Please complete this page for each degree program, graduate and undergraduate.

Student Learning Outcomes Check Sheet

Due 24 Feb 2012

College Of Education and Human Services  
Degree Program Title: Counseling  
Degree Type: PHD  
Banner/CIP Code: 13.1101.00

Responsible Program Coordinator/Chair completing this form: ______________________

A. Program MISSION Statement: What body of knowledge and/or what skills and qualities will graduates from this program possess upon completion of the degree?

The doctoral program in Counselor Education and Supervision exists to promote the highest professional standards in preparing students to work as counselor educators, supervisors, and advanced practitioners in academic and clinical settings.

B. Does this program have any culminating experience or capstone course that would capture the cumulative knowledge and accomplishments of graduates of your program? If so, please describe the process by which faculty participate in the design and evaluation of the course and its products/experiences.

In the attached pages, please provide the learning outcomes the faculty as a whole expects from graduates from the program. While you may choose as many outcomes as you wish, it is often a good strategy to focus on the most important goals for students in the first few years of your Student Assessment Program. For example, two or three of the most critical goals would be a good starting point. Please complete questions 1-6 for each Student Learning Outcome you are assessing or plan to evaluate in the next review period on the attached sheet.
Please complete this page for each Student Learning Outcome (minimum of 3) for each of your degree programs.

Degree Program Title: Counseling
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STUDENT LEARNING OUTCOME #

1. STUDENT LEARNING OUTCOME (SLO): What will a student be able to do, what knowledge, skills, values will they have, etc., upon graduation from the program that will be assessed? A Student Learning Outcome is a clear concise statement that describes how students can demonstrate their mastery of some element of the academic program goals.

G 1: Knowledge and skills
To provide students with the knowledge and skills necessary to function as professional counselor educators, supervisors, and/or advanced practitioners.

G 2: Empower students
To empower students to succeed as professional counselor educators, supervisors, and/or advanced practitioners through personal and professional growth.

G 3: Student capacity
To prepare students who have the capacity to apply gained knowledge and to make informed, ethical decisions, integrating these capacities with their acquired skills, in order to work effectively as counselor educators, supervisors, and/or advanced practitioners in academic as well as clinical settings.

SLO 1: Clinical skills
Student will demonstrate the skills requisite to working as advanced practitioners and counselor supervisors.

SLO 2: Instructional skills
Students will demonstrate skills requisite to becoming competent instructors within the field of counselor education.

SLO 2: Advanced practica and internships
All doctoral students are expected to complete 9 semester hours of coursework (COUN 660) associated with clinical practice in which they demonstrate the integration of core and specific knowledge and counseling, instructional, and supervisory skills. Students in Advanced Practicum earn 3 semester hours by providing a minimum of 300 hours of counseling and counseling-related services at a site commensurate with their interests, capacities, and experiences. Advanced Practicum is a prerequisite for the remaining 6 semester hours of clinical practice. Students earn 2 semester hours of Internship by providing individual and group clinical supervision during one semester for master's-level students enrolled in Practicum (COUN 551). Students earn 1 semester hour of
Internship by co-teaching with a Counseling Department faculty member a master’s-level Counseling course. Students earn 3 semester hours of Internship by providing a minimum of 300 hours of counseling and counseling related services at a site commensurate with their interests, capacities, and experiences.

SLO 3: Research skills
Students will demonstrate skills as competent researchers, including proposing projects, collecting data, and disseminating results.

SLO 4: Professional involvement
Students will engage in professional activities commensurate with their interests and capacities.

SLO 5: Core and specific knowledge
Students will demonstrate mastery of core, specific, and research tools knowledge necessary to function as exemplary counselor educators, supervisors, and/or advanced practitioners.

2. LINKS TO CURRICULUM & PROGRAM FACULTY. What courses support this SLO? How do all program faculty participate in setting the goals, content and learning outcomes of these courses? How do all program faculty participate in analyzing and making recommendations based on the results of student assessments?

3. ACTION PLAN: STRATEGIES/METHODS FOR OBSERVING STUDENT LEARNING.
How will data be collected, analyzed, shared? How will faculty observe the accomplishment of this outcome? Please provide specific descriptions for how, when, how often, what course(s), what student performances will be observed, collected and analyzed. Please provide or attach any descriptions of your ACTION PLAN OR PROCESS addressing the who, what, when, where questions for the assessment program.

SLO1,1: Advanced practica and internships
All doctoral students are expected to complete 9 semester hours of coursework (COUN 660) associated with clinical practice in which they demonstrate the integration of core and specific knowledge and counseling, instructional, and supervisory skills. Students in Advanced Practicum earn 3 semester hours by providing a minimum of 300 hours of counseling and counseling-related services at a site commensurate with their interests, capacities, and experiences. Advanced Practicum is a prerequisite for the remaining 6 semester hours of clinical practice. Students earn 2 semester hours of Internship by providing individual and group clinical supervision during one semester for master's-level students enrolled in Practicum (COUN 551). Students earn 1 semester hour of Internship by co-teaching with a Counseling Department faculty member a master’s-level Counseling course. Students earn 3 semester hours of Internship by providing a minimum of 300 hours of counseling and counseling related services at a site commensurate with their interests, capacities, and experiences.
SLO2.2: Residency
Doctoral students are required to complete an activity-based residency. Residency requirements include:
1) Successful completion of 24 semester hours;
2) Collaboration with 2 different faculty members on projects leading to professional, counseling-related publications or presentations;
3) Providing service within the University community by engaging activities approved by students’ advisors; and
4) Engaging in professional service in a counseling-related professional organization via activities approved by students’ advisors.

SLO3.1: Comprehensive examinations
In order to become doctoral candidates, doctoral students must pass both written and oral comprehensive examinations. These examinations encompass the core and research tools knowledge base that all doctoral students are expected to master and the knowledge specific to the interests of each individual doctoral student.

SLO3.3: Residency
Doctoral students are required to complete an activity-based residency. Residency requirements include:
1) Successful completion of 24 semester hours;
2) Collaboration with 2 different faculty members on projects leading to professional, counseling-related publications or presentations;
3) Providing service within the University community by engaging activities approved by students’ advisors; and
4) Engaging in professional service in a counseling-related professional organization via activities approved by students’ advisors.

SLO3.4: Dissertation
Once students achieve doctoral candidate status, they are expected to propose a dissertation research project, to collect and analyze data pertinent to the completion of that project, to report and discuss the merits of their findings in a written dissertation, and to successfully defend the completed project in a presentation to their dissertation advisory committee.

SLO4.1
Residency
Doctoral students are required to complete an activity-based residency. Residency requirements include:
1) Successful completion of 24 semester hours;
2) Collaboration with 2 different faculty members on projects leading to professional, counseling-related publications or presentations;
3) Providing service within the University community by engaging activities approved by students’ advisors; and
4) Engaging in professional service in a counseling-related professional organization via activities approved by students’ advisors.

SLO5, 1: Comprehensive examinations
In order to become doctoral candidates, doctoral students must pass both written and oral comprehensive examinations. These examinations encompass the core and research tools knowledge base that all doctoral students are expected to master and the knowledge specific to the interests of each individual doctoral student.

SLO5, 2: Advanced practica and internships
All doctoral students are expected to complete 9 semester hours of coursework (COUN 660) associated with clinical practice in which they demonstrate the integration of core and specific knowledge and counseling, instructional, and supervisory skills. Students in Advanced Practicum earn 3 semester hours by providing a minimum of 300 hours of counseling and counseling-related services at a site commensurate with their interests, capacities, and experiences. Advanced Practicum is a prerequisite for the remaining 6 semester hours of clinical practice. Students earn 2 semester hours of Internship by providing individual and group clinical supervision during one semester for master's-level students enrolled in Practicum (COUN 551). Students earn 1 semester hour of Internship by co-teaching with a Counseling Department faculty member a master's-level Counseling course. Students earn 3 semester hours of Internship by providing a minimum of 300 hours of counseling and counseling related services at a site commensurate with their interests, capacities, and experiences.

SLO5, 3: Residency
Doctoral students are required to complete an activity-based residency. Residency requirements include:
1) Successful completion of 24 semester hours;
2) Collaboration with 2 different faculty members on projects leading to professional, counseling-related publications or presentations;
3) Providing service within the University community by engaging activities approved by students' advisors; and
4) Engaging in professional service in a counseling-related professional organization via activities approved by students' advisors.

4. CRITERIA FOR SUCCESS: MEASURES & TARGETS. What are the standards of progress or criteria used for judging success for the student learning assessment observations? Please attach any assessment tools, standards (rubrics) or other documents used to judge success or achievement of the outcome.

SLO1, 1
Source of Evidence: Field work, internship, or teaching evaluation
Target:
Eighty percent (80%) of students attempting Advanced Practica, Supervision Internships, and Counseling Internships will earn favorable evaluations from their supervisors and passing grades from instructors of record.

SLO2,1
Source of Evidence: Field work, internship, or teaching evaluation
**Target:**
Eighty percent (80%) of students attempting Advanced Practica and Internships will earn favorable evaluations from their supervisors and passing grades from instructors of record.

SLO2,2
Source of Evidence: Portfolio, showing skill development or best work
**Target:**
100% of students enrolled in Coun 660 (Teaching) received an evaluation of satisfactory or higher by the supervising instructor.

SLO3,1
Source of Evidence: Comprehensive/end-of-program subject matter exam
**Target:**
Eighty percent (80%) of students who attempt comprehensive examinations will be successful.

SLO3,3
Source of Evidence: Portfolio, showing skill development or best work
**Target:**
One hundred percent (100%) of students desiring to become doctoral candidates will complete residency that includes the successful completion of 24 semester hours of foundation and/or specific knowledge-related courses and/or clinical courses which may include Advanced Practica and Internships.

SLO3,4
Source of Evidence: Senior thesis or culminating major project
**Target:**
Within a rolling five-year average, 40% of matriculated students will successfully defend a dissertation project. Within a rolling ten-year average, 60% of matriculated students will successfully defend a dissertation project.

SLO4,1
Source of Evidence: Portfolio, showing skill development or best work
**Target:**
One hundred percent (100%) of students desiring to become doctoral candidates will complete residency that includes the successful completion of 24 semester hours of foundation and/or specific knowledge-related courses and/or clinical courses which may include Advanced Practica and Internships.

SLO5,1
Source of Evidence: Comprehensive/end-of-program subject matter exam
**Target:**
Eighty percent (80%) of students who attempt comprehensive examinations will be successful.

**SLO5,2**
Source of Evidence: Field work, internship, or teaching evaluation
**Target:**
Eighty percent (80%) of students attempting Advanced Practica and Internships will earn favorable evaluations from their supervisors and passing grades from instructors of record.

**SLO5,3**
Source of Evidence: Portfolio, showing skill development or best work
**Target:**
One hundred percent (100%) of students desiring to become doctoral candidates will complete residency that includes the successful completion of 24 semester hours of foundation and/or specific knowledge-related courses and/or clinical courses which may include Advanced Practica and Internships.

These two additional reports for questions 5&6 below will be due in **May 11, 2012**

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**5. ACHIEVEMENT SUMMARY: FINDINGS & RESULTS.** What are the results of the assessment of this learning objective thus far? Be sure to include the year of the assessment, attach any relevant reports, data tables, etc. Please be specific in your descriptions. Indicating that n% students took a test or passed an oral exam is not an example of assessment findings.

**6. PROGRAM ENHANCEMENT.** How has assessment data been used? Please give examples over the last 3 years. What are the specific mechanisms for communicating results and changing courses, curriculum, learning activities within a course, etc

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Review and Approval Signatures & Date:
Program Coordinator if applicable ________________________________
Department Chair: ____________________________________________
Dean ________________________________________________________