

DUE FEBRUARY 15, 2015

**Completed at the beginning of each new Three-Year Assessment Cycle,
though may be revised when needed.**

School/College: College of Education, Information and Technology

Department: Department of Counseling and Development

Program: M. S.

Contact: Dr. Kathy Keefe-Cooperman

Date: 2/9/15

THREE-YEAR ASSESSMENT PLAN OVERVIEW

Every three years programs are asked to report their program goals and objectives, their plans for the three-year assessment cycle, and a curriculum map. If the plan is revised later, please resubmit.

Programs are encouraged to examine the Annotated Exemplar available on the Outcomes Assessment website: <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx>

PROGRAM MISSION

State the program's mission.

The mission of the Department of Counseling and Development is to educate and prepare graduate students to enter the professions of Clinical Mental Health Counseling and School Counseling through programs of study that are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Course work encompasses theory, practica and internships, and preparation of students for licensure or certification in their respective disciplines. The faculty is diverse with a wide range of specializations and committed to excellence in supporting the integration of technology, multicultural competencies, and the highest ethical standards. In addition, the program prepares students to become reflective counselors fostering professional identity with a commitment to lifelong learning.

Clinical Mental Health Counseling Mission Statement:

The mission of the Clinical Mental Health Counseling Program is to educate future mental health counselors who are trained proactively to nurture a belief in the potential of all clients and to work collaboratively with other professionals to meet the needs of their clients. Clinical Mental Health counseling students are trained in diagnoses, and in counseling, consulting, and coordinating skills and are exposed to acculturative experiences. In addition, they acquire an understanding of the mental health delivery system and the effective use of data in helping clients make informed choices.

School Counseling Mission Statement:

The mission of the School Counseling Program is to educate future school counselors who are trained to work collaboratively with other professionals to meet the needs of their students and to proactively nurture

a belief in the potential of all students. School counseling students are trained in counseling, consulting, and coordinating skills, and are exposed to acculturative experiences. In addition, they acquire an understanding of the educational system and the effective use of data in helping students make informed decisions.

PROGRAM GOALS AND OBJECTIVES

List *all* the program goals and related learning objectives.

Goal 1: Demonstrate an understanding of content knowledge needed for the School Counseling or Mental Health Counseling field

SCO Objective 1: Demonstrate appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development (CACREP SCO H.2).

CMHC Objective 1: Demonstrate the ability to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning (CACREP CMHC H.1)

SCO & CMHC Objective 2: Demonstrate an understanding of the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP Section II: Prof Identity G.6.a)

SCO Objective 3: Students demonstrate an understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SCO E.1)

CMHC Objective 3: Students demonstrate an understanding of how living in a multicultural society affects clients who are seeking clinical mental health counseling services (CACREP CMHC E.1)

CMHC Objective 4: Students demonstrate knowledge of information regarding community resources to make appropriate referrals (CACREP CMHC F.1)

SCO Objective 4: Students locate resources in the community that can be used in the school to improve student achievement and success. (CACREP SCO N.2)

Goal 2: Demonstrate an understanding of professional behaviors appropriate for the Counseling field.

SCO & CMHC Objective 5: Students demonstrate self-care strategies appropriate to the counselor role (CACREP Section II: Prof Identity.G.1.d)

SCO & CMHC Objective 6: Demonstrate an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Section II: Prof Identity G.1.j.)

ALIGNMENT OF GOALS AND MISSION

In a few sentences, please describe how the program goals align with the program's mission.

The M. S. in Counseling and Development aims to have students acquire the knowledge and skills to be able to work within a larger cultural framework at the mental health or school organization level and incorporates the CACREP standards into every course. Key to both the SCO and CMHC mission statements are the concepts of counseling, consulting, and coordinating skills, and exposure to acculturative experiences. Each of the program

goals promotes mastery in the counseling profession so as to facilitate development of a professional identity, understanding the ethics related to the counseling profession, and self-care as a professional. The program goals reflect consulting with larger community resources, developing counseling skills with groups, honing assessment skills, and being a culturally competent counselor. Four of the goals also are individualized to reflect the differences between SCO and CMHC. All program goals are drawn from and reflect the CACREP 2009 standards. Care was taken to align the LIU assessment plan with CACREP areas of assessment.

PLAN & CURRICULUM MAP

Indicate which of the program goals/objectives will be assessed during each year of the current three-year cycle. Programs should assess at least two objectives during each year of the three-year cycle. Objectives could derive from one or more goals. This plan for assessing program goals/objectives can be modified during the three-year cycle. *(In this section, programs may simply use an annotation to label the chosen goals from the prior page, for example, Year 1: G2O2 and G4O1.)*

Year 1 (AY 2015/16):

- G1.SCO Obj 1 & CMHC Obj 1**
- G2.SCO Obj 3 & CMHC Obj 3**

Year 2 (AY 2016/17):

- G1.SCO & CMHC Obj 2**
- G2.CMHC Obj 4 & SCO Obj 4**

Year 3 (AY 2017/18):

- G3.SCO & CMHC Obj 5**
- G3.SCO & CMHC Obj 6**

Then, please submit a curriculum map of all of the program’s learning objectives using the format below, and shading the specific cells where the objectives noted above will be assessed.

SCHOOL COUNSELING CURRICULUM MAP

	G1Obj 1	G2.obj 3	G1. Obj 2	G2. Obj 4	G3. Obj5	G3. Obj6
Course	Obj 1	Obj 1	Obj 1	Obj 2	Obj 1	Obj 2
EDC 602	I	I	I	I, P, D	I	I
EDC 610	P	P		P		P
EDC 613	P	D		D		P
EDC 614	P	P		P		P
EDC 615	P					
EDC 659	P					
EDC 668	P	P	P	P		P
EDC 669	P	P	D	P		P
EDC 670	D	P		D		
EDC 676			P, D			
EDC 687		P		P	P, D	P, D
EDC 690	D	D	D	D	D	D
EDC 691	D	D	D	D	D	D
EDC 701		P				
EDC 702		P		P, D		

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM MAP

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Course	Obj 1	Obj 1	Obj 1	Obj 2	Obj 1	Obj 2
EDC 601	I	I	I	I, P, D	I	I
EDC 608	P, D	P		P		P
EDC 610	P	P		P		P
EDC 613	P	D		D		P
EDC 614	P	P		P		P
EDC 615	P					
EDC 616	P	P		P		P
EDC 660	D	P		D		
EDC 668	P	P	P	P		P
EDC 669	P	P	D	P		P
EDC 676						
EDC 683	D	D	D	D	D	D
EDC 684	D	D	D	D	D	D
EDC 685	D	D	D	D	D	D
EDC 687		P		P	P, D	P, D
EDC 702		P		P, D		

I = Introduced, P = Practiced, D = Developed

For definitions of “I”, “P”, and “D,” and for an example of a curriculum map, see the Annotated Exemplar for the Three-Year Plan at: <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx>.

RATIONALE

Then, in one paragraph, explain why the assessment is being conducted at those points in the program.

Our program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The CACREP Standards were revised in 2009 and became significantly more goal specific. The department aims to meet the Core Standards of CACREP, and to align some key CACREP standards using the LIU Post Outcomes Assessment. The goals that were chosen for OA reflect core concepts that are central to the development of the counselor, and were stressed during our last CACREP visit. It is key for our students to understand assessment strategies, self-care strategies, ethical principles, group dynamics, and be able to draw upon and integrate resources within the larger community framework. Applying a multicultural perspective is necessary to treat the ever changing population. The courses chosen for assessment reflect learning objectives aligned with CACREP, and will provide the program with key data for the next visit. Also, the courses chosen reflect key points in the program where mastery of the goals and learning objectives is reflected. The program also has both Clinical Mental Health Counseling (CMHC) students and School Counseling (SCO) students. Four goals were chosen that examine separate areas of specialization. EDC 670 and EDC 660 are taken later in the program and examine mastery of assessment strategies. EDC 613 is a key class that specifically allows for measurement of diversity mastery, which is an important theme within CACREP. EDC 669 targets mastery of self-care strategies in a practicum course, where evidence that the student understands this important topic will help programmatic CACREP evaluation. EDC 601 and 602 target ethical standards at the beginning of the program, but mastery of this topic is key for growth throughout the rest of the program. EDC 687 is key because

so many sites specialize in running groups for both SCO and CMHC. EDC 683 and 690 provide programmatic assessment that the student has mastered using community resources, which is key for successful counseling. The goals chosen for OA and the program as a whole examine the student in key areas of performance related to the field of counseling and reflect the standards of our accrediting body.

Email this Three-Year Assessment Plan to your Dean's Office by February 15, 2015.

RESOURCES

For responses to questions or requests for assistance, please contact the Assessment Dean Representative, Assessment Specialist, or Faculty Assessment Fellow for your school/college. See <http://liu.edu/Academic-Affairs/Outcomes-Assessment.aspx> for a list of those individuals. Additional supportive materials to assist in completing this report can also be found at that site.