN
2012	3	6	9 C	Tennessee/USA
2013	3	16	16 C, 1 AA, 1 Bi, 1 H	Kentucky, North Carolina, Tennessee, Virginia/USA; The Netherlands
2014	1	9	10 C	Tennessee/USA
2015	1	9	8 C, 1 AA, 1 B	Florida, Michigan, North Carolina, Tennessee/USA; Africa
2016	3	9	11 C, 1 AA	Colorado, North Carolina, Tennessee/USA

C = Caucasian; AA = African American; B = Black; Bi = Biracial; H = Hispanic

Through program recruitment, not only have we been able to interview and enroll cohorts that reflect the area's racial and ethnic diversity, but also we enrolled students who represent a wide range of age diversity. Enrolled student have included traditional aged college students straight out of undergraduate studies as well as individuals returning to school in middle adulthood in

order to prepare for a second career. Additionally, enrolled students have represented a variety of religious beliefs and perspectives within and outside of Christianity as well as varying abilities. We consistently enroll more female students overall ranging from 60 percent to 93 percent. However, the emerging trend is that approximately 80 percent of the enrolled cohort identify as female.

The counselor education program is committed to continue the efforts to enroll qualified candidates who represent a wide array of underrepresented identities.

- **Course Offerings**

A table listing all the courses offered in the 2016-2017 calendar year is located in [Appendix A](#). Core CEP faculty offered 54.9% of the courses; full-time Psychology faculty and adjunct faculty offered 23.9% and 21.1% respectively. This meets a goal of core faculty teaching the majority of classes in the program. Program faculty typically teach COUN 553; an adjunct faculty taught the course this year due to Dr. Mills being on sabbatical. A core faculty member is considering teaching COUN 620M in the future, giving core faculty a larger percentage of required courses.

- **Mission and Professional Standards**

Program faculty meet annually to review the Institutional Effectiveness Plan per the institution's policy. This review serves as a time for faculty to review the mission statement, program-level goals, and program-level Student Learning Outcomes (SLOs) to be sure that data support the program is effectively meeting its goals as well as supporting the college in its mission and overall goals. The Institutional Effectiveness plan for the Master of Science in Counseling program is filed with the Office of Institutional Effectiveness.

As of January, 2018, the CEP uses this program evaluation method as described previously in this report. Faculty identified program objectives and performance measures with guidance from established professional standards. The CEP applied for accreditation from CACREP in July, 2017. As part of an on-going self-study and in response to reviewers' comments, program faculty have engaged in a rigorous process to see where courses are adequately teaching core curriculum standards and where changes need to be made ([see Appendix B](#)). As a result of this review, all instructors were asked to update their syllabi to clearly show the information needed and include this on the table; these syllabi reflect the next time the course will be taught (either Spring, 2018; Summer, 2018; Fall, 2019; or Spring, 2019).

Each instructor has included on the syllabus for each course SLOs with a reference to the Professional Standard(s) we are attempting to teach the counselor candidate. The reference has the section number (either 2 or 5), the letter for either core curriculum area (F) or subspecialty of Clinical Mental Health Counseling (C), the curriculum area (identified with a number again), and then finally the specific professional standard (lower case letter). We have identified some SLOs as addressing more than one standard and thus have both sections 2 and 5 referenced.

We identified in the tables only the courses where we have determined we best address the Professional Standard. Other courses may address the standards in addition to those identified, but we know these courses are intentionally addressing the standards, emphasizing learning the information, and assessing for competency as well. We occasionally included two courses because we saw this being done in both and wanted to note this.

When the core Counselor Education Program faculty met to review the curriculum standard tables, we identified some gaps where standards were not being addressed or addressed well. A couple examples of these gaps specifically are: 2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams and 5.C.2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. These standards previously were addressed in elective courses; faculty now teach them in required courses.

- **Student Satisfaction**

After every semester course, students complete course evaluations in which they provide input regarding their satisfaction with course objectives, course content, the instructor's teaching, helpfulness, and use of technology. For the year in review, response rates varied from 25-90% of students in each course completing evaluations. This was the institution's first year to use course surveys emailed to students instead of distributed in person in the classroom; this may have contributed to the low response rate. Most of the comments students made were general in nature and positive. A few students suggested dropping an assignment or two in different classes; nothing too major noted. Response from a student for COUN 610- Group Dynamics and Group Counseling specifically recommended this course be offered over a longer period of time than the May term allows; Dr. Browning reported this has been a request made from students in past years as well. She is making plans to move the course to a regular summer session (e.g. June) in Summer, 2018.

In addition to course evaluations, students also complete an evaluation on their Practicum or Internship Experience and site supervisor. In 2016-2017, 100% of the students in the CMHC placements rated their sites and site supervisors adequate, good or excellent. Several students had very positive comments specific to their supervisors and overall reported learning a great deal of counseling skills. In the case of a student assigning a rating of poor or "not at all" for expected supervisor roles, the PIE Coordinator would meet with the student to address specific concerns; in most situations of this low of a rating, future students would not be placed with that site supervisor again.

Evaluation of Program Outcomes

Evaluation of program outcomes was guided by the following questions:

1. To what extent did student knowledge and skills increase?
2. Did the student advance to candidacy?
3. Were retention and graduation rates acceptable?
4. Did students find employment in the field if they wanted it?
5. Did students obtain licensure?
6. Are graduates prepared for their work as counselors?
7. Are employers satisfied with the graduates or our program?
8. How many of our graduates are now site supervisors?

RESULTS

- Student learning (knowledge, skills, and dispositions)

Program faculty assess student learning outcomes in every course; specific assignments have now been identified as key performance indicators that students are knowledgeable in core professional curricula standards. At the time of this review, course grades and overall GPA was the measure of knowledge. A consideration in the future will be to require students to complete a portfolio which would include very specific key indicators as evidence of this knowledge. All of the students who were in their 2nd year in the 2016-2017 calendar year were doing well in their academic knowledge, passing their core courses with the required B or better and maintaining an overall GPA of 3.0 or better.

CEP faculty begin assessing students' professional dispositions and counseling skills using the Professional Competencies measure from the first semester students are enrolled. Program faculty collectively complete these assessment measures twice a semester. The individual results are shared with each student by the advisor. Once practicum begins, both CEP faculty and site supervisors complete the Professional Competencies assessment tool twice a semester and review individual results with each student. As program faculty reviewed the aggregated results of the Professional Competencies measure, they recognized inconsistencies in how site supervisors were completing the assessment tool. Through discussions with site supervisors, they reported they were unclear as to exactly what constituted a 3 or 4 on several items they were asked to rate (dispositions and skills). A sample of the original Professional Competencies Rating Form below will show the lack of clarity on the part of CEP faculty. In addition, one student during a triadic supervision session commented that she was unclear on where she should be in the development of her skills as she progressed through the CEP. Similarly, at the Advisory Board meeting in January, 2018, the Board made the recommendation that the CEP faculty should establish a clearly defined skill progression evaluation system to help demonstrate and show the expectation of skill progression through the program. Immediately after the Advisory Board meeting, CEP faculty began overhauling and refining the Professional Competencies form with a detailed rubric, specific professional dispositions, and 3 levels of skills development- basic, intermediate, and advanced. This new Professional Competencies Rubric is

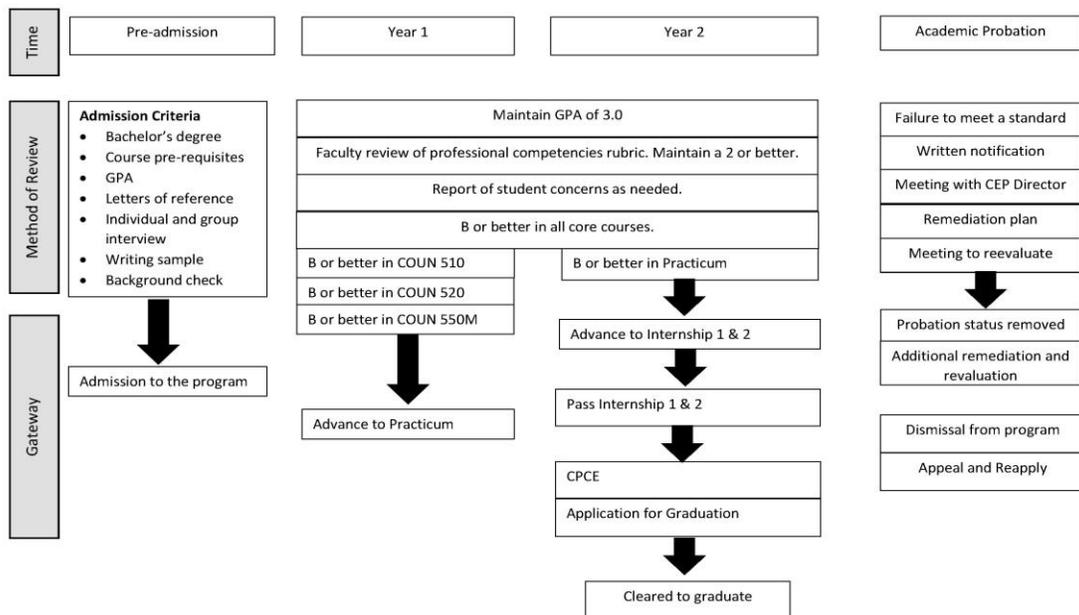
shown in [Appendix C](#). Practicum and Internship instructors explained the new form to students and site supervisors. Faculty use the skill terms assessed on the Professional Competencies measure throughout the courses, which allows for highlights for the students the importance of practicing these skills.

In addition, upon review of the student self-assessments, program faculty found them lacking in clarity and usefulness. The Advisory Board, which met in January, 2018, recommended using a narrative approach with student self-assessments. Practicum and Internship Instructors began creating open-ended questions that will guide students in self-reflection and honest evaluation of their strong skills, areas for growth, opportunities and guidance needed, and confidence in their competency. CEP faculty will work during the Spring and Summer sessions, 2018, to formalize student self-assessments to help determine student progress through their own reports.

- **Retention and advancement to candidacy**

In January, 2018, faculty created the following flow chart that illustrates the process from pre-admission to candidacy: (noteworthy is that the CPCE will not begin to be required until the incoming fall cohort of 2018)

Figure 2. Counselor Education Program Assessment and Advancement Points



Retention, Remediation, Graduation Chart by Cohort

Cohort Year	Admitted into CEP/CMHC	Withdrew Personal Reasons	Remediation	Failed Out of Program	Dropped to Part-time	Dismissed from Program for PC or Academic Integrity	Re-Entered Program	Completed
2012-2014	9							9 (100%)
2013-2015	19	4*		1	1		2 add on SC; *1 re-entered	15 (79%)
2014-2016	10	2						8 (80%)
2015-2017	10	1*	1			1	*1	9 (90%)
2016-2018	12		1			1		tbd

SC=School Counseling

Specifically, for the 2016-2017 calendar year in review, faculty reviewed students' grades from both the 2015 cohort, in their 2nd year, and 2016 cohort, in their first year. As this is the first systematic Program Evaluation, included here are all the cohorts to date.

The CEP overall retention and graduation rate is 87.25%. For this report, program faculty reviewed the progress of students enrolled in the 2016-2017 calendar year. All of the students who were in their 2nd year in the 2016-2017 calendar year were doing well in their academic knowledge, passing their core courses with the required B or better and maintaining an overall GPA of 3.0 or better.

The new cohort that began in the fall of 2016 had 2 students withdraw. In discussing some of the faculty's concerns regarding the lower-than-desired retention rates, one factor was noted-the students' interpersonal skills were lacking. This was not detected well in the interview process; candidates were demonstrating satisfactory or better skills in one-on-one interviews. The program faculty decided to try to discern the level of interpersonal skills better in the interview process by implementing a "team challenge" activity at the beginning of the interview. This process was just implemented Fall, 2016. Another weakness noted in students was in the quality of writing for research papers and reflection papers. Therefore, program faculty also began requiring a writing sample at the time of the interview in addition to the "team challenge" activity and interviews with two people on the CEP Admissions Committee.

- **Employment and Licensure**

Placement rates are defined as: the number of students who, within 180 days of the day they received their master's degree, obtained employment in the recognized occupation for which they were trained or in a related comparable recognized occupation divided by the number of graduates who are actively seeking employment. Placement rates are reported among graduates to be: 2014 graduates- 100%; 2015 graduates- 89%; 2016 graduates- 100%.

At the time of this report, program faculty were aware of 4 who have successfully obtained professional counselor licensure in the state of TN.

- **Employer Survey and Advisory Board Recommendations**

Employer Survey Feedback

Program faculty reviewed the results of the Employer Survey sent out in May/June of 2017 and responses received about June 8th, 2017 ([see Appendix D](#)). We only received 4 responses. Feedback from employers of Milligan College Counseling (MCC) program graduates was highly positive, although one must be careful with over generalizing the results as our response rate to the survey was low. Overall, employers of MCC graduates rated them extremely positively on a variety of statements. One hundred percent of employers who responded rated MSC graduates as excellent in "Demonstrates sensitivity and respect for all people." One hundred percent of employers who responded stated that graduates demonstrate dependability. Milligan College graduates were rated as excellent on statements evaluating communication skills (communicates effectively with clients or the public and communicates effectively with peers/coworkers/supervisors).

Qualitative assessment of MSC graduates revealed that supervisors were impressed with graduates' performances. One supervisor stated, "I consider her a top employee out of our entire staff and she is advanced for her experience." Another supervisor stated, "She has done a great job ... and put in many ours beyond what she is paid for." Employers noted no significant weaknesses of the Milligan College CEP program.

While the assessment was helpful to note that employers are satisfied with the graduates of the program, little feedback was given to help guide the faculty to improve the program. As a result, the employer satisfaction survey will be modified to encourage critical assessment of the graduates. Dr. Abner suggested adding the following questions:

1. What evidenced based technique would you like our graduates to have learned before they leave graduate school?
2. Based on your interactions with our students, what is one thing we should consider adding to our program?

In addition, faculty will discuss further ways to improve this survey to make it more meaningful to Program Evaluation and to improve the response rate. At their December, 2017, CEP faculty

meeting, the program faculty decided to send out Employer Surveys every two years instead of annually, making the next date for Employer feedback May, 2019.

- **Alumni Survey**

The MSC Alumni Survey was developed in Fall 2016 ([see Appendix E](#)). Program faculty reviewed the results and included some comments towards future revisions. Seventy-nine percent of the responding alumni reported being very satisfied with how the Milligan College MSC Program prepared them for their career journey; 21% reported being fairly satisfied with this. Ninety-one percent of the alumni reported finding the core and required courses very useful or extremely useful. Thirty-six percent of students rated Career Counseling as "not at all useful." Core faculty have made the decision, in part as a result of the alumni feedback, to have this course taught by a core faculty member. This change will be implemented Summer, 2018. Additionally, alumni indicated that we could do a better job of making Faith and Learning seem more relevant or useful. Perhaps program faculty could meet to discuss how we approach the course and discuss what seems to go well and not as well in the course as well as future ways to make the content more relevant to students' future careers. One respondent stated that it would be nice if we could link current students with alumni for career mentoring. Perhaps program faculty could host an alumni/student gathering, both to keep alumni connected and to encourage current students.

Program faculty are considering developing a longer survey that is sent to recent alumni, and a shorter survey that is sent perhaps every 2 years to alumni to stay in contact. In addition, we will ask questions to see if alumni obtained licensure, became a site supervisor, or how they see themselves as leaders in the community. Alumni are just beginning to be licensed as Professional Counselors in the last one to two years. Some have begun the supervisor role, but they need more training that is specific to providing supervision and another year experience to meet the needs of the CEP.

Use of Findings to Inform Program Modifications

Through this review process, a few findings require the CEP faculty to take action towards program modification.

1. While currently the number of practicum and internship sites meets the needs of the students in the program, a number of the site supervisors have not had the specific training in providing clinical supervision that the professional standards now require. Either the PIE Coordinator will find more appropriate sites or CEP faculty will consider offering a course on campus for this training.
2. No timeline was previously set for collecting assessment measures. In January, CEP faculty set who is responsible for the collection and an established timeline for collection and review of all data used to measure the program objectives established.
3. A core faculty member, Dr. Nefos Webb, is considering teaching COUN 620M in the future, thus having this required class taught by core CEP as opposed to adjunct faculty.
4. Faculty identified some professional standards were only addressed in elective courses; they are now taught and assessed in required courses.
5. Student course evaluations were reviewed. COUN 610 will be moved from the short, 3-week May term to a longer 4-5 week summer session in Summer, 2018.
6. New Professional Competencies Rating Form constructed and will be used in 2017-2018 Program Evaluation.
7. CEP faculty will work during the Spring and Summer sessions, 2018, to formalize student self-assessments to help determine student progress through their own reports.
8. In an attempt to raise retention rates, program faculty decided to add a “team challenge” activity and an on-site writing sample to the interview process. Implemented Fall, 2016.
9. Two more specific questions will be added to the Employer Survey in order to assess what the CEP can do to continue to equip program graduates to meet the current needs in the professional counseling.
10. While reviewing the results of the alumni survey, faculty recommended that two surveys be created- one to be sent the first year after graduation and include questions about courses taken while enrolled. The second survey should be focused more on mid-term and long-term program objectives, specifically inquiring about professional licensure, becoming a site supervisor, and being a leader in the community. Alumni surveys will be revised summer, 2018.
11. Program faculty will discuss how we approach COUN 600- Integration of Faith and Learning, what seems to go well and not as well in the course as well as future ways to make the content more relevant to students’ future careers.
12. The CEP will consider ways to connect current MSC students with alumni in a networking fashion. Perhaps this could be done at on-campus CE opportunities.

Programmatic Decisions Based on Key Assessments

This table highlights change points in programmatic or instructional design and identifies either the policy or the data sets associated with those decisions.

Date	Change in Program or Instructional Design	Policy or Data Set Associated with Change
Summer, 2018	COUN 610- Group Dynamics and Group Counseling offered in 4 ½ week session instead of 2 ½ week session	Student feedback
Summer, 2018	COUN 620M- Career Counseling will be offered by core CEP faculty	Alumni feedback as well as Program Evaluation for % of courses taught by core faculty/other faculty
Jan., 2018	Systematic Program Evaluation put in place	Response to accreditation application
Jan, 2018	Revised Professional Competencies Rating Form- rubric, dispositions, skill levels	Site supervisor feedback; Advisory Board recommendations; student feedback
Jan, 2018	Revised Self-Assessment Ratings- narrative responses instead of scales	Faculty and Advisory Board recommendations
Feb., 2017	Dropped COUN 553- Theories of Personality from CMHC required courses; Elective course COUN 510- Added COUN 510-Introduction to the Counseling Profession to the MSC/CMHC list of required courses; Changed course title of COUN 550 back to Legal and Ethical Issues	In response to the self-study, CEP faculty discussed need to add a separate course to address professional standards instead of covering too much in COUN 550
Jan., 2017	Revised interview process for pre-admission candidates	In response to retention rate review, decision was made by CEP faculty to adjust admission requirements and process to select better qualified students who would be successful in the program
May, 2016	Proposed to change course name, description, and SLOs of COUN 550 from Legal and Ethical Issues to Professional Orientation and Ethical Practice	As a way to better address Professional Standards

April, 2016	Proposed Course Substitutions including CMC 7070 for COUN 650; CMC 6030 for COUN 540; and CMC 6210 for COUN 625; Expanded Program Learning Outcomes from the original 4 to 11	Provide a greater range of options for students in the MSC program or students already holding a MDiv to transfer into the program; Modified Program Outcomes to address Professional Standards for CEP programs
Mar., 2016	Proposed new electives to offer MSC students more options- CMC 6010- Ministry to the Aging and Their Families; CMC 6020- Human Sexuality; CMC 6030- Counseling and Multiculturalism; CMC 6200- The Church and Family Formation; CMC 6210- The Church and Marriage and Family Therapy; CMC 7070 Suffering and Christian Care and Counseling	Response to student requests for more electives
Jan., 2016	New course proposed- COUN 660- Creative and Expressive Arts in Counseling	Response to student feedback requesting another elective and specifically one exploring “non-traditional” counseling techniques
Aug., 2015	Began self-study in order to apply for CACREP accreditation	In order for CEP to be more marketable and keep up with Professional Standards
Aug., 2015	Dr. Browning- Director of CEP; New hire: Shauna Nefos Webb/ CACREP Ph.D. Counseling & Student Personnel Services	Dr. Mills (Licensed Clinical Psychologist) returned to Director of Undergraduate Psychology program
July, 2015	Annual Campus Poster Presentation Conference for CEP graduate students launched	In response to need for more CEP student involvement in research-related and counseling profession-promoting activities
Aug., 2014	Updated CEP retention & remediation policy	In response to review of current policies in comparison to Professional Standards
Aug., 2014	On-campus Counseling Center began- used for Practicum and Internship Counseling training- Dr. Browning- Director Counseling Center Policies established	Student feedback; faculty recommendations- needed a way to observe student counseling skills and provide live supervision per Professional Standard; also service to campus community

April, 2014	Established role of Coordinator of Practicum and Internship Experiences (PIE) with job description; appointed Dr. Sapp as PIE Coordinator	Professional standard to have this position
Sept., 2013	Modified Practicum hours- decreased the required number of Practicum hours from 150 to 100	Professional standard requirement for Practicum hours is 100; to not overburden students with Practicum level hours, program decreased to allow students to move to Internship-level hours sooner
Aug., 2013	New hire: Dr. Browning /Ph.D. in CACREP Counselor Education and Supervision	Needed full-time CEP faculty to replace Dr. Schnyders, who took a faculty position in OH
Jan., 2013	Modified Internship hours- raised the required number of internship hours from 400 to 600.	Professional standard requirements- began working toward CACREP accreditation
Fall, 2012	Counselor Education Program launched- Dr. Lori Mills (Program Director); Dr. Rebecca Sapp (Practicum and Internship Experiences Coordinator); Dr. Christina Schnyders; original number of required practicum hours was 150 & internship hours was 400	Met State of TN minimum practicum & internship hours required (required was 500 total)
June, 2012	MSC Catalog description submitted to Academic Committee	Full-time faculty and prospective faculty recommendations after reviewing other Counselor Education Programs
Sept., 2011	MSC Course Descriptions and Course Learning Outcomes proposed to Academic Committee; SACS prospectus submitted	Full-time faculty and prospective faculty recommendations after reviewing other Counselor Education Programs

APPENDIX A

2016-2017 COURSES OFFERED

Course Offered	L=Live H=Hybrid O=Online	Core Faculty (Hours)	Full-Time, Non-Core Faculty (Hours)	Adjunct Faculty (Hours)
Summer-Required				
COUN 500M	O		Abner (3)	
COUN 620M	O			Wallace (3)
COUN 648	H		Abner (3)	
COUN 680	H		Drinnon (3)	
COUN 692 COUN 694	L	R. Sapp (3)		
Fall- Required				
COUN 520	L	Browning (3)		
COUN 540	L	Nefos Webb (3)		
COUN 550M	O	R. Sapp (3)		
COUN 553*	L		**Mills on sabbatical	Visser (3)
COUN 600#	L	Nefos Webb (.5)		
COUN 625	H	R.Sapp (3)		
COUN 692 COUN 694	L			D. Sapp (3)
Spring-Required				
COUN 530	L	Browning (2)	Abner (2)	
COUN 560	H	Browning (3)		
COUN 600	L	R. Sapp (.5)		
COUN 610 offered May term	H	Browning (3)		
COUN 670	H		Mills (3)	
COUN 690	L			D. Sapp (3)
COUN 692 COUN 694	L	R. Sapp (3)		
Summer- Elective				
COUN 660	H	Nefos Webb (3)		
Fall- Elective				
COUN 535	H	Browning (3)		
COUN 645	H	Nefos Webb (3)		
Spring- Elective				
COUN 527	L		Drinnon (3)	
COUN 580	L			Hancock (3)
COUN 644	H	Browning (1.5) Nefos Webb (1.5)		
Total Credit Hours Offered = 71		39 (54.9%)	17 (23.9%)	15 (21.1%)

*required course in 2016-2017 catalog; changed to elective course in 2017-2018 catalog

a total of 2 credit hours of COUN 600 are required to graduate; offered in .5 increments

APPENDIX B

CURRICULUM COURSES

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
a. history and philosophy of the counseling profession and its specialty areas	COUN 510*	1	Professional Identity Paper	Sept 13
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	COUN 510	2	Professional Roles & Functions Paper	Sept 27
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	COUN 510 COUN 560	6 2	Professional Roles & Functions Paper Quizzes/Class Discussion	Sept 27 Over the course of the semester

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
d. the role and process of the professional counselor advocating on behalf of the profession	COUN 510	3	Advocacy paper	Oct 18
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	COUN 510 COUN 540	3 6	Advocacy paper Transcultural experience and advocacy presentation	Oct 18 Dec 3
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	COUN 510	4	Professional Counseling Organizations Diagram Presentation	Nov 15
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	COUN 510	4	Professional Counseling Organizations Diagram Presentation	Nov 15
h. current labor market information relevant to opportunities for practice within the counseling profession	COUN 510	4	Professional Counseling Organizations Diagram Presentation	Nov 15

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	COUN 510 COUN 550M	3 1	Advocacy Paper Student Support and Staffings (SSS) Final Exam	Oct 18 Weekly Week of Dec 10
j. technology's impact on the counseling profession	COUN 510	9	In-class discussion	Nov 29 & Dec 6
k. strategies for personal and professional self-evaluation and implications for practice	COUN 510 COUN 694	5 5	Personal & Professional Growth & Care Journal Class attendance & participation self-assessment; site supervisor evaluation	Weekly Weekly Feb. 27 & May 1

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
l. self-care strategies appropriate to the counselor role	COUN 510	5	Personal & Professional Growth & Care Journal	Weekly
	COUN 550M	9	Discussion in SSS	Sept 10
m. the role of counseling supervision in the profession	COUN 550M	3	Online participation with Quiz Discussion in SSS Final Exam	Nov. 26 Nov. 26 Week of Dec. 10

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	COUN 540	1	In-class discussion; current events reflection Social Justice Quilt & Cultural Self-Analysis	Weekly Oct 15
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	COUN 540	4	In-class discussion Transcultural experience and advocacy presentation Research paper	Weekly Dec 3 Dec 7

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
c. multicultural counseling competencies	COUN 540	4	In-class discussion Transcultural experience and advocacy presentation	Sept 10 & 17 Dec 3
	COUN 550M	5	Online participation with Quiz Discussion in SSS	Sept 24 Sept 24
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	COUN 540	7	In-class discussion Social Justice Quilt & Cultural Self-Analysis	Weekly Oct 15
e. the effects of power and privilege for counselors and clients	COUN 540	8	Implicit bias test and resistance paper In-class discussion	Sept 17 Weekly & Oct 15
f. help-seeking behaviors of diverse clients	COUN 540	5	In-class discussion	Weekly

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
g. the impact of spiritual beliefs on clients' and counselors' worldviews	COUN 540	3	Social Justice Quilt & Cultural Self-Analysis Implicit bias test and resistance paper In-class discussion	Oct 15 Sept 17 Weekly
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	COUN 540	9	Transcultural experience and advocacy presentation Research paper	Dec 3 Dec 7

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan	COUN 500M	1	Discussion My Virtual Child of Life	Varied dates June - July July 22
	COUN 625	1	Genogram	Oct. 2
		2	Class discussion, final exam	Weekly, Dec. 11

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
b. theories of learning	COUN 500M	2	Chapter quizzes Engagement assignments	Varied dates June – July Varied dates June - July
c. theories of normal and abnormal personality development	COUN 500M	3	Chapter quizzes Engagement assignments	Varied dates June – July Varied dates June - July
d. theories and etiology of addictions and addictive behaviors	COUN 530	2, 3, 4, 5	Case Conceptualization Paper	April 16
e. biological, neurological, and psychological factors that affect human development functioning and behavior	COUN 500M	4	My Virtual Child/Life assignment	July 22
f. systemic and environmental factors that affect human development, functioning, and behavior	COUN 500M	5	Class Discussion My Virtual Child/Life Assignment	Varied Dates June-July July 22
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	COUN 500M	6	Chapter Quizzes Class Discussion	Varied Dates June-July Varied Dates June-July

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
h. a general framework for understanding differing abilities and strategies for differentiated interventions	COUN 560	4	Video-taped sessions	Initial tape & transcript Feb 13 Initial Report Feb 20 2 nd tape & transcript Feb 27 2 nd Report Mar 13 Final tape & transcript Apr 14 Final report Apr 24
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	COUN 500M	7	Chapter quizzes Engagement assignments	Varied dates June – July Varied dates June - July

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making	COUN 620M	1	Online discussion	June 1
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Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	COUN 620M	2	Case study	June 11
c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	COUN 620M	4	Online discussion	June 6
d. approaches for assessing the conditions of the work environment on clients' life experiences	COUN 620M	3	Case study	June 11
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	COUN 620M	3	Career self-study	June 15
f. strategies for career development program planning, organization, implementation, administration, and evaluation	COUN 620M	6	Career Project	June 22

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	COUN 620M	8	Online discussion Case study	June 18 June 11
h. strategies for facilitating client skill development for career, educational, and lifework planning and management	COUN 620M	5	Case study	June 11
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	COUN 620M	3	Online discussion	June 6
j. ethical and culturally relevant strategies for addressing career development	COUN 620M	7	Online discussion	June 15

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling	COUN 520	1, 2, 3	Theory Chart	Dec 6
	COUN 625	3	Case Conceptualizations + Tx Plans	Oct. 9, 23, Nov. 6, Dec. 4

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
b. a systems approach to conceptualizing clients	COUN 625	2	Case Conceptualizations + Tx Plans	Oct. 9, 23, Nov. 6, Dec. 4
c. theories, models, and strategies for understanding and practicing consultation	COUN 550M COUN 690	3, 4 8	Online participation with Quiz In-class discussion	Nov. 26 Jan 29 & weekly
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	COUN 540	2	In-class discussion Research paper	Oct 1 Dec 7
e. the impact of technology on the counseling process, counselor characteristics and behaviors that influence the counseling process	COUN 550M	2	Online participation with Quiz Final Exam	Sept 17 & Oct 8 Week of Dec 10
f. Counselor characteristics and behaviors that influence the counseling process	COUN 510	7	In-class Discussion Counseling skills tapes	Aug 30 & Sept 6 Sept 6, 20, Oct 4, 18, Nov 1, 15, & Dec 6

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
g. essential interviewing, counseling, and case conceptualization skills	COUN 510	8	Counseling skills tapes	Sept 6, 20, Oct 4, 18, Nov 1, 15, & Dec 6
	COUN 625	2	Case Conceptualizations + Tx Plans	Oct. 9, 23, Nov. 6, Dec. 4
h. developmentally relevant counseling treatment or intervention plans	COUN 530	2,3,4,5	Case Conceptualization Paper	April 16
	COUN 648	2	Presentation	June 11, 18 or 25
i. development of measurable outcomes for clients	COUN 560	4	Video-taped session	Initial tape & transcript Feb 13 Initial Report Feb 20 2 nd tape & transcript Feb 27 2 nd Report Mar 13 Final tape & transcript Apr 14 Final report Apr 24
j. evidence-based counseling strategies and techniques for prevention and intervention	COUN 648	3,4	Completion of NCTSN course	June 25
			Completion of EBT based workbook	June 25
			In-class discussion	Each class

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
k. strategies to promote client understanding of and access to a variety of community based resources	COUN 510	3	Advocacy paper	Oct 18
l. suicide prevention models and strategies	COUN 560	2	Self-Assessment Report Quizzes/Class Discussion Final Exam	Apr 24 Over course of the semester May 4
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	COUN 648	7	Completion of treatment or intervention plan	June 25
n. processes for aiding students in developing a personal model of counseling	COUN 520 (Introduced) COUN 625 (Reinforced) COUN 694 (Mastered)	1, 2, 5 6 8	Personal Case Study My Most Likely Model paper Portfolio- Professional Identity Statement	Nov 15 Nov. 27 May 1

6. GROUP COUNSELING AND GROUP WORK

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
a. theoretical foundations of group counseling and group work	COUN 610	5	Theory Presentation w/Group facilitation of theory-based group activity	Each student presents over the course of the semester
b. dynamics associated with group process and development	COUN 610	1	Ropes Course Participation Ropes Course Group Process Report	June 2 June 2
c. therapeutic factors and how they contribute to group effectiveness	COUN 610	5, 6	Co-facilitation of group	Over course of the semester
d. characteristics and functions of effective group leaders	COUN 610	3, 6, 9	Mind Tap Activities in CANVAS Ropes Course Participation & Report Co-Facilitation of Group	Over course of semester June 2 Over course of semester

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
e. approaches to group formation, including recruiting, screening, and selecting members	COUN 610	3, 8	Group Curriculum Proposal	July 12
f. types of groups and other considerations that affect conducting groups in varied settings	COUN 610	1, 3, 6	Group Curriculum Proposal	July 12
g. ethical and culturally relevant strategies for designing and facilitating groups	COUN 610	1-8	Mid-Term Final	June 21 July 19
h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	COUN 610	1-8	Participation in class psychoeducation and experiential group activities over the course of the semester	Varied dates June-July

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	COUN 560	1	Weekly Quizzes (15) Class Discussion	Over course of the semester
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Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
b. methods of effectively preparing for and conducting initial assessment meetings	COUN 560	1-8	Mind Tap Activities Class Discussion	Over the course of the semester
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	COUN 560	2	Self-Assessment Report Quizzes/Class Discussion Final Exam	Apr 24 Over course of the semester May 4
d. procedures for identifying trauma and abuse and for reporting abuse	COUN 560	1-8	Video-taped sessions Diverse Populations Paper Presentation	Initial tape & transcript Feb 13 Initial Report Feb 20 2 nd tape & transcript Feb 27 2 nd Report Mar 13 Final tape & transcript Apr 14 Final report Apr 24 Feb 27 Apr 3

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	COUN 560	1-8	Video-taped sessions Myers Briggs Personality Type & NEO-PR-I Self-Assessment Report	Initial tape & transcript Feb 13 Initial Report Feb 20 2 nd tape & transcript Feb 27 2 nd Report Mar 13 Final tape & transcript Apr 14 Final report Apr 24 Mar 27 Apr 24
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	COUN 560	1-8	Diverse Populations Paper Myers Briggs Personality Type & NEO-PR-I	Feb 27 Mar 27
h. reliability and validity in the use of assessments	COUN 560	1-8	Mind Tap Activities Class Discussion	Over the course of the semester

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
i. use of assessments relevant to academic/educational, career, personal, and social development	COUN 560	1-8	Mind Tap Activities Class Discussion	Over the course of the semester
j. use of environmental assessments and systematic behavioral observations	COUN 560	1-8	Mind Tap Activities Class Discussion	Over the course of the semester
k. use of symptom checklists, and personality and psychological testing	COUN 560	1-8	Myers Briggs Personality Type & NEO-PR-I Class Discussion of topic	Mar 27
l. use of assessment results to diagnose developmental, behavioral, and mental disorders	COUN 560	1-8	Mind Tap Activities Class Discussion	Over the course of the semester
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	COUN 560	1-8	All assignments Class Discussion	Over the course of the semester

8. RESEARCH AND PROGRAM EVALUATION

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	COUN 68o	1, 2	Systematic Review Paper	July 20
b. identification of evidence-based counseling practices	COUN 648	4	EBT based workbook; Class discussions	June 25 Weekly
c. needs assessments	COUN 68o	2	In-class discussion on program evaluation and needs assessments. (Listed on the syllabus as “homework and in-class work”).	June 26
d. development of outcome measures for counseling programs	COUN 68o	2	In-class discussion on program evaluation and needs assessments. (Listed on the syllabus as “homework and in-class work”).	June 26

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
e. evaluation of counseling interventions and programs	COUN 648	8	Presentations Discussion board post 4	June 18, 2 June 29
f. qualitative, quantitative, and mixed research methods	COUN 680	2	Weekly in-class or online quizzes. For example, "Grounded Theory Video Quiz-online-June 22 nd and "Action Research Online Quiz-June 29 th " These are listed on the syllabus as quizzes.	Weekly
g. designs used in research and program evaluation	COUN 680	2	Weekly in-class or online quizzes.	Weekly
h. statistical methods used in conducting research and program evaluation	COUN 680	3	Weekly in-class or online quizzes.	Weekly

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
i. analysis and use of data in counseling	COUN 680	4	Table of research results as part of the systematic review paper/research project.	July 5
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	COUN 680	5	Ethical dilemma in-class activity (Listed on the syllabus as “homework and in-class work”).	June 1

*new course added Fall, 2017, to meet needs after review by CEP faculty

Section 5.C. Clinical Mental Health Counseling Sub-specialty Curriculum Courses

1. Foundations

a. History and development of clinical mental health counseling	COUN 510	1	Professional Identity Paper	Sept 13
b. Theories and models related to clinical mental health counseling	COUN 648 COUN 625	4 3	Class Discussion, Presentation Online work + class participation; Case Conceptualization + Tx Plans; Final Exam	June Weekly; Oct. 9, 23, Nov. 6, Dec. 4; Dec. 11

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	COUN 530 COUN 625	2, 3, 4, 5 2	Case Conceptualization Paper Case Conceptualizations + Tx Plans	April 16 Oct. 9, 23, Nov. 6, Dec. 4
d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders	COUN 530	3	Final Exam	April 30
e. Psychological tests and assessments specific to clinical mental health counseling	COUN 560	1-8	Video Taped Sessions Initial Interview Initial report 2 nd Interview taped sessions & transcripts 2 nd Interview report Final Interview taped session and transcript Final Interview Report	Feb 13 Initial tape & transcript Feb 20 Initial report Feb 27 2 nd tape & transcript Mar 13 2 nd report Apr 17 Final tape & transcript Apr 24 Final Report

2. Contextual Dimensions

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
a. Roles and settings of clinical mental health counselors	COUN 510	2	Professional Roles & Functions Paper	Sept 27
b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	COUN 530	2, 3	Exam 1 and Exam 2	February 19, March 26
c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	COUN 510	6	Professional Roles & Functions Paper	Sept 27
d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>	COUN 530	1-8	Exam 1 and Exam 2	February 19, March 26
e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	COUN 530	3, 7	Exam 1 and Exam 2	February 19, March 26

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
f. Impact of crisis and trauma on individuals with mental health diagnoses	COUN 500M	6	Quiz, Discussion Board	July
g. Impact of biological and neurological mechanisms on mental health	COUN 530	1, 2, 7	Final Exam	April 30
h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	COUN 530	8	Final Exam	April 30
i. Legislation and government policy relevant to clinical mental health counseling	COUN 510 COUN 550M	4 7	Professional Counseling Organizations Diagram Presentation Online Participation with Quiz Final Exam	Nov. 15 Oct. 8 Week of Dec. 10
j. Cultural factors relevant to clinical mental health counseling	COUN 540	8 2	Research Paper Social Justice Quilt and Cultural Self-Analysis	Dec 7 Oct 15
k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	COUN 510	4	Professional Counseling Organizations Diagram Presentation	Nov 15

Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
i. Legal and ethical considerations specific to clinical mental health counseling	COUN 550M	1	Discussion in SSS Final Exam	Weekly Week of Dec. 10
m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	COUN 550M COUN 692	8 2,9	Online participation with Quiz Final Exam Classroom attendance & participation	Oct. 1 Week of Dec. 10 Weekly

3. Practice

a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	COUN 560 COUN 690	1-8	Video Taped Sessions Initial Interview Initial report 2 nd Interview taped sessions & transcripts 2 nd Interview report Final Interview taped session and transcript Clinical Case Presentation with Video	Feb 13 Initial tape & transcript Feb 20 Initial report Feb 27 2 nd tape & transcript Mar 13 2 nd report Apr 17 Final tape & transcript April 2-23
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Curriculum Standard	Course	SLO #	Related Assignment	Date Assignment is Due
b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	COUN 648	9	Presentation, Completion of EBT workbook In class discussion	June
c. Strategies for interfacing with the legal system regarding court-referred clients	COUN 510	2	Professional Roles & Functions Paper	Sept 27
	COUN 550M	9	Discussion in SSS	Oct. 1
d. Strategies for interfacing with integrated behavioral health care professionals	COUN 510	2	Professional Roles & Functions Paper	Sept 27
e. Strategies to advocate for persons with mental health issues	COUN 510	3	Advocacy Paper	Oct 18
	COUN 540	6	Research Paper Transcultural experience/advocacy presentation	Dec 7 Dec 3

APPENDIX C

PROFESSIONAL COMPETENCIES

Student: _____ **Date:** _____ **Check 1-** Mid-term: ____ OR Final: ____

- Check 1-** Every semester: ____ (Dispositions)
Practicum: ____ (Dispositions & Level 1 Counseling Skills)
Internship 1: ____ (Dispositions & Levels 1 & 2 Counseling Skills)
Internship 2: ____ (Dispositions & Levels 1, 2, & 3 Counseling Skills)

Name of Site: _____ **Rater(s):** _____ (signature)

Check 1- Licensed Clinical Supervisor (LCS): ____ **LCS:** _____ (signature)

Task Supervisor: ____ (requires signature of licensed clinical supervisor)

Faculty: ____

As a Counselor Education Program, we value your honest assessment of this student under your supervision. Your feedback will provide information to the student regarding areas of strength and growth edges. Please consider tasks or settings where the student had an opportunity to demonstrate the professional competencies listed below. For each disposition or counseling skill listed, please use the following rating scale:

- 4 = Exceeds almost all of the behavioral standards almost all of the time.
- 3 = Meets almost all of the standards consistently.
- 2 = Fails to meet one or more standard on more than one occasion.
- 1 = Fails to meet one or more behavioral standard(s) on more than one occasion even after correction.

NOTO= No Opportunity To Observe

DISPOSITIONS

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Attire/hygiene	Dress conforms with all Milligan and clinical experience dress code policies. Clothes and person are clean and well-groomed.			
Collaborative w/ peers, coworkers	Takes initiative in working together with others or participates eagerly when asked. Makes positive contributions to the team. Demonstrates an attitude that lets others know their opinions are valued.			
Communication	Language is clear and simple as evidenced by listener understanding the message. Communication facilitates information sharing between appropriate parties. Communicates needs or changes well in advance. Vocal tone is respectful, non-judgmental. Responds to others' requests via email, text, or phone call within expected time frame (may depend on setting and circumstances).			
Accepts feedback	Accepts feedback in a professional manner as evidenced by showing appreciation (e.g. saying "thank you", asking follow-up questions, etc.) as opposed to being defensive, making excuses or becoming angry. Actively seeks opportunities for feedback from instructors, supervisors, and coworkers. Implements positive adjustments to practice based on feedback or appropriately provides reason for failure to implement feedback.			

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Punctual	Arrives early to events that require advanced preparation. Arrives on time and is not late without sufficient cause. Seeks approval in advance for expected tardiness. Communicates appropriately and as soon as possible about unexpected tardiness.			
Regulates emotions	Inhibits expression of emotions as needed and appropriate (e.g. controls anger without outbursts, laughs at appropriate times, does not sob uncontrollably). Shows a consistent ability to recognize emotionally-charged situations and respond in a manner that encourages appropriate expression of emotion (e.g. remains calm and uses soft tone in front of another person expressing rage or panic).			
Accepts responsibility for actions	Independently notices mistakes or areas for improvement. Makes apologies or statements showing ownership of actions and consequences associated with actions. Independently makes self-corrections.			
Conflicts	Conflicts are resolved privately and respectfully. Attempts to resolve conflicts in a respectful way. Is able to avoid conflicts by finding mutual common ground.			

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Organized w/ good time management	<p>Assignments and projects are completed on time or in advance of due dates.</p> <p>Multiple assignments and projects are undertaken simultaneously in order to contribute positively to class, site, or team.</p> <p>Assignments and projects are arranged in a systematic way that adds to their clarity and/or usefulness to others.</p>			
Flexible	<p>Demonstrates the ability to change plans in response to unexpected changes and situations (e.g. may plan on completing a certain task but when presented with a more immediate need is able to address the more immediate need).</p> <p>Attitude outwardly reflects acceptance of unexpected needs that arise with clients, instructors, supervisors, or coworkers.</p>			
Acceptance of diversity	<p>Listens respectfully to differing opinions</p> <p>Interacts in various settings with others from a different race or culture (e.g. classroom, work environment, etc.).</p> <p>Tone of voice conveys respect and acceptance regardless of differences.</p>			

Counseling Skills

Level 1- Basic Skills

	Description of Standard	Score	NOT O	Comments: Required if scored below 3
Attending	Maintains eye contact with client Demonstrates verbal tracking/active listening skills (e.g. follows client's train of thought without randomly jumping from topic to topic). Uses appropriate body language (e.g. arms relaxed, sits up, may lean forward to show interest).			
Rapport	Establishes relational connections (e.g. finds common ground with the client).Helps client relax by creating a safe space (e.g. counselor smiles, asks what might help client relax, shows interest in client).			
Reflection of Content	Accurately paraphrases/summarizes what client has conveyed (e.g. does not sound like a parrot, but varies the words without changing the meaning). Uses words in reflection that are free from interpretation and judgment.			
Empathy	Demonstrates understanding of client's perspective (e.g. uses statements with content that client agrees matches the perspective being shared).Matches tone of voice (e.g. client speaking softly-counselor speaks softly; client speaking with joy- counselor speaks joyfully). Identifies feelings client may be experiencing.			

	Description of Standard	Score	NOT O	Comments: Required if scored below 3
Self-Monitoring	Demonstrates excellent self-awareness of triggers and responses (e.g. in supervision acknowledges what behaviors or topics may ignite anger or sadness). Acknowledges biases with supervisor(s) and works to keep from imposing them on clients (e.g. may have strong opinions about divorce or abortion or other topics). Addresses personal concerns with supervisor as needed (e.g. discloses health concerns or family problems that may interfere with the ability to counsel others).			

Level 2- Intermediate Skills

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Reflection of Feeling	<p>Listens for feeling client is expressing</p> <p>Labels feeling heard or observed even if client does not (e.g. "I heard anxiety in your voice just now").</p> <p>Conveys reflection to client with neutral tone free of judgment and allows for correction by client if not accurate.</p>			
Immediacy	<p>Addresses the dynamic in the room (e.g. "the mood seems to have shifted; I sense you are not happy with what I said. Let's talk about that." Or, "You are quiet now and seem withdrawn. Help me understand what changed for you.").</p> <p>Uses meta-communication; talk about talking (e.g. "you and your partner are being critical and defensive; how can you say that without criticism or without being defensive?").</p> <p>Confronts incongruency gently but firmly (e.g. if the client said something was fine but then responds in anger; or client make two contradictory statements and counselor points this out respectfully).</p>			
Therapeutic Use of Silence	<p>Identifies need for silence during session as evidenced either by stating this during supervision or implementing the silence during the session.</p> <p>Demonstrates being present with the client in the silence as evidenced by maintaining eye contact, keeping body posture mirroring client's, and joining client when client begins speaking again.</p>			

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Use of Metaphor	<p>Crafts an analogy that matches the client in style (e.g. military analogy when working with veteran).</p> <p>Explains/delivers chosen analogy smoothly and in a way that relates to the client.</p> <p>Uses visual aid as needed or available to bring analogy to life (e.g. may use an actual box when talking about learning how to put things away to deal with them at a later time).</p>			
Problem Identification	<p>Collaboratively defines problem to be addressed in counseling with client.</p> <p>Defines problem in ways that both client and counselor can recognize what it is (e.g. “depression” is operationalized so that it is recognized by both parties- state of feeling sad, showing withdrawn behavior, unable to sleep, etc.).</p> <p>Prioritizes with client which problem(s) need addressed first (e.g. suicidal ideation needs to be addressed before working on relationship with significant other).</p>			

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Theoretical Concept of Problem	<p>Chooses theoretical framework that matches client's style (e.g. with very concrete client, counselor uses behaviorism or with a client who wants to gain insight into the problem, counselor uses a theoretical framework such as CBT or Narrative).</p> <p>Uses theoretical language accurately and consistently when describing the problem and technique to client and supervisor in supervision.</p> <p>Uses appropriate assessments and techniques from chosen theory (e.g. if CBT is chosen theoretical framework, counselor assesses and intervenes in areas of distorted thinking).</p>			
Goal-Setting	<p>Collaboratively identifies with client relevant and attainable goals.</p> <p>Aligns goals with theoretical approach chosen (e.g. if CBT is being utilized, goals center around thoughts and behaviors; if behaviorism is chosen, goals focus on desired behaviors to be achieved).</p> <p>Evaluates progress toward goal(s) each session.</p> <p>Explores barriers to progress toward goal(s) as needed with client (e.g. "what is stopping you from implementing this change?").</p>			

Level 3- Advanced Skills

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Case Notes/ Documentation	<p>Enters information in client's chart within 24 hours of session.</p> <p>Writes succinct notes that include relevant information from the session (e.g. problem addressed, progress or not towards goal, etc.).</p> <p>Uses professional language and good grammar in clinical notes.</p> <p>Addresses SI/HI in every note.</p>			
Diagnosing	<p>Supports DSM-5 diagnoses fully by considering presenting symptomatology and appropriate rule-outs.</p> <p>Identifies ICD code(s) properly.</p>			
Self-Disclosure	<p>Shares personal information with client when relevant.</p> <p>Spends minimal time when using self-disclosure (e.g. does not talk more than client on this subject).</p>			
Engaging Difficult Clients	<p>Mirrors client's affect, posture, or tone as needed to build connection with client.</p> <p>Avoids power struggles with the client (e.g. if client becomes withdrawn and quiet, counselor does not keep berating the client with questions).</p> <p>Explores with the client what has worked and hasn't worked with prior counseling if applicable.</p> <p>Tries different approaches when client rejects one approach by counselor (e.g. changes theoretical framework; writes notes instead of using verbal communication).</p>			

	Description of Standard	Score	NOTO	Comments: Required if scored below 3
Challenges Clients	<p>Asks client for permission to give feedback or challenge client's thinking.</p> <p>Introduces alternative perspectives as a way to challenge client's thinking (e.g. "others may disagree with you").</p> <p>Explores with client how others may think about client's behavior or choices as a way of confronting client.</p>			
Appropriate Use of Consultation	<p>Recognizes when others have more experience with certain theories or client problems and welcomes their suggestions.</p> <p>Asks colleagues and supervisor for feedback and suggestions after brainstorming and exploring options.</p> <p>Implements recommendations received from others.</p>			
Termination	<p>Acknowledges when client has reached goals or is not longer making progress towards goals.</p> <p>Discusses a plan with client for ending counseling sessions in a way that is comfortable and acceptable to all participants.</p> <p>Reviews with client problems addressed, goals met and unmet, plan for continued success, and plan for possibility of relapse or new needs to be addressed at a later time.</p> <p>Completes all documentation necessary upon termination.</p>			

APPENDIX D

EMPLOYER EVALUATION OF MSC GRADUATES

December 18th 2017, 2:00 pm MST

Q8 - How long has this individual been in your employment?

#	Answer	%	Count
1	0-6 months	0.00%	0
2	6-12 months	0.00%	0
3	12-24 months	50.00%	2
4	more than 24 months	50.00%	2
	Total	100%	4

Q7 - Today's Date:

6/14/2017

June 14, 2017

6/9/17

06/08/17

Q2 - 1 = Unsatisfactory; 2 = Somewhat Satisfactory; 3 = Satisfactory; 4 = Excellent; NOTO = No Opportunity to Observe

Question	1		2		3		4		NOT O		Tot al
Demonstrates sensitivity and respect for all people.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Demonstrates an ability to maintain appropriate personal boundaries.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Displays appropriate dress and personal hygiene.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Recognizes and utilizes appropriate non-verbal communication.	0.00 %	0	0.00 %	0	0.00 %	0	75.00 %	3	25.00 %	1	4
Communicates effectively with clients or the public.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Communicates effectively with peers/coworkers/supervisors.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Deals with emotions and personal problems maturely.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Displays honesty, integrity, and ethical behavior in professional matters.	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Utilizes effective organizational and time management skills.	0.00 %	0	0.00 %	0	25.00 %	1	75.00 %	3	0.00 %	0	4
Demonstrates dependability	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4
Demonstrates sound judgement by assessing situations, analyzing	0.00 %	0	0.00 %	0	0.00 %	0	100.00 %	4	0.00 %	0	4

options, and problem solving.												
Demonstrates ability to be flexible with unexpected situations.	0.00 %	0	0.00 %	0	25.00 %	1	75.00 %	3	0.00 %	0		4

Q4 - Additional comments and/or suggestions (feel free to elaborate on behavioral observations):

She has done a great job and put in many hours beyond what she is paid for.

X is an excellent employee and therapist. I consider her a top employee out of our entire staff and she is advanced for her length of experience.

X has been an excellent addition to our team.

Q8 - What weaknesses in Milligan's training program have been evident, based on the performance of this graduate?

none

None noted.

n/a

Q9 - What suggestions do you have for strengthening the preparation of counselors to adapt to current issues in the counseling field?

Milligan turns out great educators

None noted.

X is really good at this, but I have seen other new graduates struggle with the need to establish a therapeutic alliance quickly in order to assist with increased possibility that the client will continue to come to sessions and not "no show".

AlumGradYr

Answer	%	Count
2014	25.00%	1
2015	75.00%	3
Total	100%	4

Field

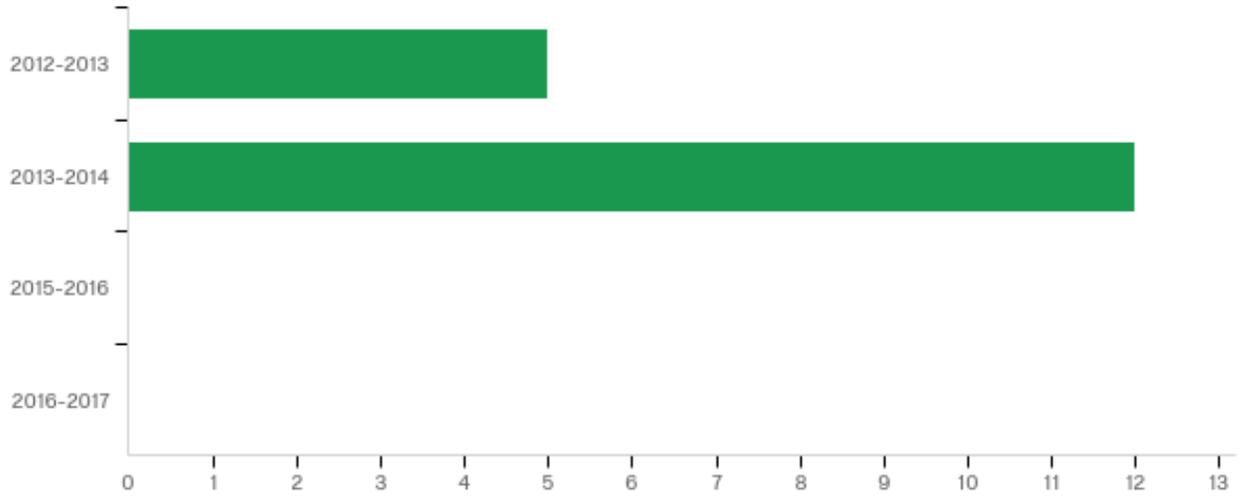
Answer	%	Count
Clinical Mental Health	75.00%	3
School/Education	25.00%	1
Total	100%	4

APPENDIX E

MSC ALUMNI SURVEY FALL 2016

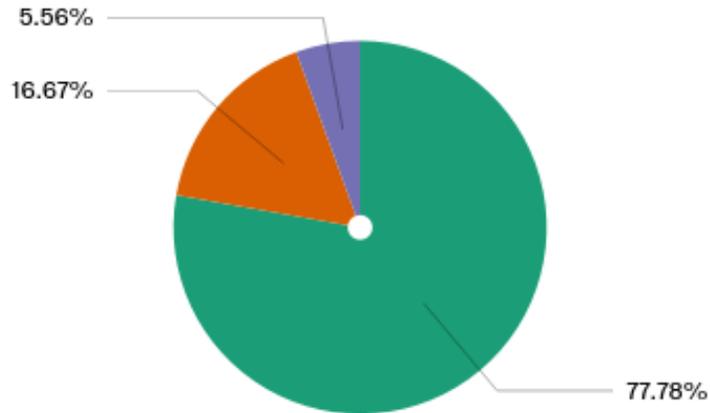
December 18th 2017, 1:44 pm MST

In what academic year did you begin the program?



#	Answer	%	Count
1	2012-2013	29.41%	5
2	2013-2014	70.59%	12
3	2015-2016	0.00%	0
4	2016-2017	0.00%	0
	Total	100%	17

What is your current employment status... (check all that apply)



■ employed as a counselor
 ■ employed in a field outside of counseling, please specify
■ seeking employment
 ■ not seeking employment
 ■ working as a full-time home maker

#	Answer	%	Count
1	employed as a counselor	77.78%	14
2	employed in a field outside of counseling, please specify	16.67%	3
3	seeking employment	5.56%	1
4	not seeking employment	0.00%	0
5	working as a full-time home maker	0.00%	0
	Total	100%	18

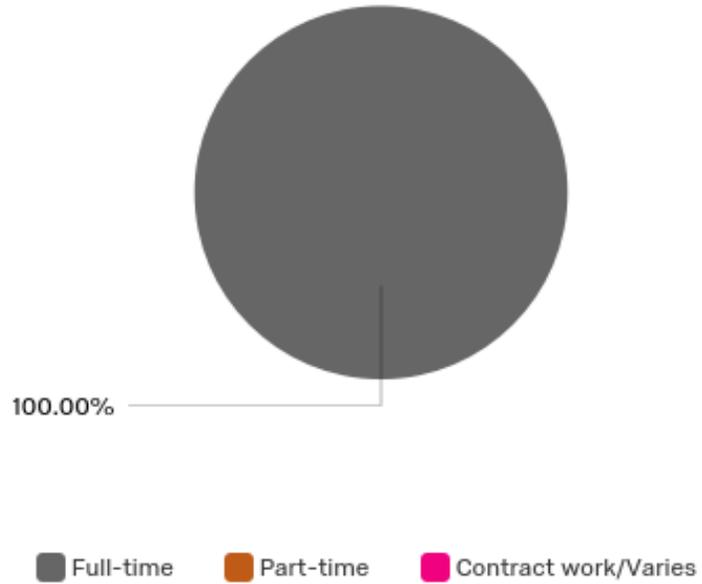
employed in a field outside of counseling, please specify

Research Analyst

Education

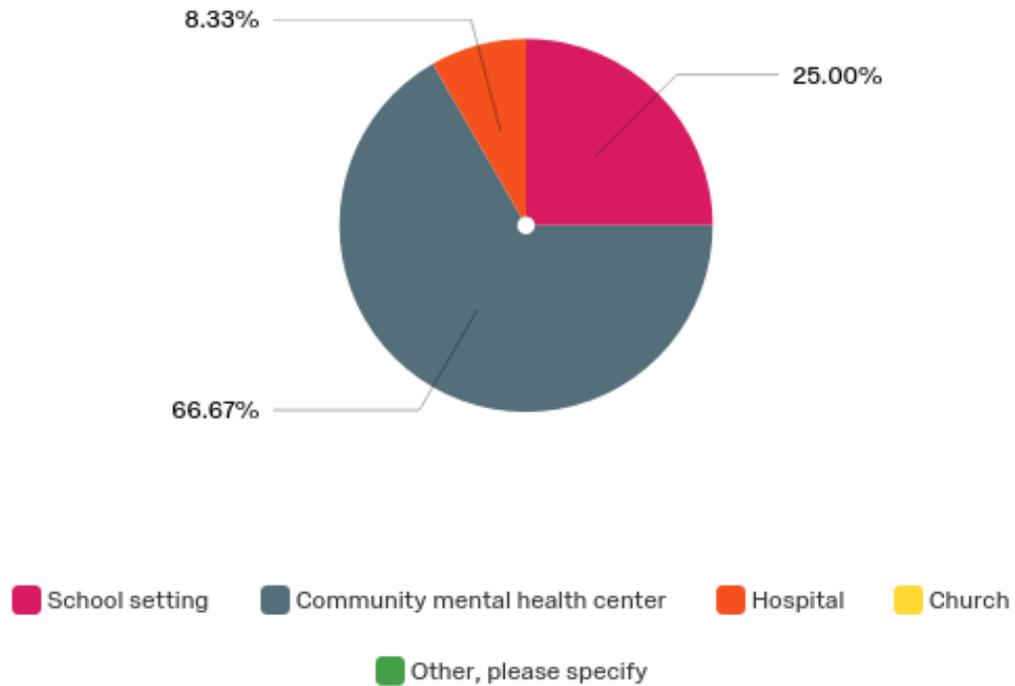
Asst Victim/Witness Director

What is your level of employment



#	Answer	%	Count
1	Full-time	100.00%	13
2	Part-time	0.00%	0
3	Contract work/Varies	0.00%	0
	Total	100%	13

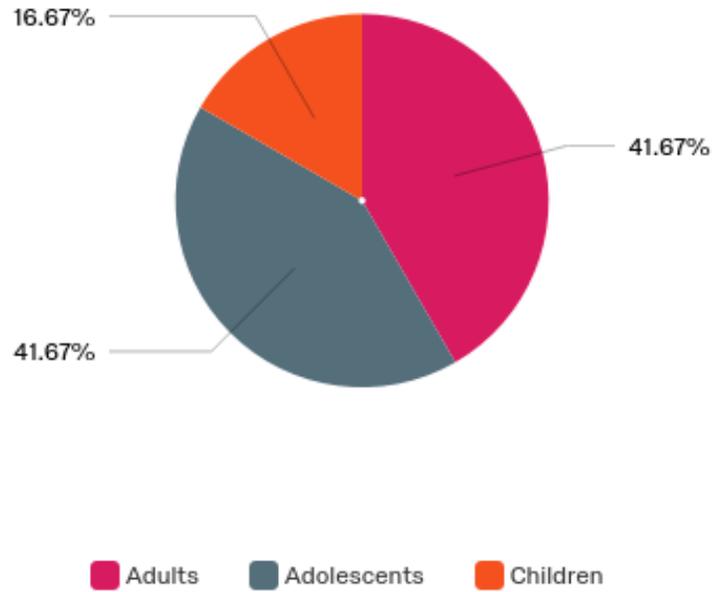
Primary Area of Employment



#	Answer	%	Count
1	School setting	25.00%	3
2	Community mental health center	66.67%	8
3	Hospital	8.33%	1
4	Church	0.00%	0
5	Other, please specify	0.00%	0
	Total	100%	12

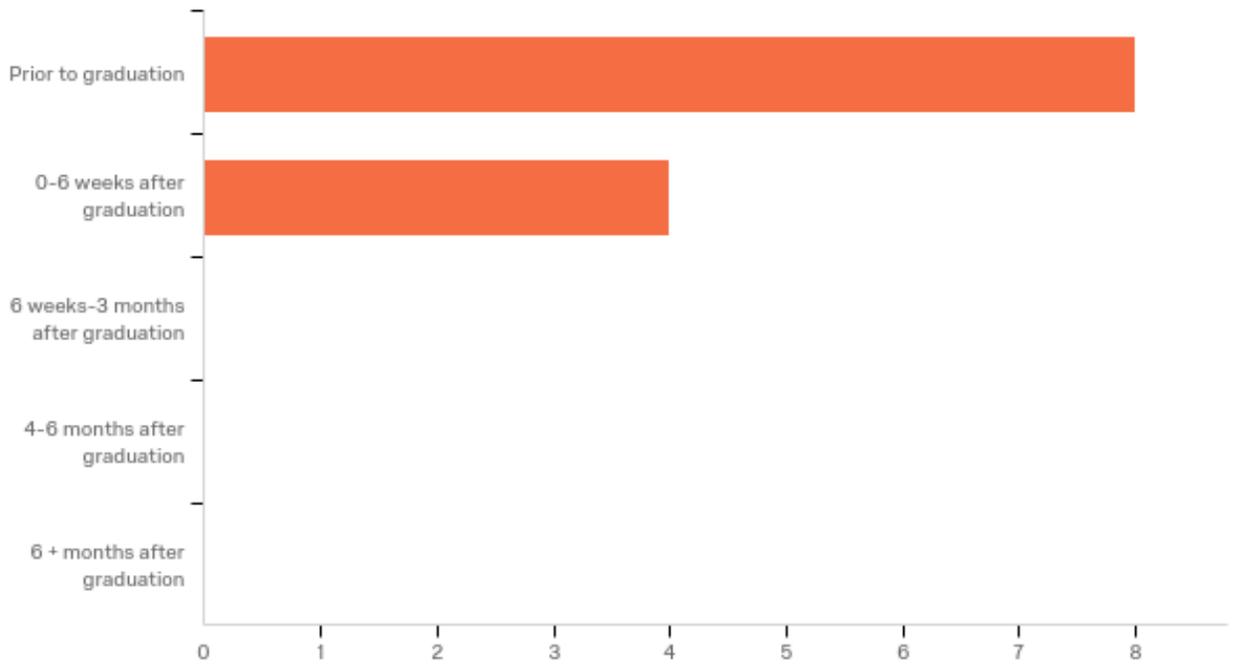
Other, please specify

What population do you primarily serve?



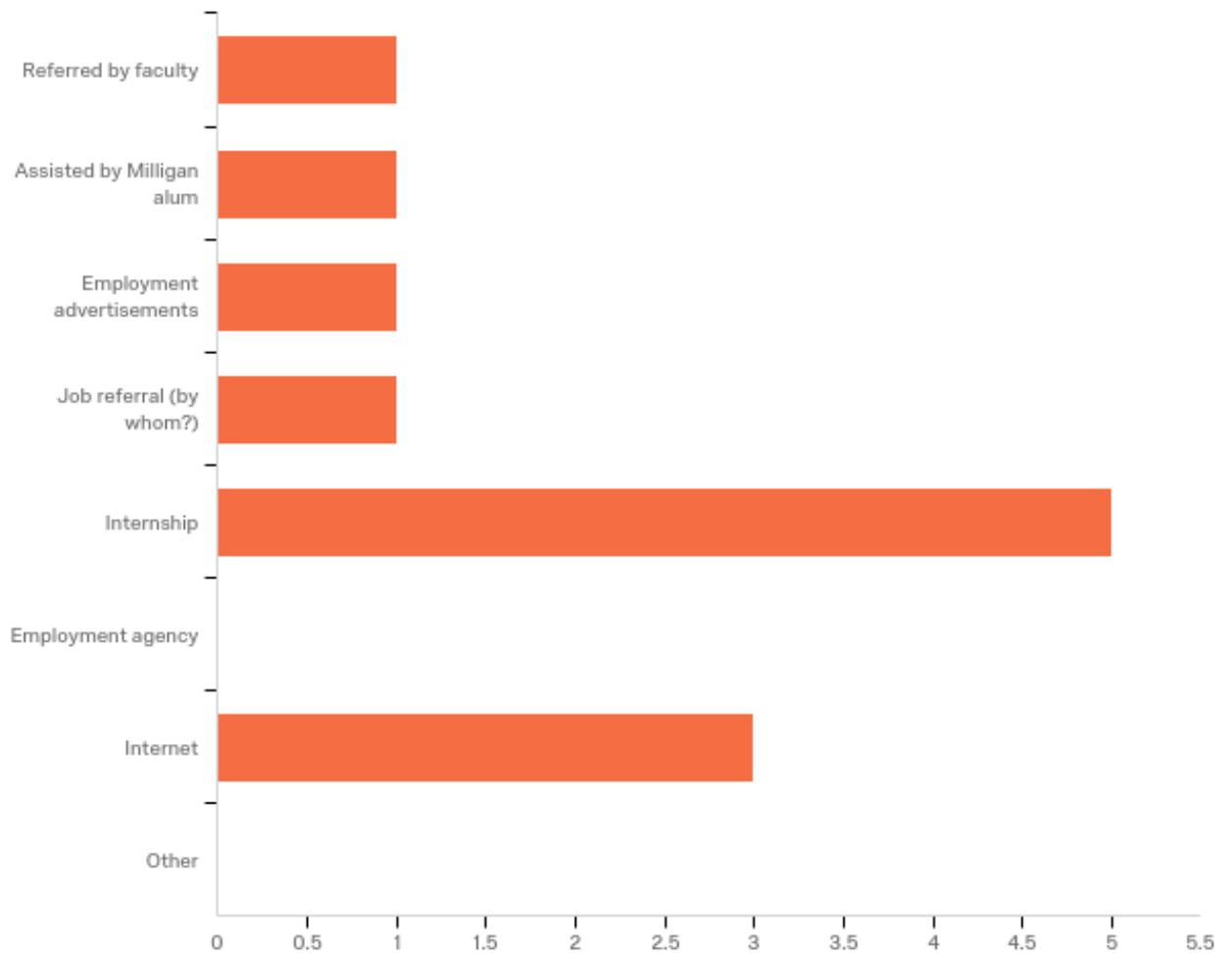
#	Answer	%	Count
3	Children	16.67%	2
1	Adults	41.67%	5
2	Adolescents	41.67%	5
	Total	100%	12

When did you secure your first counseling-related job?



#	Answer	%	Count
1	Prior to graduation	66.67%	8
2	0-6 weeks after graduation	33.33%	4
3	6 weeks-3 months after graduation	0.00%	0
4	4-6 months after graduation	0.00%	0
5	6+ months after graduation	0.00%	0
	Total	100%	12

How did you find your first counseling-related job?



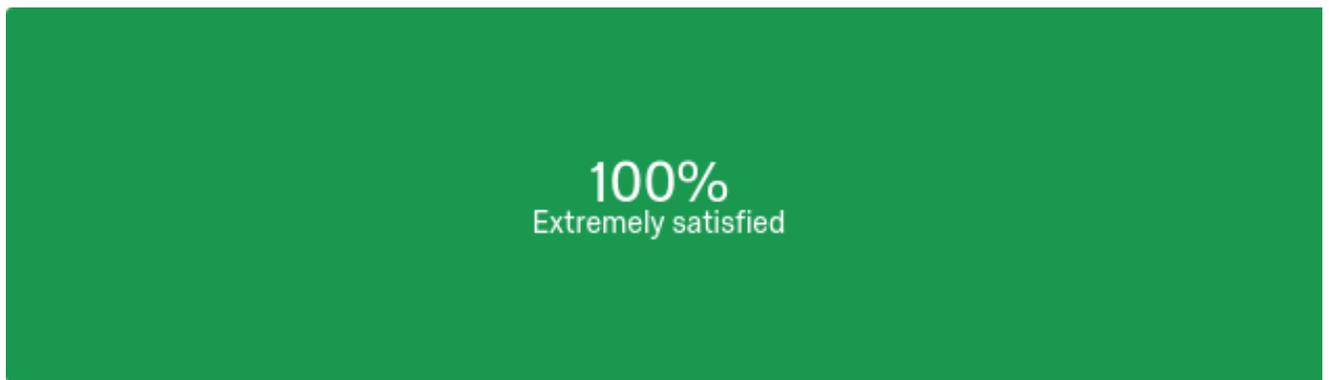
#	Answer	%	Count
1	Referred by faculty	8.33%	1
2	Assisted by Milligan alum	8.33%	1
3	Employment advertisements	8.33%	1
4	Job referral (by whom?)	8.33%	1
5	Internship	41.67%	5
6	Employment agency	0.00%	0
7	Internet	25.00%	3

8	Other	0.00%	0
	Total	100%	12

Job referral (by whom?)

fellow cohorts

How satisfied are you with your current employment situation?



#	Answer	%	Count
1	Extremely satisfied	100.00%	1
2	Somewhat satisfied	0.00%	0
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat dissatisfied	0.00%	0
5	Extremely dissatisfied	0.00%	0

Total

100%

1

How satisfied are you with how the Milligan College MSC Program prepared you for your career journey?



#	Answer	%	Count
1	Extremely satisfied	78.57%	11
2	Somewhat satisfied	21.43%	3
3	Neither satisfied nor dissatisfied	0.00%	0
4	Somewhat dissatisfied	0.00%	0
5	Extremely dissatisfied	0.00%	0
	Total	100%	14

Overall, my training in the Milligan College MSC program gave me a sound base of theoretical knowledge to practice as a counselor.



■ Strongly agree
 ■ Somewhat agree
 ■ Neither agree nor disagree

■ Somewhat disagree
 ■ Strongly disagree

#	Answer	%	Count
1	Strongly agree	85.71%	12
2	Somewhat agree	14.29%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	14

Overall, my training in the Milligan College MSC program gave me good practical skills to be an entry-level therapist.



■ Strongly agree
 ■ Somewhat agree
 ■ Neither agree nor disagree
■ Somewhat disagree
 ■ Strongly disagree

#	Answer	%	Count
1	Strongly agree	85.71%	12
2	Somewhat agree	14.29%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	14

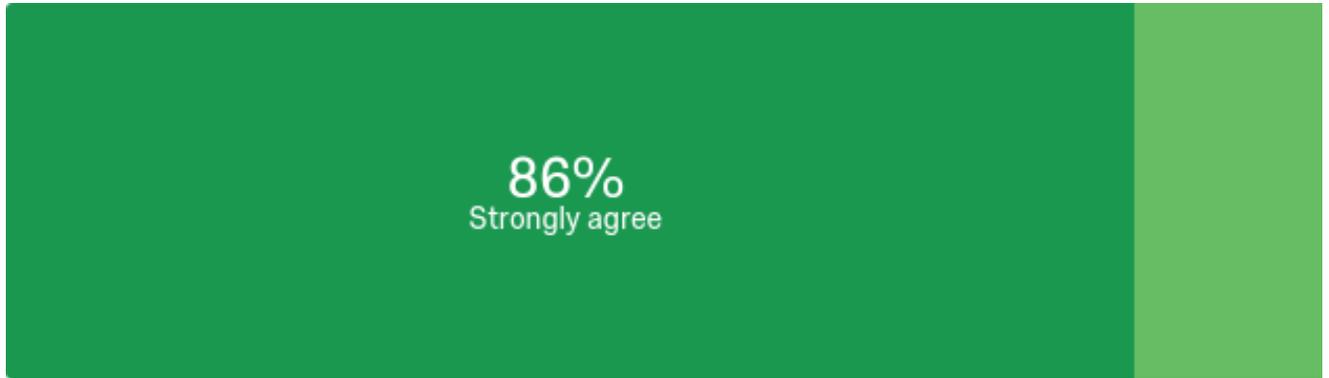
I feel that my level of preparation is comparable to other counselors with entry-level graduate educations.



■ Strongly agree
 ■ Somewhat agree
 ■ Neither agree nor disagree
■ Somewhat disagree
 ■ Strongly disagree

#	Answer	%	Count
1	Strongly agree	78.57%	11
2	Somewhat agree	21.43%	3
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	14

My training at Milligan College has encouraged me to show compassion to my clients and colleagues.



Strongly agree
 Somewhat agree
 Neither agree nor disagree
 Somewhat disagree

#	Answer	%	Count
1	Strongly agree	85.71%	12
2	Somewhat agree	14.29%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
	Total	100%	14

Milligan College professors successfully helped me to integrate my faith with my practice as a counselor.



Strongly agree
 Somewhat agree
 Neither agree nor disagree
 Somewhat disagree
 Strongly disagree

#	Answer	%	Count
1	Strongly agree	85.71%	12
2	Somewhat agree	14.29%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	14

As a student, I was able to register for classes with few conflicts.



■ Strongly agree
 ■ Somewhat agree
 ■ Neither agree nor disagree
■ Somewhat disagree
 ■ Strongly disagree

#	Answer	%	Count
1	Strongly agree	85.71%	12
2	Somewhat agree	14.29%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	14

Library resources and services were adequate.

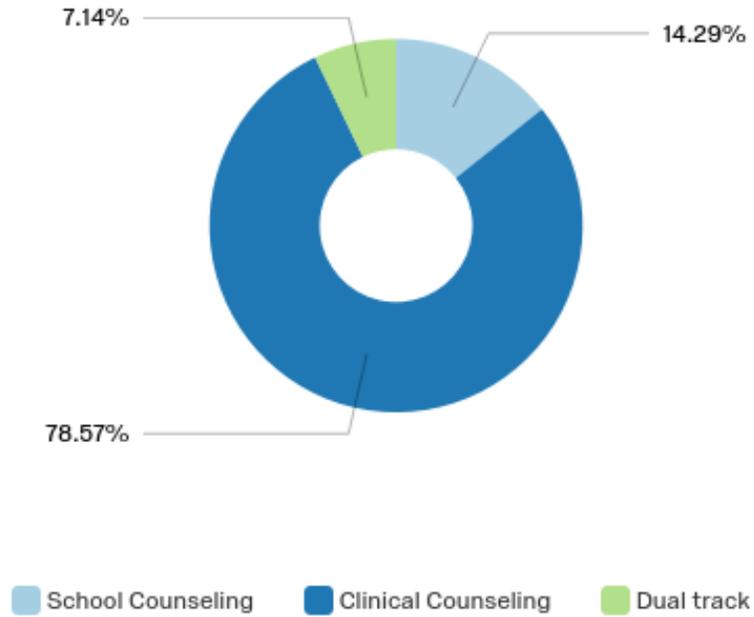


■ Extremely adequate
 ■ Somewhat adequate
 ■ Neither adequate nor inadequate

■ Somewhat inadequate
 ■ Extremely inadequate

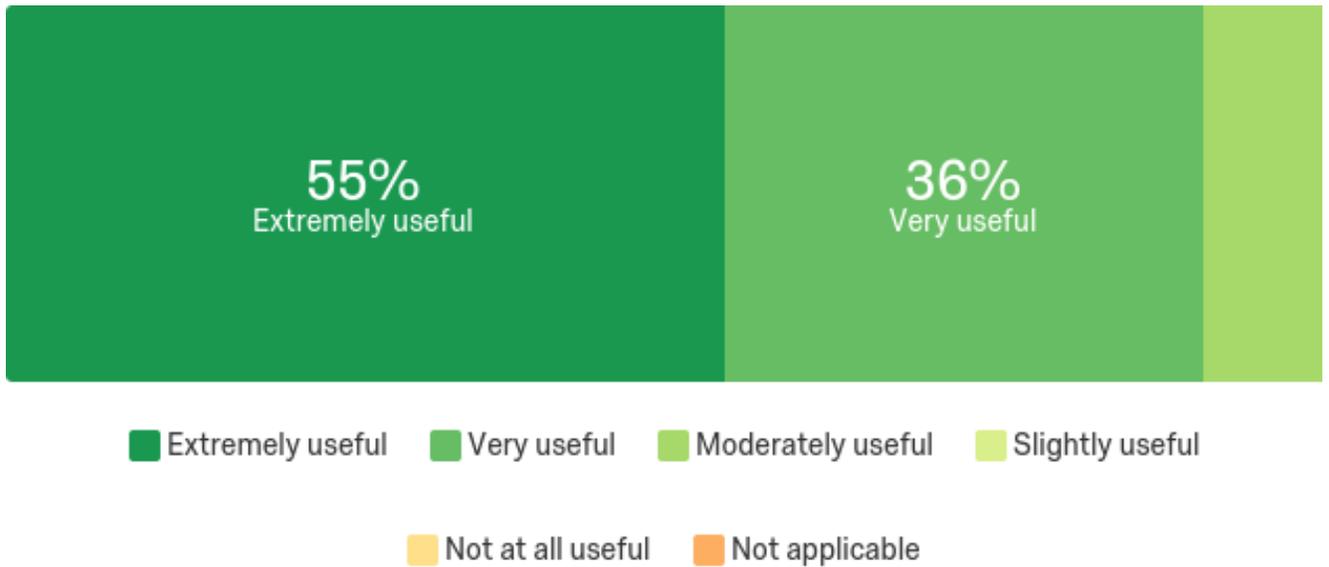
#	Answer	%	Count
1	Extremely adequate	85.71%	12
2	Somewhat adequate	14.29%	2
3	Neither adequate nor inadequate	0.00%	0
4	Somewhat inadequate	0.00%	0
5	Extremely inadequate	0.00%	0
	Total	100%	14

Which concentration in the program did you complete?



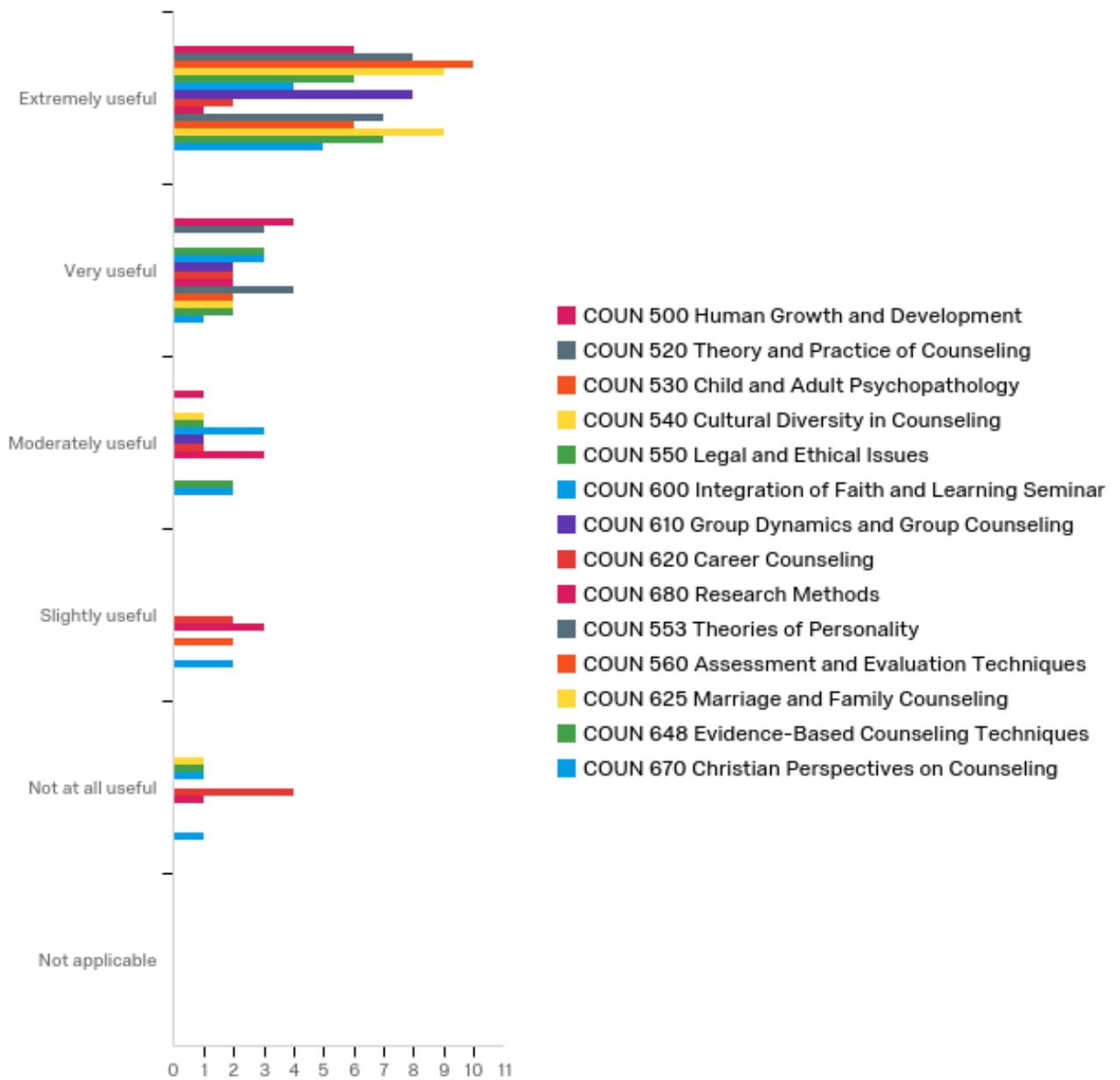
#	Answer	%	Count
1	School Counseling	14.29%	2
2	Clinical Counseling	78.57%	11
3	Dual track	7.14%	1
	Total	100%	14

Please list how useful you believe the following REQUIRED AND CORE courses were in preparing you as an entry-level counselor. Courses listed are required for all Clinical Mental Health Students.



#	Question	Extremel y useful	Very useful	Moderate ly useful	Slightl y useful	Not at all useful	Not applicabl e	Tota l
1	COUN 500 Human Growth and Development	54.55%	36.36 %	9.09%	0.00%	0.00%	0.00%	11
2	COUN 520 Theory and Practice of Counseling	72.73%	27.27 %	0.00%	0.00%	0.00%	0.00%	11
3	COUN 530 Child and Adult Psychopatholo gy	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	10
4	COUN 540 Cultural	81.82%	0.00%	9.09%	0.00%	9.09%	0.00%	11

	Diversity in Counseling							
5	COUN 550 Legal and Ethical Issues	54.55%	27.27%	9.09%	0.00%	9.09%	0.00%	11
6	COUN 600 Integration of Faith and Learning Seminar	36.36%	27.27%	27.27%	0.00%	9.09%	0.00%	11
7	COUN 610 Group Dynamics and Group Counseling	72.73%	18.18%	9.09%	0.00%	0.00%	0.00%	11
8	COUN 620 Career Counseling	18.18%	18.18%	9.09%	18.18%	36.36%	0.00%	11
9	COUN 680 Research Methods	10.00%	20.00%	30.00%	30.00%	10.00%	0.00%	10
10	COUN 553 Theories of Personality	63.64%	36.36%	0.00%	0.00%	0.00%	0.00%	11
11	COUN 560 Assessment and Evaluation Techniques	60.00%	20.00%	0.00%	20.00%	0.00%	0.00%	10
12	COUN 625 Marriage and Family Counseling	81.82%	18.18%	0.00%	0.00%	0.00%	0.00%	11
13	COUN 648 Evidence-Based Counseling Techniques	63.64%	18.18%	18.18%	0.00%	0.00%	0.00%	11
14	COUN 670 Christian Perspectives on Counseling	45.45%	9.09%	18.18%	18.18%	9.09%	0.00%	11



If you rated any of the courses as "not at all useful" could you please share information to help us improve this course in the future. Please give the course name or number.

Career counseling. I did not feel like I learned anything extremely useful in that class.

The integration of faith and learning class was one that I felt was more of a burden than anything and I do not feel applicable to my career.

Please list how useful you believe the following REQUIRED AND CORE courses were in preparing you as an entry-level counselor. Courses listed are required for all school counselor students.



Question	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful	Not Applicable	Total
COUN 500 Human Growth and	50.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	50.00% 1	2

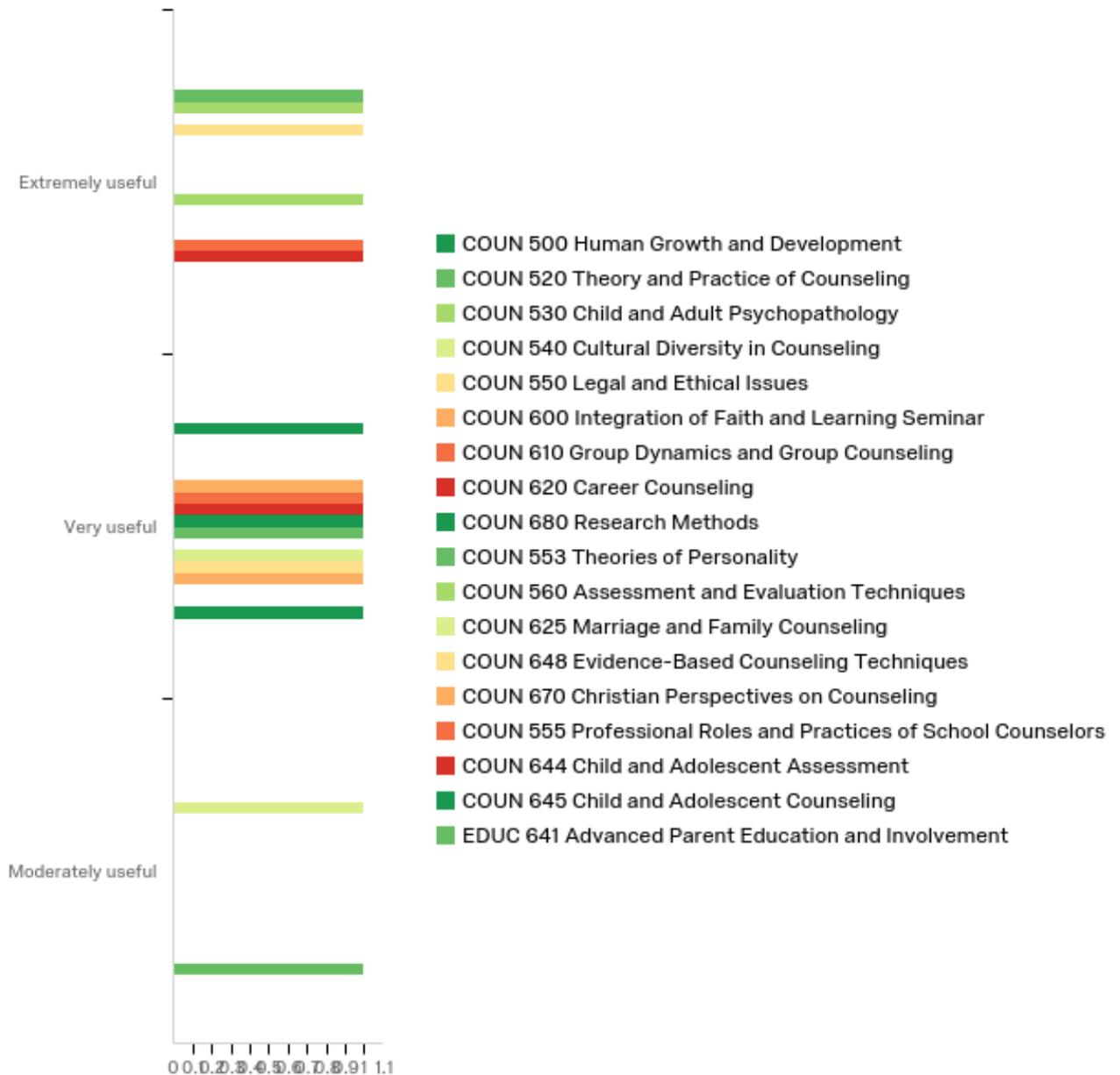
Development													
COUN 600 Integration of Faith and Learning Seminar	50.00 %	1	50.0 0%	1	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 610 Group Dynamics and Group Counseling	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 620 Career Counseling	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 550 Legal and Ethical Issues	50.00 %	1	50.0 0%	1	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 555 Professiona l Roles and Practices of School Counselors	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 644 Child and Adolescent Assessment	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 645 Child and Adolescent Counseling	50.00 %	1	50.0 0%	1	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
EDUC 642 Advanced Parent Education and Involve ment	50.00 %	1	50.0 0%	1	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2

EDUC 530 Education of Exceptional Students	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 540 Cultural Diversity in Counseling	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
EDUC 520 Middle Grades and Secondary Curriculum Methods	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 530 Child and Adult Psychopath ology	100.00 %	2	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
EDUC 576 Early Childhood and Elementary Curriculum Methods	0.00%	0	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	100.00 %	2	2
COUN 520 Theory and Practice of Counseling	50.00 %	1	50.0 0%	1	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	2
COUN 680 Research Methods	0.00%	0	50.0 0%	1	0.00%	0	0.00 %	0	50.0 0%	1	0.00%	0	2
Click to write Statement	100.00 %	1	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	0.00%	0	1

17

If you rated any of the courses as "not at all useful" could you please share information to help us improve this course in the future. Please give the course name or number.

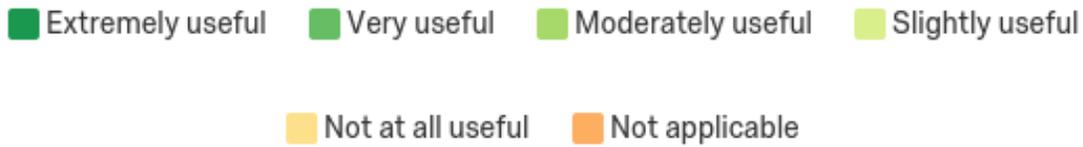
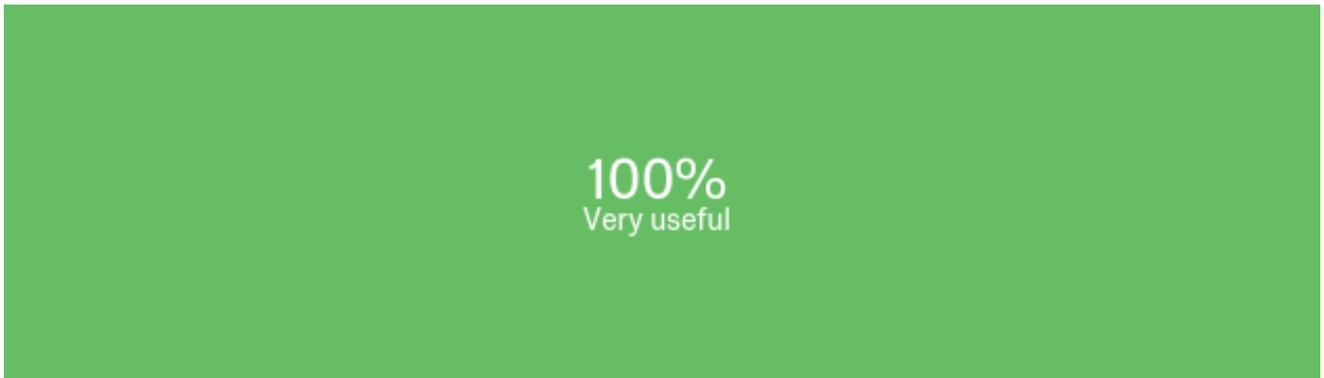
Please list how useful you believe the following REQUIRED AND CORE courses were in preparing you as an entry-level counselor. Courses listed are required for those in the dual track.



#	Question	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful	Not applicable	Total
1	COUN 500 Human Growth and Development	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1
2	COUN 520 Theory and Practice of Counseling	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1
3	COUN 530 Child and Adult Psychopathology	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1
4	COUN 540 Cultural Diversity in Counseling	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1
5	COUN 550 Legal and Ethical Issues	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1
6	COUN 600 Integration of Faith and Learning Seminar	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1
7	COUN 610 Group Dynamics and Group Counseling	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1

8	COUN 620 Career Counseling	0.00%	0	100.0 0%	1	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
9	COUN 680 Research Methods	0.00%	0	100.0 0%	1	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
10	COUN 553 Theories of Personality	0.00%	0	100.0 0%	1	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
11	COUN 560 Assessmen t and Evaluation Technique s	100.00 %	1	0.00 %	0	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
12	COUN 625 Marriage and Family Counseling	0.00%	0	100.0 0%	1	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
13	COUN 648 Evidence- Based Counseling Technique s	0.00%	0	100.0 0%	1	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
14	COUN 670 Christian Perspectiv es on Counseling	0.00%	0	100.0 0%	1	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
15	COUN 555 Profession al Roles and Practices of School Counselors	100.00 %	1	0.00 %	0	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1
16	COUN 644 Child and Adolescent Assessmen t	100.00 %	1	0.00 %	0	0.00%	0	0.00 %	0	0.0 0%	0	0.00%	0	1

17	COUN 645 Child and Adolescent Counseling	0.00%	0	100.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	1
18	EDUC 641 Advanced Parent Education and Involvement	0.00%	0	0.00%	0	100.00%	1	0.00%	0	0.00%	0	0.00%	0	1



If you rated any of the courses as "not at all useful" could you please share information to help us improve this course in the future. Please give the course name or number.

Please feel free to share anything you think might be helpful to improve the program.

I think it would be helpful to link current students with program alumni to provide outside, non-biased career mentoring.

I loved the program. The amount of integration of faith classes on top of Christian perspectives was almost overkill in my opinion. It felt extremely repetitive at times and I would have enjoyed the opportunity of maybe doing half of the amount of integration classes or remove Christian perspectives and be able to take another elective.

I feel extremely blessed to have graduated from Milligan's counseling program. As I prepare for pursuing my license, Milligan has prepared me well. I hope and pray for future participants as they complete their journey.

I think that having a database of colleagues to connect and consult with would be beneficial. I believe that this is very important with school counseling.

Milligan MSC was a wonderful program that helped me develop therapeutic skills to support my community.

More practical uses of assessments and practicing them. Did not feel prepared at all for legal and ethical portion of licensure exams and spoke with students in other programs who knew information that I felt was not even addressed in our program.