



## UTC Counselor Education Program Report 2019-2020

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## **Program Updates**

### Faculty Updates:

Dr. Lindsay Webster joined the UTC Counselor Education program on August 1, 2020 as a full-time faculty member and coordinator of the School Counseling program.

Professor Janice Johnson completed her one-year appointment as Clinical Faculty and School Counseling program coordinator. Professor Johnson has graciously continued her work with UTC CE as a program adjunct.

Dr. Keilan Rickard joined the UTC Counseling Center and will serve as an instructor in the Spring and Summer semesters in the UTC CE program. His specialties include Human Sexuality, Multicultural Counseling, and Crisis Counseling.

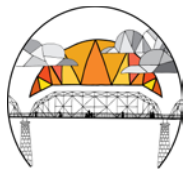
### ***CACREP Updates:***

The UTC CE program is approved for a virtual site visit during the 2020-2021 academic year. There is no current date set for the virtual site visit, but all program materials are submitted for the accreditation office's review.

## **Program Mission**

*The primary purpose of the UTC Counseling Program is to train knowledgeable, competent, skillful professional counselors to provide services in both clinical mental health and school settings. This program is based on a developmental process of personal and professional wellness, emphasizing skill acquisition at early stages, progressing toward a strong theoretical and ethical foundation, and cultural competence in order to work with a variety of individuals.* (Revised October 26, 2015; Reviewed October 7, 2019)

- i. Core Areas: Student Performance in CACREP Eight Core Areas: Counselor Education program faculty developed signature assignment/assessments incorporated into classes to measure student performance in eight core areas across the course of students' enrollment in the program. The majority of the course rubric indicators were rated using three performance levels: Below Expectations, Meets Expectations, and Exceeds Expectations, and were scored as 1, 2, and 3, respectively. Table 1 presents the summary results of the assessments, which are aligned with the CACREP eight core areas. As can be seen in Table 1, students perform well in eight core areas, implying that the students obtained the knowledge and skills deemed necessary for competency.
- ii. Specialty Areas: Performance in Specialty Areas: Table 2 presents the summary results of assessments in specialty areas. The results indicated that the students perform well in the specialties, implying they obtained



necessary knowledge, skills, and abilities during their program study and are competent upon program completion.

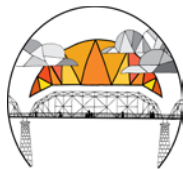
### **Evaluation of the Program**

**Key Performance Indicators Expectations:** Programmatic expectations for students' individual performance on the **KPI** is similar to that of the CPCE (below): student will perform at the mean score or no less than 1 standard deviation below the mean to evaluate the efficacy of the program.

**Findings 2019-2020:** Student performed at no less than 1 SD below the mean for each of the assignment rubric sections. However, assignment rubrics do not always align with each other so that comparisons can be made easily. For subsequent reports, aggregate data for all assignments will be reported in order to complete a comparison of scores/performance to evaluate the program objectives.

**Table1:** Students' Performance in Eight Core Areas

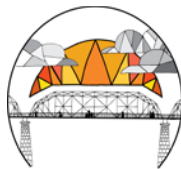
CAC REP	Rubric* Assessment	N	R1		R2		R3		R4		R5		R6		R7		R8		R9	
			Mea n	SD	Me an	S D	Me an	S D	Me an	SD	Me an	SD	Me an	S D	Me an	S D	Me an	SD	Me an	S D
<b>MED Counseling: Clinical Mental Health</b>																				
2.F.2	Multicultural Awareness Paper	6	2.1 7	0. 41	3.0 0	0. 00	2.6 7	0. 52												
2.F.2	Counseling Culturally Diverse Groups Presentation	4	3.0 0	0. 00	3.0 0	0. 00	3.0 0	0. 00	3.0 0	0.0 0	3.0 0	0.0 0	3.0 0	0. 00						
2.F. 8	Annotated Bibliography	6	2.0 0	0. 00	2.0 0	0. 00	1.5 0	0. 55												
2.F.3	Lifespan Collage	9	2.0 0	0. 00	1.8 9	0. 33														
2.F.3,4 .6	Research Paper/ Special Topics Presentation	9	1.7 8	0. 44	1.7 8	0. 44	1.7 8	0. 44	1.7 8	0.4 4	1.7 8	0.4 4								
2.F.1, 5,6	Theoretical Orientation Paper	6	2.8 3	0. 41	2.8 3	0. 41	2.8 3	0. 41	2.8 3	0.4 1	2.8 3	0.4 1	2.8 3	0. 41						
2.F.5	Final Recording	6	2.0 0	0. 00	2.0 0	0. 00	2.0 0	0. 00	1.8 3	0.4 1	2.0 0	0.0 0	1.8 0	0. 45	2.0 0	0. 00	1.6 7	0. 52	2.0 0	0. 00
2.F.6	Group Proposal Paper/Project	7	3.0 0	0. 00	3.0 0	0. 00	3.0 0	0. 00	3.0 0	0.0 0	3.0 0	0.0 0	3.0 0	0. 00						
2.F.4, 7	Test Battery Assignment	9	2.8 9	0. 33	3.0 0	0. 00	2.8 9	0. 33	2.8 9	0.3 3	2.8 9	0.3 3								



<b>MED Counseling: School</b>																				
2.F.2	Multicultural Awareness Paper	8	2.63	0.52	3.00	0.00	3.00	0.00												
2.F.2	Counseling Culturally Diverse Groups Presentation	8	2.88	0.35	2.88	0.35	2.88	0.35	2.88	0.35	2.88	0.35	2.88	0.35						
2.F. 8	Annotated Bibliography	8	2.00	0.00	2.00	0.00	1.63	0.52												
2.F.3	Lifespan Collage	8	1.88	0.35	1.88	0.35														
2.F.3,4,6	Research Paper/ Special Topics Presentation	6	1.50	0.55	1.50	0.55	1.50	0.55	1.50	0.55	1.50	0.55								
2.F.1, 5, 6	Theoretical Orientation Paper	8	2.25	0.46	2.25	0.46	2.25	0.46	2.25	0.46	2.25	0.46	2.25	0.46						
2.F.5	Final Recording	8	2.00	0.00	2.00	0.00	2.00	0.00	1.75	0.46	1.88	0.38	1.88	0.38	2.00	0.00	2.00	0.00	2.00	0.00
2.F.6	Group Proposal Paper/Project	3	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00						
2.F.4, 7	Test Battery Assignment	5	2.80	0.45	2.80	0.45	3.00	0.00	2.80	0.45	2.80	0.45								

**Table2: Students' Performance in Specialty Areas**

CACREP	Rubric* Assessment	N	R1		R2		R3		R4		R5		R6		R7		R8		R9	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>MED Counseling: Clinical Mental Health</b>																				
2.F.1-2.F.8 5.C	COUN 5550: Personal Theories Paper	13	2.92	0.28	2.77	0.44	2.77	0.44	1.92	0.86										
2.F.1-2.F.8 5.C	COUN 5590/5720: Personal Theory Paper	6	3.00	0.00	3.00	0.00	3.00	0.00	2.83	0.41	2.83	0.41								
5.C	COUN 5610: Special Population & Evidenced-Based Practice Pro	5	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00								



2.F.8, 5.C	COUN 5750: Treatment Plan	1 2	2. 00	0. 00	2.0 0	0. 00	2.0 0	0. 00	2.0 0	0.0 0	2.0 0	0.0 0	2.0 0	0. 00	2.0 0	0. 00	1. 75	0. 45	2. 00	0. 00
MED Counseling: School																				
2.F.1- 2.F.8 5.G	COUN 5550: Personal Theories Paper	6	2. 83	0. 41	3.0 0	0. 00	3.0 0	0. 00	2.3 3	0.5 2										
5.G	COUN 5620: School Counseling Professional Portfolio	7	3. 00	0. 00	3.0 0	0. 00	3.0 0	0. 00	3.0 0	0.0 0	3.0 0	0.0 0	3.0 0	0. 00	3.0 0	0. 00				
2.F.8	COUN 5750: Treatment Plan	7	2. 00	0. 00	2.0 0	0. 00	2.0 0	0. 00	2.0 0	0.0 0	2.0 0	0.0 0	2.0 0	0. 00	2.0 0	0. 00	1. 86	0. 38	1. 86	0. 38
2.F.1- 2.F.8 5.G	COUN 5700/5710: Personal Theories Paper	9	3. 00	0. 00	3.0 0	0. 00	3.0 0	0. 00	3.0 0	0.0 0	3.0 0	0.0 0								

**Note:** Refer to appendix for detailed rubric information.

**Use of Results:** In subsequent reports, the use of aggregate data will be utilized to analyze and identify individuals who are falling below the threshold of one standard deviation below the program mean.

## 2. Counselor Preparation Comprehensive Examination (CPCE)

**Expectation:** Students will perform no less than 1 standard deviation below the mean when compared to national scores for programs that use the CPCE for “exit exam process” for that temporal testing period.

**Findings 2019-2020:** UTC Counselor Education program graduates consistently achieve high scores on the Counselor Preparation Comprehensive Examination (CPCE), which is one part of the program’s exit exam process for program candidates. Table 2 presents the summary results of CPCE test scores for examinees who tested during the month of October 2019 (Form 100819) and the month of February 2020 (Form 100120). The score at the one standard deviation below the national mean is used as the benchmark (BM) for UTC Counselor Education. UTC Counselor students performed, by and large, well at test level as well as at each of eight core areas comparing to the national performance.



**Table 2:** Summary Results of CPCE Scores for Examinees-(Form 100819) (cont.)

CPCE Section*	Items	UTC Counselor Education						Overall				
		N	Min.	Max.	Mean	SD	% >= BM	N	Min.	Max.	Mean	SD
<b>MED Counseling: Clinical Mental Health</b>												
C1	17	5	7	13	11.2	2.49	80.0	1480	3	17	11.7	2.6
C2	17	5	9	14	10.4	2.19	100.0	1480	1	16	10.0	2.4
C3	17	5	4	12	8	3.08	60.0	1480	1	16	9.4	2.4
C4	17	5	8	14	11.8	2.49	80.0	1480	3	17	11.2	2.6
C5	17	5	9	12	10	1.23	100.0	1480	2	17	10.2	2.5
C6	17	5	7	10	8.8	1.30	100.0	1480	1	16	9.1	2.2
C7	17	5	8	13	10.6	2.07	100.0	1480	1	17	9.9	2.6
C8	17	5	8	11	9.6	1.14	80.0	1480	4	16	11.0	2.2
<b>Total Score</b>	<b>All</b>	<b>5</b>	<b>65</b>	<b>95</b>	<b>80.4</b>	<b>11.35</b>	<b>80.0</b>	<b>1480</b>	<b>38</b>	<b>119</b>	<b>82.6</b>	<b>13.7</b>
<b>MED Counseling: School</b>												
C1	17	6	11	17	13.67	2.07	100.0	1480	3	17	11.7	2.6
C2	17	6	11	14	12.5	1.38	100.0	1480	1	16	10.0	2.4
C3	17	6	9	12	10.17	1.33	100.0	1480	1	16	9.4	2.4



C4	17	6	8	15	12.3 3	2.58	83.3	148 0	3	17	11.2	2.6
C5	17	6	8	14	11.5	2.26	100. 0	148 0	2	17	10.2	2.5
C6	17	6	6	14	10.1 7	2.79	83.3	148 0	1	16	9.1	2.2
C7	17	6	8	15	11.8 3	2.32	100. 0	148 0	1	17	9.9	2.6
C8	17	6	10	13	12	1.27	100. 0	148 0	4	16	11.0	2.2
<b>Total Score</b>	<b>All</b>	<b>6</b>	<b>76</b>	<b>110</b>	<b>94.1 7</b>	<b>10.9 1</b>	<b>100. 0</b>	<b>148 0</b>	<b>38</b>	<b>119</b>	<b>82.6</b>	<b>13.7</b>

\*Note:

C1: Professional Counseling Orientation and Ethical Practice

C2: Social and Cultural Diversity

C3: Human Growth and Development

C4: Career Development

C5: Counseling and Helping Relationships

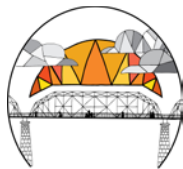
C6: Group Counseling and Group Work

C7: Assessment and Testing

C8: Research and Program Evaluation

**Table 2:** Summary Results of CPCE Scores for Examinees-Form 100120

CPCE Section*	Items	UTC Counselor Education						Overall				
		N	Min.	Max.	Mean	SD	% >= BM	N	Min.	Max.	Mean	SD
<b>MED Counseling: Clinical Mental Health</b>												
C1	17	9	8	16	12.5 6	2.60	77.8	110 5	4	17	11.8	2.3
C2	17	9	7	13	10.1 1	2.03	88.9	110 5	3	16	10.2	2.4



C3	17	9	7	15	11.8 9	2.47	88.9	110 5	2	17	10.8	2.6
C4	17	9	7	12	9.33	1.73	66.7	110 5	3	16	10.6	2.3
C5	17	9	9	14	12	1.66	100. 0	110 5	2	17	11.3	2.3
C6	17	9	6	15	10.1 1	3.10	66.7	110 5	3	17	10.9	2.5
C7	17	9	7	14	11.1 1	2.26	88.9	110 5	2	17	10.3	2.4
C8	17	9	5	11	8.33	2.00	77.8	110 5	0	17	9.1	2.7
<b>Total Score</b>	<b>All</b>	<b>9</b>	<b>63</b>	<b>102</b>	<b>85.4 4</b>	<b>14.5 1</b>	<b>77.8</b>	<b>110 5</b>	<b>36</b>	<b>120</b>	<b>85.0</b>	<b>14.0</b>

**MED Counseling: School**

C1	17	2	11	13	12	1.41	100. 0	110 5	4	17	11.8	2.3
C2	17	2	10	11	10.5	0.71	100. 0	110 5	3	16	10.2	2.4
C3	17	2	11	15	13	2.83	100. 0	110 5	2	17	10.8	2.6
C4	17	2	10	11	10.5	0.71	100. 0	110 5	3	16	10.6	2.3
C5	17	2	12	13	12.5	0.71	100. 0	110 5	2	17	11.3	2.3
C6	17	2	13	15	14	1.41	100. 0	110 5	3	17	10.9	2.5
C7	17	2	8	9	8.5	0.71	100. 0	110 5	2	17	10.3	2.4
C8	17	2	8	8	8	0.00	100. 0	110 5	0	17	9.1	2.7
<b>Total Score</b>	<b>All</b>	<b>2</b>	<b>86</b>	<b>92</b>	<b>89</b>	<b>4.24</b>	<b>100. 0</b>	<b>110 5</b>	<b>36</b>	<b>120</b>	<b>85.0</b>	<b>14.0</b>





\*Note:

C1: Professional Counseling Orientation and Ethical Practice

C2: Social and Cultural Diversity

C3: Human Growth and Development

C4: Career Development

C5: Counseling and Helping Relationships

C6: Group Counseling and Group Work

C7: Assessment and Testing

C8: Research and Program Evaluation

**Use of Results:** The exam results reiterate the program educational standards. In the last academic year, there were two incidences in which students did not meet the expectation for progression. Faculty led discussions with the individuals, and the missed benchmark was likely due to life factors outside of the educational program. One student retook the CPCE in Spring 2020 and achieved a passing score, and the other is scheduled to retake the exam in Fall 2020.

## **Student Evaluation Results**

### **Professional Fitness Evaluations**

**Expectation:** Starting in Fall of 2019, after discussion from previous faculty meetings, the UTC Counselor Education program moved to a new professional fitness form with an adjusted scale to meet student developmental levels. As such, there are unique expectations for each student dependent on their developmental level (recognizing, for example, that a student in their internship is expected to perform at a different level than a student in orientation). Each student is expected meet the following thresholds, given their academic level: Early Student ( $>0.6$ ), Pre-Practicum ( $>1.6$ ), Practicum ( $>2.6$ ), Internship ( $>3.6$ ), and Professional ( $>4.0$ ). Students who do not meet the required threshold are subsequently scheduled for remediation meetings with the faculty.

**Findings for 2019-2020:** For the 2018 cohort, each student met the required benchmark for Fall 2019 ( $M= 3.01$ ,  $SD= 0.24$ ) as the majority entered practicum the following spring. Similarly, the cohort again met the benchmarks as they progressed through practicum in Spring 2020 ( $M=3.72$ ,  $SD=0.56$ ). For the 2019, cohort each student met the required benchmarks in their first semester of enrollment during Fall 2019 ( $M=0.99$ ,  $SD=0.01$ ). Similar to the 2018 cohort, this group made significant gains in their review as they progressed through the Spring 2020 semester ( $M=3.18$ ,  $SD=0.44$ ). Again, none of these students required remediation because they met their developmental benchmarks.



**Use of Results:** This was the first year that the UTC Counselor Education Program utilized a moving threshold for students according to their developmental level. Accordingly, faculty observed tangible increases in student professional fitness as they progressed through the program. We identified one point for the rating system moving forward: adjunct ratings of students tended to be more variable than core faculty, indicating that there may be a need for more focused training for adjuncts regarding developmental levels of students and expectations. Ultimately, the new rating system provides a valuable tool that allows students to show progression over time and sets reasonable expectations for their growth and development.

### **Student Progression**

The UTC Counselor Education program measures student success utilizing several metrics, including student progression through the course of enrollment. The chart below shows the number of enrolled students, average student credit hours earned, average GPAs, number of program graduates, and the number of students retained from one semester to the next.

Programmatic goals for student progression include students maintaining a 3.0 or higher GPA, graduating 90% or more students who enroll in the Counselor Education program, and retaining 90% or more students from semester to semester before graduation.

Note that the chart below shows the percentage of student graduation and retention out of the total number of students enrolled in the programs. Both numbers are percentage differences from the semester total, and when added together and subtracted by zero, they give the percentage of students who did not graduate or enroll for the following semester.

For example, in Fall 2019 (14.3% graduated + 82.1% retained = 96.4%; 100% - 96.4% = 3.6%), 3.6% of students did not enroll in the next semester.

Over the last two academic years, the UTC Counselor Education program has maintained these goals.



<b>Student Progression by Semester</b>									
<b>Term</b>	<b>Total Students</b>	<b>Mean Credits Earned</b>	<b>Mean Term GPA</b>	<b>Mean Overall GPA</b>	<b>Graduated at end of semester</b>	<b>% Graduated</b>	<b>Retained to next semester</b>	<b>% Retained</b>	
<b>Fall 2018</b>	<b>56</b>	<b>7.8</b>	<b>3.158</b>	<b>3.870</b>	<b>8</b>	<b>14.3%</b>	<b>46</b>	<b>82.1%</b>	
Clinical Mental Health Counseling	34	8.3	3.363	3.811	3	8.8%	30	88.2%	
School Counseling	22	7.1	2.841	3.962	5	22.7%	16	72.7%	
<b>Spring 2019</b>	<b>48</b>	<b>8.8</b>	<b>3.457</b>	<b>3.920</b>	<b>7</b>	<b>14.6%</b>	<b>39</b>	<b>81.3%</b>	
Clinical Mental Health Counseling	31	8.4	3.417	3.893	5	16.1%	26	83.9%	
School Counseling	17	9.5	3.529	3.968	2	11.8%	13	76.5%	
<b>Fall 2019</b>	<b>53</b>	<b>8.4</b>	<b>3.442</b>	<b>3.937</b>	<b>12</b>	<b>22.6%</b>	<b>41</b>	<b>77.4%</b>	
Clinical Mental Health Counseling	32	8.3	3.711	3.918	6	18.8%	26	81.3%	
School Counseling	21	8.6	3.032	3.967	6	28.6%	15	71.4%	
<b>Spring 2020</b>	<b>43</b>	<b>9.1</b>	<b>3.5</b>	<b>3.9</b>	<b>9</b>	<b>20.9%</b>	<b>N/A</b>	<b>N/A</b>	
Clinical Mental Health Counseling	26	8.7	3.5	3.9	4	15.4%	N/A	N/A	
School Counseling	17	9.9	3.5	4.0	5	29.4%	N/A	N/A	

### **Site and Site Supervisor Evaluations**

#### ***Expectation:***

Each semester, students rate their site and site supervisor via evaluation forms. Each form contains multiple items and is scored on a Likert scale from 1-4. It is expected that each site and site supervisor receive 3.0 or greater to attain subsequent placement of internship and/or practicum students. Sites and/or site supervisors rated below 3.0 will be reviewed by the core faculty regarding the consideration of future placements.



### ***Findings for 2019-2020:***

For the 2019-2020 academic year, 34 site evaluations were completed by our practicum and internship students. The mean site rating was 3.64 (with a standard deviation of 0.65), with only one site falling below the threshold for evaluation. Site supervisors were reviewed favorably as well ( $M = 3.64$ ,  $SD = 0.36$ ), with two falling below the expected threshold for evaluation. Finally, university supervisors were also reviewed by students ( $M=3.84$ ,  $SD=0.08$ ), with none falling below the threshold for evaluation.

### ***Use of Results:***

Through the academic year, faculty identified one problematic site placement, identified by both the low site rating and supervisor rating, leading to a faculty decision not to pursue future practicum/internship placements at this time. One additional site supervisor was identified as meeting the threshold for review. After faculty discussion, this placement will stay available to students, and university supervisors will continue to provide ongoing support and track future student evaluations.

### **Exit Interview Data**

The UTC Counselor Education program completes exit interviews with graduating students at the end of their last semester. Information is gathered in two ways: through a self-report survey and in a brief interview with their internship supervisor to clarify survey responses. Questions include program areas of strength, areas of improvement, insights that students gained about themselves through their educational experiences, and contact information for the new alumni. General themes from the 2019-2020 school year graduates are summarized below.

### ***Findings for 2019-2020:***

Program areas of strength:

- Small classes and faculty/student ratio make it much easier to approach professors and learn from them.
- Program focus on wellness and wellness plans throughout the program was helpful in internship and beyond.
- Real-world experiences and transparency of the faculty about what the profession is like helped students to have realistic expectations in their professional placements.

Program areas needing improvement:

- More informal experiences with faculty are desired, such as Coffee with the Professors, to build more informal relationships.
- DSM course has a lot of information that needs to be reinforced in subsequent semesters.



- While program faculty are good, adjuncts are not always as good, making learning difficult.
- Program faculty need to be aware of course rotations and issues that can impede progress for students who are moving through the program at a slower pace than full-time students.

***Use of Results:***

These themes are considered along with other data from this report to help faculty make programmatic changes that are realistic and align with CACREP accreditation standards, institutional expectations, and students’ needs. As program faculty reflect on students’ feedback, moving forward, the faculty will be more transparent with students regarding decisions about course rotations, decisions regarding assigning courses to core faculty or adjunct faculty, and the necessity of using adjuncts in a small program. Faculty will communicate these ideas during “Coffee with the Professors” and other programmatic meetings with students.

**Program Survey Footprint**

The triannual survey of program alumni, employers, and supervisors was completed in January 2019. Since revising the programmatic evaluation process in light of the 2016 CACREP standards, the previous version does not meet the current needs of the program. In August 2020, program faculty began revising the survey, aligning it to the current evaluation plan, and will submit the revised version to the CE Advisory Board during the October 7, 2020 meeting. The revised survey footprint the Advisory Board will review is shown below.

Question Type	Questions
General Agency/School Demographics	<p>In the last four years, has your agency or school supervised or employed graduated of the UTC Counseling Education program in counseling positions?</p> <p>Number of students employed:</p> <p>Please describe the counseling positions our students have been employed in:</p> <p>In the last four years, has your agency or school employed graduates of the UTC Counseling Education program in any other positions?</p> <p>Number of students employed:</p> <p>Please describe the other positions our students have been employed in:</p>
Survey Respondent Demographics	Please describe the degree(s) you hold and the field(s) of the degree(s).



	<p>Describe your current work setting</p> <ol style="list-style-type: none"> <li>1. Community agency</li> <li>2. School</li> <li>3. Other</li> </ol> <p>Describe your current job position or title.</p> <p>Do you have supervision experience? If yes, how many years of counseling supervision experience do you have?</p> <ol style="list-style-type: none"> <li>1. No</li> <li>2. Yes</li> </ol> <p>Do you have supervision training or a supervision credential? If so, please describe:</p> <p>Are you currently supervising any counselors? If yes, how many students are you supervising?</p> <ol style="list-style-type: none"> <li>1. No</li> <li>2. Yes</li> </ol> <p>Are you currently supervising any counselors-in-training? If yes, how many?</p> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> <li>3. Yes</li> </ol>
<p>Students Professional Skills-“Soft Skills” Use LIKERT scale for questions from this point onward.</p>	<p>On a scale of 1 to 5 (1 = poor, 5 = excellent), how would you rate the UTC Counseling Education interns/graduate(s) on the following? Please indicate N/A for those that do not apply.</p> <ol style="list-style-type: none"> <li>1. Counselor demonstrates professional skills relevant to setting including: ability to work with students, clients and staff, interview skills, listening skills, communication skills, organizational skills and time management.</li> <li>2. Counselor demonstrates intrapersonal skills, including: ability to accept and integrate constructive feedback from supervisors, ability to reflect on professional practice and adapt to changes.</li> <li>3. Counselor demonstrates good character through empathy, genuineness, integrity and maturity.</li> <li>4. Counselor demonstrates knowledge of relevant community resources for their service area and is able to make appropriate referrals for students and clients as needed.</li> </ol>



<p>Students will demonstrate knowledge and skills necessary to understand the counseling profession and apply ethical standards (CACREP 2.F.1)</p>	<p>xx. Counselor abides by relevant ethical codes (ACA, ASCA, etc.) and engages in ethical decision making.</p> <p>xx. Counselor seeks supervision/consultation when appropriate.</p> <p>xx. Counselor demonstrates self-awareness to reflect on unconscious and internal biases</p>
<p>Students will demonstrate knowledge and skills necessary to work with diverse populations in accordance with the Multicultural and Social Justice Counseling Competencies (CACREP 2.F.2)</p>	<p>xx. Counselor is knowledgeable of special populations and is able to counsel in a culturally relevant manner</p> <p>xx. Counselor has knowledge of, and sensitivity towards, diversity and multicultural issues.</p>
<p>Students will demonstrate knowledge and skills necessary to support client/student development across the lifespan (CACREP 2.F.3)</p>	<p>xx. Counselor is knowledgeable and able to counsel children and/or adolescence.</p> <p>xx. Counselor is knowledgeable and able to counsel adults.</p> <p>xx. Counselor is knowledgeable and able to counsel older adults.</p>
<p>Students will demonstrate knowledge and skills of career development, counseling, and decision making (CACREP 2.F.4)</p>	<p>xx. Counselor has knowledge of and promotes career development for individuals across the lifespan.</p>
<p>Students will demonstrate knowledge and skills of counseling theories, techniques, and models of intervention/prevention (CACREP 2.F.5)</p>	<p>xx. Counselor has knowledge of counseling theory and is able to utilize theories and techniques appropriately with the individuals they serve.</p>
<p>Students will demonstrate knowledge and skills for designing and facilitating ethically and culturally relevant groups (CACREP 2.F.6).</p>	<p>xx. Counselor has the knowledge and ability to facilitate a variety of groups.</p>
<p>Students will demonstrate knowledge and skills for selecting, administering, and interpreting assessment and test results in an ethical and culturally relevant manner (CACREP 2.F.6)</p>	<p>xx. Counselor has knowledge of various tests and assessments.</p> <p>xx. Counselor has the ability to conduct tests and assessments.</p> <p>xx. Counselor can interpret tests and assessments</p>
<p>Students will demonstrate knowledge and skills in evaluating and implementing research and evidence-based practice (CACREP 2.F.8)</p>	<p>xx. Counselor has knowledge and skills to utilize research to inform counseling practice.</p>



<p>Students will demonstrate knowledge and skills necessary to prevent and treat a broad range of mental health issues across the lifespan in variety of settings (CACREP 5.C)</p>	<p>xx. Counselor has knowledge and skills to utilize effective practice to meet a variety of client/student needs and treatment interventions</p>
<p>Students will demonstrate knowledge and skills necessary to becoming leaders, systemic change agents, and advocates in P-12 schools (CACREP 5.G)</p>	<p>xx. Counselor demonstrates leadership through the design and implementation of a comprehensive school counseling program</p> <p>xx. Counselor advocates responsibly for student/client success</p>

### **Other Substantial Program Changes**

1. During the COVID-19 Pandemic, UTC closed its campus beginning March 17, 2020, for in-person courses. As such, students completed the semester utilizing on-line, synchronous meetings. This practice continued through Summer 2020. In the beginning of Fall 2020, program faculty determined that some courses could meet in a hybrid modality, holding 2-4 class meetings in a socially distanced, face-to-face setting using the appropriate precautions as suggested by the CDC. After these initial class meetings, students then rolled into online, synchronous learning environments for the remainder of the Fall 2020 semester.
2. Students engaging in clinical practice, either in schools or mental health settings, completed a new document entitled, “Clinical Experiences Acknowledgement Form.” This form articulated students’ rights and responsibilities while in the field as well as program/graduate school requirements for degree completion and how these may be impacted by COVID-19 and school/agency closures.
3. In acknowledgement of ongoing racial violence, the UTC CE program began a four-part discussion series in Fall 2020 based on the book, *My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Hearts and Bodies*, by Resmaa Menakem. The e-book is available for free through the UTC Library to all students and engages in a rich discussion of race, racism, and trauma resolution. The program faculty aspires to continue these discussions beyond the classroom in order to promote students’ engagement and reflection on these challenging and important issues.
4. Coffee with the Professors will commence via Zoom meetings in Fall 2020. Themes that faculty have identified for student meeting discussions include (a) sharing program report data with CE students, (b) checking in on students’ mental health during global pandemic and civil unrest, (c) you’re about to graduate, now what?, and (d) CPCE tips and discussion.





**Appendix A**

**Table:** List of Counseling courses, assessments and Rubrics (cont.)

<b>Assessment</b>	<b>Rubric Indicators</b>	<b>Performance Level</b>
COUN 5020: Multicultural Awareness Paper	R1-Utilizes Multicultural Counseling Competencies or other sources to provide an overview of Topic "Counseling in a Diverse Society" R2-Includes personal reflection/reaction to the topic R3-APA Format	Below Expectations=1 Meets Expectations=2 Exceeds Expectations =3
COUN 5020: Annotated Bibliography	R1-Utilizes 5 peer-reviewed articles that align with the counseling profession and specific CACREP Standards aligned to this assignment. R2-Summary of central theme of articles R3-APA Style & Word Limit	Meets Expectations=2 Below Expectations=1
COUN 5430: Lifespan Collage	R1-Student is able to give pictorial examples of their personal development that aligns with the domains of physical psychosocial cognitive spiritual/moral culture/gender development as well as self-efficacy and family life-span development R2-Written Expression of Collage-Student is able to accurately and concisely elucidate the important aspects of development as it pertains to the life-span domains mentioned above with fewer than 2 spelling/punctuation errors.	Below Expectations=1 Meets Expectations=2
COUN 5440: Theoretical Orientation Paper	R1-Guiding Theory R2-Personality and Mental Health Issues R3-The Nature of the Client/Counselor Relationship How Change Occurs and the Role of the Counselor	Below Expectations Meets Expectations Exceeds Expectations



	<p>R4-Multicultural Considerations</p> <p>R5-APA Style (6th Ed)</p> <p>R6-Bloom's Taxonomy (highest level achieved)</p>	
<p>COUN 5450: Final Recording</p>	<p>R1-Counselor's Body Language</p> <p>R2-Invitational Skills</p> <p>R3-Paraphrasing</p> <p>R4-Reflection Feeling and Content</p> <p>R5-Reflecting Meaning</p> <p>R6-Challenging</p> <p>R7-Goal Setting &amp; Solution Skills</p> <p>R8-Advanced Technique</p> <p>R9-Transcript &amp; Self-Assessment</p>	<p>Below Expectations =1</p> <p>Meets Expectations =2</p>
<p>COUN 5470: Group Proposal Paper/Project</p>	<p>R1-Rationale</p> <p>R2-Short Term/Long Term Goals</p> <p>R3-APA Style</p> <p>R4-Outline</p> <p>R5-Flyer/Brochure</p> <p>R6-Presentation</p>	<p>Significantly Below Expectations=1</p> <p>Below Expectations=2</p> <p>Meets/Exceeds Expectations=3</p>
<p>COUN 5480: Test Battery Assignment</p>	<p>R1-Introduction</p> <p>R2-Client Case History</p> <p>R3-Test Results</p> <p>R4-Report Summary,</p>	<p>Fails to Meet Expectation=1</p> <p>Meets Expectation=2</p> <p>Exceeds Expectation=3</p>



	R5-Writing & Formatting	
COUN 5490: Special Topics Presentation	R1-Content Structures and Performance R2-Includes Ideas and Concepts Unique to Target Population R3-Facilitated Discussion R4-40 (+/- 15) Minutes R5-Delivery/Eye Contact	Exceeds=3, Meets=2, and Falls Below Expectations=1

**Table:** List of Counseling courses, assessments and Rubrics

<b>Assessment</b>	<b>Rubric Indicators</b>	<b>Performance Level</b>
COUN 5550: Personal Theories Paper	R1-Guiding Theory R2-Theory's Position on Personality Development Mentally Healthy and Unhealthy Appropriate Populations for Intervention and Crisis Conceptualization R3-Theory's Position on Counseling and the Counseling Relationship; Counselor's Reflection of Goodness of Fit R4-APA Style (6th Ed)	Below Expectations=1 Meets Expectations=2 Exceeds Expectations=3
COUN 5590/5720: Personal Theory Paper	R1-Guiding Theory R2- Case Study R3- Augmentation of Practices R4-APA Style (6th Ed) R5- Bloom's Taxonomy	Below Expectations Meets Expectations Exceeds Expectations
COUN 5610: Special Population &	R1-Overview of Population R2-Description of Evidenced-Based Practice	Unacceptable=1 Below Expectations=2



Evidenced-Based Practice Project	R3-Case Study/Considerations R4-Writing and Syntax R5-APA Formatting & Adherence to Guidelines	Meets Expectations=3
COUN 5620: School Counseling Professional Portfolio	R1-Section Introductions R2-Resource Documents R3-Evaluation of Resource Documents R4-Personal Integration (Identity & Theory) R5-Appearance R6-Style/Formatting	Significantly below expectation=1 Below expectation=2 Meets/Exceeds expectation=3
COUN 5650: Equity Access Project	R1-Research Paper R2-Professional Development & Classroom Guidance R3-Multicultural Considerations R4-APA Style (6th Ed.) R5-Presentation	Below Expectations Meets Expectations Exceeds Expectations
COUN 5700/5710: Personal Theories Paper	R1-Guiding Theory R2- Case Study R3- Augmentation of Practices R4-APA Style (6th Ed) R5- Bloom's Taxonomy	Below Expectations Meets Expectations Exceeds Expectations
COUN 5750: Treatment Plan	R1-Identification of symptoms of the disorder presented by the client R2-History of the client's chief complaint R3-Diagnosis of the client	No Met=1 Met=2



	<p>R4-Identification of strengths and weaknesses of the client</p> <p>R5-Inclusion of treatment goals (long-term and short-term) that are measurable and take into consideration the diversity of the client</p> <p>R6-Identification of treatment orientation that will be used by counselor</p> <p>R7- Types of treatment client will participate in</p> <p>R8-Discharge criteria</p> <p>R9-Possible referrals</p>	
<p>COUN 5760: Counseling Culturally Diverse Groups Presentation</p>	<p>R1- Delivery/Eye Contact</p> <p>R2-Content Structures and Performance</p> <p>R3-Experiential Activity</p> <p>R4-60 (+/- 15) Minutes</p> <p>R5-Handout</p> <p>R6-Includes Specific Identity Development Model Counseling Issues/Implications and Concerns Unique to Target Population</p>	<p>Below Expectations</p> <p>Meets Expectations</p> <p>Exceeds Expectations</p>