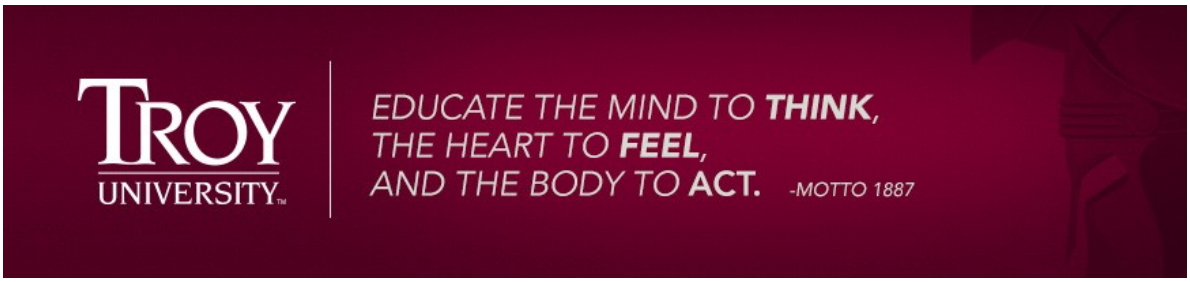


Troy University

Annual Report Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, & School Counseling
AY 2021-2022

Troy University
2021-2022 CACREP Annual Program Evaluation Report
Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling

INTRODUCTION

The Troy University Counselor Education Program engages in yearly quantitative and qualitative program evaluations to inform systemic program changes. This evaluation process is guided by the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. The annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications initiated for the 2021-2022 academic year.

The Troy University Counselor Education Program is administered through the Department of Counseling, Rehabilitation, and Interpreter Training (CRIT) in the College of Education. Dr. Sherrionda Crawford is the chair of the Department of Counseling, Rehabilitation, and Interpreter Training. The Counseling Program leads to a Master of Science or Master of Education degree. The program delivers 3 CACREP-accredited program areas:

- Master of Education: School Counseling
- Master of Science: Clinical Mental Health Counseling
- Master of Science: Rehabilitation Counseling

The CACREP accredited RC and SC programs are offered at the following Alabama campuses: Dothan, Montgomery, Phenix City, and Troy. The CACREP accredited CMHC program is offered at the four Alabama campuses (Dothan, Montgomery, Phenix City, and Troy); five locations in Florida (Altamonte Springs, Fort Walton, Panama City, Pensacola, and Tampa); and at the Augusta, Georgia site.

Core Faculty and Campus

Name	Degree & Major	Area	Credentials	Site
Babel Korinne	PhD CES	CMHC	LPC, CPCS, NCC, RPT	Phenix City
Berry Stephan	PhD CES	School	LPC	Troy
Booker Samantha	PhD CES	CMHC, SC	LPC	Dothan
Boyd Lynn	PhD CES	CMHC, SA	LPC, NCC, MAC	Troy
Carlson Robert	PhD Psychology & Counseling	CMHC	LPC, CCMHC, MAT, CPCS	Phenix City

Cates Keith	PhD CE	CMHC	LPC-S Alabama, LPC-Georgia, NCC, BC-TMH	Troy
Crawford Sherrionda	PhD CE	CMHC, SC	LPC, LPC-S (AL), LPAC, CPCS (GA), SC, NCC	Phenix City
Deroche Melissa	PhD CE	CMHC	LPC (AL, LA), MFT, LPC-S (LA), NCC, ACS	Montgomery
Driver Necoal	PhD CES	CMHC	None	Montgomery
Faircloth Patrick	PhD Counseling	CMHC	LPC, LPC-S (AL), LPC (MI), NCC,	Troy
Fitch Tregon	EdD Counseling	CMHC, SC	LMHC, ACS, NCC, CCMHC	Panama City
Giunta Stephen	PhD Marriage & Family Counseling	CMHC	LMHC, NCC, CCMHC	Tampa
Hall Tabitha	PhD CES	CMHC	LMHC	Ft. Walton
Heppe Dale	PhD CES	CMHC	LMHC	Panama City
Hodges Laura	PhD CE	SC	LPC-S (AL, TX), NCC, ACS, Certified Counselor (TX)	Montgomery
Ickes Jeffrey	PhD Counseling Psychology	CMHC		Augusta
Maiden Rodney	PhD CES	RC	CRC, ALC	Montgomery
Marshall Jennifer	EdD Counseling	CMHC	CCMHC, LMHC, ACS, CCBT	Panama City
Matise Miles	PhD CES	CMHC	LMHC, LMFT, NCC, ACS CCTP	Ft. Walton
Meek Gregory	Gregory PhD CE	CMHC	LMHC (FL), LPC (VA)	Altamonte Springs
Ouellette Linda	PhD CES	CMHC	LMHC, LMFT	Altamonte Springs
Pollock Sandra	PhD CE	CMHC	LMHC	Altamonte Springs
Premuda-Conti Paola	PhD Rehabilitation	RC	CRC	Dothan
Reed Shelley	PhD CES	CMHC, SA	LPC, CACII, MAC, CPCS	Phenix City

Tew-Washburn Suzanne	PhD Rehabilitation Counseling	RC	CRC, SPHR	Phenix City
Thompson Sharon	PhD Educational Psychology/Counseling	CMHC	LMHC, NCC, RPT-S, Licensed School Psychologist	Pensacola
Tucker Brent	PhD Counseling Psychology	CMHC	Licensed Psychologist, NCC	Dothan
Upshaw April	PhD CE	CMHC	SLPC	Troy
Willis Joel	PhD Vocational Counseling/Special Ed	CMCRC	LPC, CRC, NCC	Dothan

PROGRAM ASSESSMENT AND EVALUATIONS

Each year the Department of Counseling, Rehabilitation, and Interpreter Training hold an annual meeting in conjunction with the university's convocation activities. Each year the department reviews student learning outcome data and makes recommendations for improvement. Program aggregate and disaggregated data by location are reviewed.

The following is the tentative timeline for the remaining assessment plans.

August	**Annual CRIT Division Meeting** Faculty Review of Findings & Plans for Improvement Counseling Curriculum Committee (CCC) Meeting
September	Consolidate Plans for Improvement
October	CCC Meeting: Review Consolidated Plans for Improvement & Program Modifications
November	**Advisory Board Meetings** Review of Findings & Plans for Improvement Recommendations & Modifications
December	Review and compile Site Supervisor Evaluations and Practicum/Internship Evaluations
January	Review CPCE Scores
February	Two-Year Graduate Follow-Up Survey (GFS) (Conduct in years ending in odd numbers) Review Exit Survey Vital Statistics

March	Employer Survey (Conduct in years ending in odd numbers Faculty Review of Syllabi & Common Assignments
April	CCC Meeting: Review GFS & Employer Survey Data Plans for Improvement & Program Modifications
May	CCC Meeting: Plans for Improvement & Program Modifications
June	Develop annual assessment report
July	Develop annual assessment report and distribute

ADVISORY BOARD MEETINGS

Advisory Board meetings are held at each campus location. In general, the feedback from the location Advisory Board Members indicates that Troy University Counseling Students are well prepared to work with clients in a variety of settings. Areas for improvement include exposure to electronic medical records and extra crisis training. The chart below provides the meeting dates, discussion items, and resulting program modifications.

Campus Location	Dates	Agenda Items	Resulting Program Modifications
Dothan	12/9/21	-Updates on student enrollment and scholarship options. -Rehab graduate enrollment up by 3% -Updates on CACREP accreditation.	Continue marketing to bring in rehab students for the grant.
Montgomery	5/5/22	-Mission Statement was reviewed along with program outcomes and activities -Chi Sigma Iota was also discussed, and how community involvement can be productive in Tau Mu Chapter activities.	None
Phenix City	4/14/22	-Program overview. CACREP accredited still in place. -Considering an online program format. -Mission Statement -Program Objectives -Site Supervisors	None
Troy	5/10/2022	-Update on enrollment -Faculty changes -1 year CACREP certification -Mission Statement -Program Objectives	None
Augusta	4/28/22	-Mission statement for program and specialty areas	- Consider trauma course for students taking Internship

		- CACREP requirements for Practicum and Internship Troy University Corporate Partnership and eligibility for discounted tuition rates	- Advisory board members suggested that students have resumes ready when they reach out to sites and consider their applications a job interview
Pensacola	12/7/21	- Strengths and weaknesses of adjuncts and utilization in the program Overall, student morale and students' frustration with delayed graduation because of the inability to access online classes - Students have taken advantage of opportunities in suicide prevention training, Gottman training, and trauma treatment training. -Want a predictable path toward graduation	-explore options and solutions as online classes fill as soon as they go online. -Course sequencing was created and utilized summer 2022 -New faculty member hired summer 2022
Panama City	9/12/21	Mission statement -Program activities -Updates on post master's -CACREP status update -Comps and study materials -overall pleased with student performance	None
Tampa	10/2021	-Mission statement -program objectives -previous survey results -promoting student wellness	None
Ft. Walton	3/31/22	-Program changes -Mission statement -Changes to the Professional Orientation course -Offering a menu of options for students regarding what tasks would be options at sites for indirect and direct hours	-Dr. Hall is working together to create additional training videos to accompany Practicum/Internship for students -Dr. Hall agreed to revisit the tutorial created in both Professional Orientation and Research.

SITE SUPERVISOR PRACTICUM/INTERNSHIP EVALUATION OF THE STUDENT SUMMARIES

Site Supervisor and Practicum/Internship Evaluation results can be reviewed in brief below. The full report is available upon request.

Clinical Mental Health Counseling

	Knowledge of opening skills	Group Process	Assess ment	Diagnosis and Tx Planning	Crisis and suicide risk	Multicultural
No Evidence	0%	1.64%	0%	0%	0	0%
Below Average	1.39%	1.64%	1.54%	1.69%	0%	1.54%
Average	13.89%	24.59%	32.31%	37.29%	26.67%	24.62%
Mastery	45.83%	45.90%	47.69%	47.46%	50.00%	52.31%
Exceptional	38.89%	26.23%	18.46%	13.56%	23.33%	21.54%

Specific Feedback:

"[redacted] does a wonderful job building and maintaining rapport and assisting clients in making progress, as evidenced
by her retention rates. She also does very well maintaining effective relationships with clients who are very different
than she is, maintaining self-awareness and expressing understanding. [redacted] will continue to develop her therapeutic skills working with diverse populations."

"[redacted] was an excellent practicum student!"

"[redacted] has done a great job building relationships with and assisting her clients in working through their challenges.
She just needs more practice with people struggling with a variety of issues and further expansion of her knowledge."

"Excellent intern ! Excellent with co-workers and client."

"Mr. [redacted] was self starting, well organized, and a team player. He was extremely easy to work with in supervision -
understanding any and all feedback."

"[redacted] has demonstrated excellent assessment skills. She may need additional supervision in counseling
sessions as we did not have the opportunity to fully explore this area."

"Client is doing very well applying what she has learned and seems to have great rapport with her clients. She is
continuing to develop, expand, and apply her skill set."

"Continue to work on building confidence as a clinician and engage in adequate self-care."

"[redacted] is an excellent intern. He is learning a tremendous amount regarding delinquent adolescents. He will need
to continue to work on techniques and skills in addressing this population."
"[redacted] has done very well in his practicum at pretrial diversion. He still has room to grow in his Internships, as do all of the interns. I look forward to working with him in the spring. He is loved
By his peers and his clients."

"[redacted] needs in supervision are more experiences with group settings and adoption counseling to families."

School Counseling

	Knowledge of School Counseling Role	Ethical Decision-making	Developmentally appropriate intakes	Group	Effective Counseling Relationships	Use data to plan/revise program	Classroom Mgt.
No Evidence	0%	0%	0%	0%	0%	0%	0%
Below Average	0%	0%	0%	0%	0	0%	0%
Average	0%	0%	0%	0%	0%	0%	0%
Mastery	44%	56%	44%	56%	56%	45%	56%
Exceptional	56%	44%	45%	33%	44%	44%	33%
Not Observed	0%	0%	11%	11%	0%	11%	11%

Specific Feedback:

"[redacted] displays many strengths in organization, resources, lesson planning, and school procedures due to her previous experience as a teacher. She could use further development in community outreach and parental involvement education."

"[redacted] is very innovative in her counseling style. She has an excellent rapport with students and staff. She is a very resourceful young lady and determine to make an positive impact on the counseling profession."

"[redacted] has a very compassionate heart that is an asset to helping any and all students!"

"She is very kind, patient, and quite spoken."

"Strengths: Very organized Tech savy Good listener Relatable"

"[redacted] is exceptional at listening, rephrasing, and then digging deeper into the subject. I was in the room for a number of his classroom guidance lessons and they were all superbly planned and carried out."

"Samantha brings many things to the table but she is highly skilled in technology and is very efficient with communication to students, parents and faculty."

"I have truly enjoyed having [redacted] as an intern this semester. I feel that she will make an outstanding school counselor. She works hard and is always willing to help in anyway."

Rehabilitation Counseling

	Forming Effective Relationships	Knowledge of history, philosophy, and legislation affecting rehabilitation	Application of cultural, social, economic, disability -related, and environmental factors in planning	Ability to facilitate consumer involvement in determining vocational goals and capabilities	Ability to identify community resources with the consumer to develop an appropriate rehabilitation plan	Assessment of individual strengths, resources, experiences, career knowledge and interests, and individual capabilities to make decisions	Skill in Developing a Treatment Plan
Poor	0%	0%	0%	0%	0%	0%	0%
Below	0%	0%	0%	0%	0%	0%	0%
Average	42.86%	71.43%	57.14%	57.14%	42.86%	66.67%	57.14%
Mastery	14.29%	28.57%	42.86%	14.29%	28.57%	16.67%	14.29%
Exceptional	42.86%	14.29%	0%	28.57%	28.57%	16.67%	14.29%
No Basis	0%	0%	14.29%	0%	0%	0%	14.29%

CPCE AGGREGATION DATA- 2021-2021 ACADEMIC YEAR

The Counselor Preparation Comprehensive Examination (CPCE) consists of 160 items per CACREP content area: Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Work, Career & Lifestyle Development, Appraisal, Research & Program Development, and Professional Orientation & Ethics.

Over 330 universities and colleges utilize the CPCE; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength/weakness feedback.

The cutoff score for passing the CPCE can be no lower than one standard deviation below the mean of the most recent national norm. Data from the CPCE pass rates were analyzed each academic year.

TROY UNIVERSITY COUNSELING PROGRAM OVERALL CPCE DATA

AUGUSTA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	5	16	10.86	2.88
Social and Cultural Diversity	3	13	7.18	2.5
Human Growth and Development	4	13	8	2.79
Career Development	4	11	8.5	2.17
Counseling and Helping Relationships	1	13	8.13	2.98
Group Counseling and Group Work	4	16	9.95	2.87
Assessment and Testing	4	11	8	2.26
Research and Program Evaluation	6	12	8.68	1.96

Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	46	94	71.61	14.56
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	22	7	15	31%

DOTHAN CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	8	15	11.69	1.715
Social and Cultural Diversity	6	13	9.30	1.892
Human Growth and Development	4	14	9.65	2.481
Career Development	6	14	10.07	2.077
Counseling and Helping Relationships	6	13	9.5	2.140
Group Counseling and Group Work	7	15	11.53	1.726
Assessment and Testing	8	13	10.26	1.638
Research and Program Evaluation	7	15	9.69	1.871

Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	64	99	81.73	8.870
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	26	18	8	69%

FT. WALTON CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	9	16	12.58	2.151
Social and Cultural Diversity	6	11	8.5	1.732
Human Growth and Development	5	10	8.16	1.946
Career Development	6	14	10	2.412
Counseling and Helping Relationships	7	14	10.25	1.913
Group Counseling and Group Work	10	15	12.16	1.850
Assessment and Testing	6	11	8.91	1.564
Research and Program Evaluation	8	13	10.33	1.826

Overall	MIN	MAX	M	SD
Total Scores	70	88	80.91	5.089
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	12	10	2	83%

MONTGOMERY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	6	15	10.13	2.463
Social and Cultural Diversity	4	13	7.78	2.287
Human Growth and Development	2	13	7.81	2.580
Career Development	4	14	9.135	2.266
Counseling and Helping Relationships	2	11	7.838	2.115
Group Counseling and Group Work	4	15	9.432	2.703
Assessment and Testing	3	12	7.59	1.863
Research and Program Evaluation	3	13	8.56	2.340

Overall	MIN	MAX	M	SD
Total Scores	48	98	68.29	11.11

CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	37	7	30	19%

PANAMA CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	5	14	10.93	2.764
Social and Cultural Diversity	4	13	8.13	2.748
Human Growth and Development	5	14	9.0	2.36
Career Development	3	12	8.53	3.15
Counseling and Helping Relationships	3	13	8.33	3.2
Group Counseling and Group Work	5	14	9.73	2.86
Assessment and Testing	2	14	8.2	3.76
Research and Program Evaluation	7	12	8.93	1.79

Overall	MIN	MAX	M	SD
Total Scores	44	97	80.66	18.34

CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	15	7	8	88%

PENSACOLA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	7	17	11.97	2.703
Social and Cultural Diversity	3	14	8.35	2.690
Human Growth and Development	4	15	9.18	2.675
Career Development	5	14	9.62	2.408
Counseling and Helping Relationships	4	13	8.91	2.408
Group Counseling and Group Work	6	17	10.18	2.548
Assessment and Testing	4	14	8.78	2.200
Research and Program Evaluation	4	16	9.16	2.641

Overall	MIN	MAX	M	SD
Total Scores	53	118	76.18	14.59

CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	37	16	21	43%

PHENIX CITY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	5	16	11.09	2.65
Social and Cultural Diversity	2	14	6.71	2.57
Human Growth and Development	3	14	7.19	2.48
Career Development	4	15	9.25	2.70
Counseling and Helping Relationships	4	13	7.29	2.20
Group Counseling and Group Work	5	17	9.90	2.78
Assessment and Testing	2	13	6.83	2.26
Research and Program Evaluation	3	14	8.06	2.67

Overall	MIN	MAX	M	SD
Total Scores	43	103	66.35	15.23

CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	31	7	24	23%

TAMPA CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	8	16	12.5	2.503
Social and Cultural Diversity	6	15	10.3	2.664
Human Growth and Development	7	16	10.3	2.193
Career Development	7	14	11.4	1.88
Counseling and Helping Relationships	6	15	9.8	2.56
Group Counseling and Group Work	8	17	12.06	2.187
Assessment and Testing	6	16	10.4	3.044
Research and Program Evaluation	6	15	11	2.070

Overall	MIN	MAX	M	SD
Total Scores	16	121	88	14.243

CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	15	13	2	87%

TROY CAMPUS

Subscale Sections	MIN	MAX	M	SD
Professional Counseling Orientation and Ethical Practice	6	15	10.3	2.244
Social and Cultural Diversity	4	12	7.66	2.058
Human Growth and Development	4	13	8.76	2.343
Career Development	4	15	8.85	2.287
Counseling and Helping Relationships	4	12	8.23	2.166
Group Counseling and Group Work	7	14	10.52	1.721
Assessment and Testing	3	12	8.04	2.179
Research and Program Evaluation	4	13	9.19	2.358
Overall	**MIN**	**MAX**	**M**	**SD**
Total Scores	51	96	71.61	11.83
CPCE Pass/Fail	N	N_P	N_F	Pass %
Cumulative Troy Totals	21	9	12	43%

There were no changes related to the exam scores.

GRADUATE ALUMNI SURVEY

The department collects data from the graduate survey in odd years; the next data collection will occur in Spring 2023. The information from alumni surveys informs programmatic change. In Spring 2023, the Troy University Graduate Alumni Survey will be emailed to program graduates. The email will explain that the survey's intent was to collect their views on the preparation and training of Troy University counseling students and that their responses would be utilized in making important decisions in preparing and training students in our programs. Alumni survey results will be discussed during the Fall Convocation Meeting.

EMPLOYER SURVEY

The department collects data from employers in odd surveys in odd years; the next data collection will occur in Spring 2023. The data will be used to inform necessary programmatic changes. Survey results will be discussed during the Fall 2023 Convocation Meeting.

COUNSELING PROGRAM STUDENT OUTCOMES/VITAL STATISTICS

Counseling Program Student Outcomes and Vital Statistics for the Troy University Counselor Education Program are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 31, 2021.

Program Enrollment and Completion Rates

Rehabilitation Counseling	
Enrollment	53
Graduates	15
Completion Rates	100%
Passed Licensure/Certification Exam	60%
Job Placement	95%
School Counseling	
Enrollment	26
Graduates	5
Completion Rates	100%
Passed Licensure/Certification Exam	100%
*Job Placement	90%
Clinical Mental Health Counseling	
Enrollment	356
Graduates	123

Completion Rates	97%
Passed Licensure/Certification Exam	70%
Job Placement	96%

***Many of the program's school counseling graduates are working in clinical placements or still employed as classroom teachers.**

Licensure or Certification Examination Pass Rate

Passing scores on the CPCE Comprehensive Examination or the Praxis for School Counselors is a graduation requirement; all 219 graduates in AY 2021 passed at a 100% pass rate. The national examination encompasses the NBCC core areas that serve as a foundation for the practice of counseling. Complete data are not available on licensure exam passing rates for the National Counselor Exam (NCE) because the program doesn't require a passing score on the NCE prior to graduation.

All School Counseling graduates (100%) became certified school counselors within six months of graduating from the program.

2021-2022 COMMON ASSESSMENT DATA SUMMARY

Department of Counseling, Rehabilitation, and Interpreter Training Mission Statement:

The mission of the Department of Counseling, Rehabilitation, and Interpreter Training is to educate, develop and train counseling and psychology professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Counselor education faculty design and deliver counseling programs through a variety of instructional modalities. The counseling degree programs provide graduate education at regional and state locations. The program seeks students from diverse populations.

Program Locations: Troy, Montgomery, Phenix City, Dothan, Pensacola, Panama City, Augusta, and Tampa.

Programs: Clinical Mental Health, Rehabilitation, and School Counseling

Program Overviews:

<u>Clinical Mental Health Counseling Program Mission Statement:</u>

The Clinical Mental Health Program is designed to train mental health counselors. This 60-semester hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Clinical Mental Health Counseling:

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

Rehabilitation Counseling Mission Statement:

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in either hearing or visual impairment. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Objectives for Rehabilitation Counseling:

To prepare master's-level rehabilitation counselors who

1. Understand and follow the Code of Professional Ethics for Rehabilitation Counselors;
2. Know the laws that affect individuals with disabilities and are able to advocate for the rights of those individuals;
3. Understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
4. Value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;
5. Demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
6. Know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by

1. Encouraging communication, feedback, and evaluation between faculty, students, and community resources to promote quality programmatic improvement;
2. Providing a balanced curriculum of knowledge and skill development that is consistent with the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
3. Promoting research by students and faculty in the area of rehabilitation counseling; and
4. Promoting participation in local, state and national professional rehabilitation and counseling associations.

School Counseling Program Mission Statement:

The School Counseling Program is designed to train graduate level students as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification and follows guidelines of Council for Accreditation of Counseling and Related Programs. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with K-12 grade level students, knowledge of program development, foundations, and implementation of comprehensive guidance programs, development of professional and personal dispositions, advocacy of children and adolescents, and development of graduate students to become professional school counselors.

Objectives for School Counseling:

1. To develop knowledge of the foundations of school counseling to include history, philosophy, current trends/issues, models, role, functions, professional identity, leadership/advocacy strategies and legal and ethical issues.
2. To develop skills in technology as applied to school counseling.
3. To develop sensitivity to provide counseling to diverse school populations and skills to identify barriers that may impede academic, career, and personal/social development of students.
4. To develop skills in comprehensive guidance program development (e.g. ASCA National Model) to include needs assessments, program development and program evaluation.
5. To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents and students.
6. To develop knowledge of understanding the influence of multiple factors (family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact school age students.
7. To develop knowledge and skills in counseling to include individual, group, crisis management and classroom guidance
8. To develop knowledge and skills in collaboration and consultation to effectively work with community agencies, parents, teachers and other school personnel.
9. To develop knowledge and skills in conducting programs designed to enhance students' academic, personal/social, career and other developmental needs of students.
10. To understand the effects of health/wellness, atypical growth and development and resiliency on school age children.
11. To develop school emergency management plans and understand the role of the school counselor during crises, disasters and other trauma-causing events.

12. To develop knowledge in counseling, prevention and intervention including theories of effective counseling, techniques of counseling, treatment planning, and strategies for identifying student strengths and weaknesses to deal with problems.
13. To develop an understanding of research and evaluation including research relevant to the practice of school counseling, program evaluation, accountability, outcome data and best practices.
14. To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
15. To develop knowledge of the qualities, principles and skills of effective leadership in schools and to understand the role of the school counselor as system change agent.
16. To understand and have knowledge of student services such as the Individual Education Student Support Team (SST).

Students graduating from Troy University's counseling programs should:

1. **SLO 1- Content Knowledge:** Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.

2. **SLO 2- Professional Literacy**: Gain knowledge and understanding of program evaluation and research methodology, including application, evaluation, and analysis of quality research and effective counseling programs.

3. **SLO 3- Professionalism:** Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

4. **SLO 4- Diversity:** Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical, and community settings.

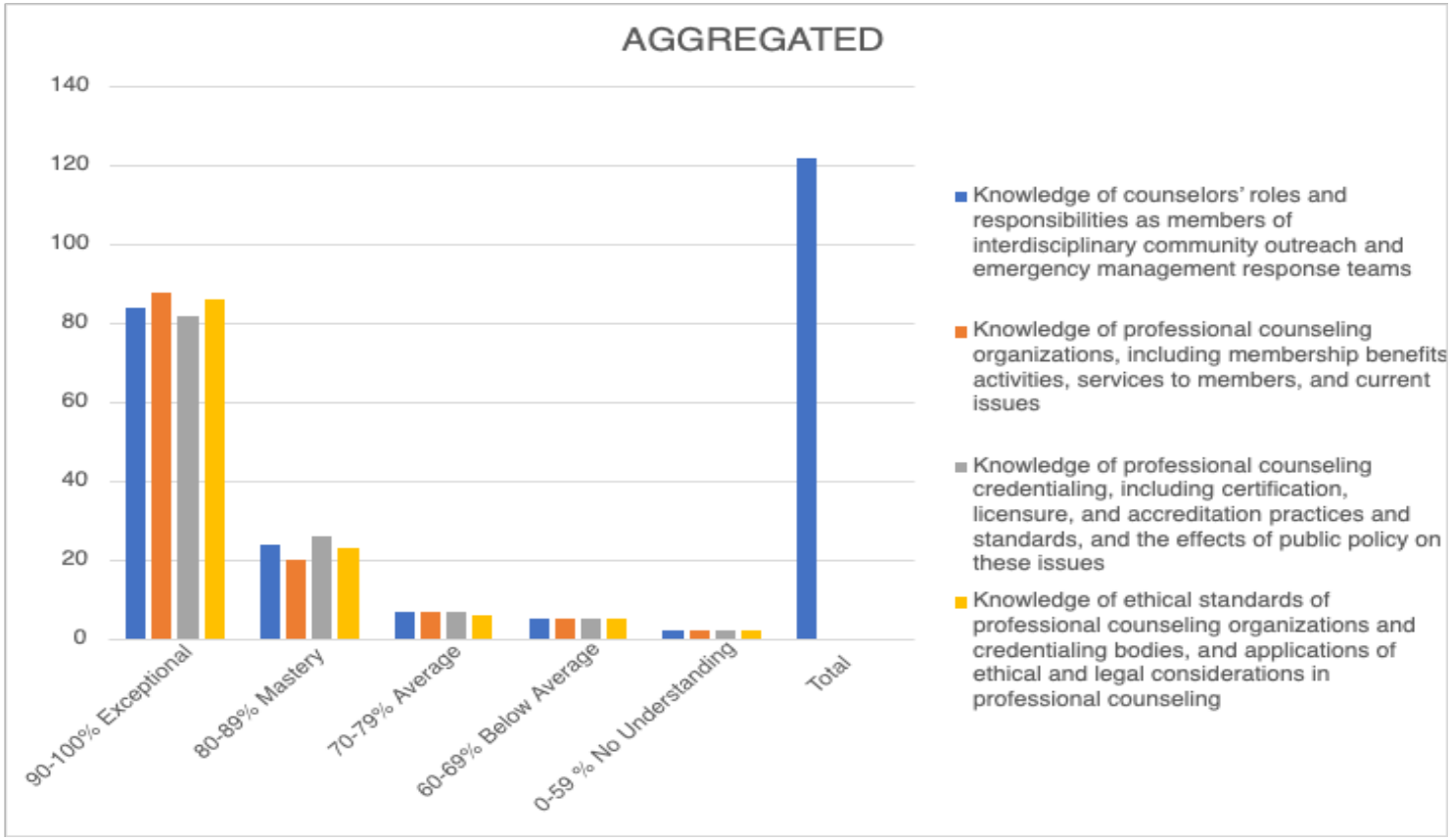
5. **SLO 5- Professional Skills:** Demonstrate analysis, evaluation, and application of core counseling concepts as applied to the knowledge of professional identity and practice.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

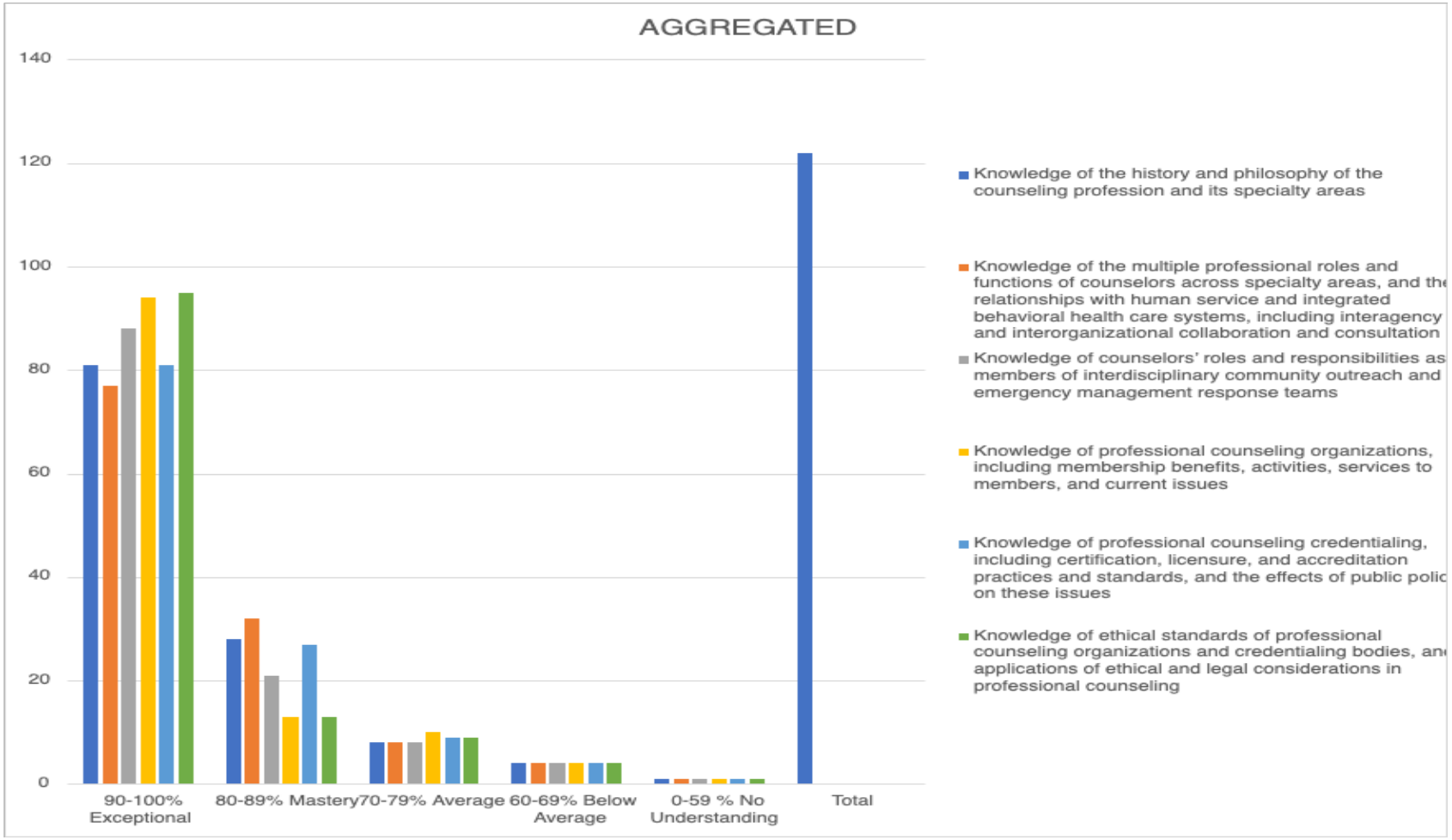
SLO 1- Content Knowledge: Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

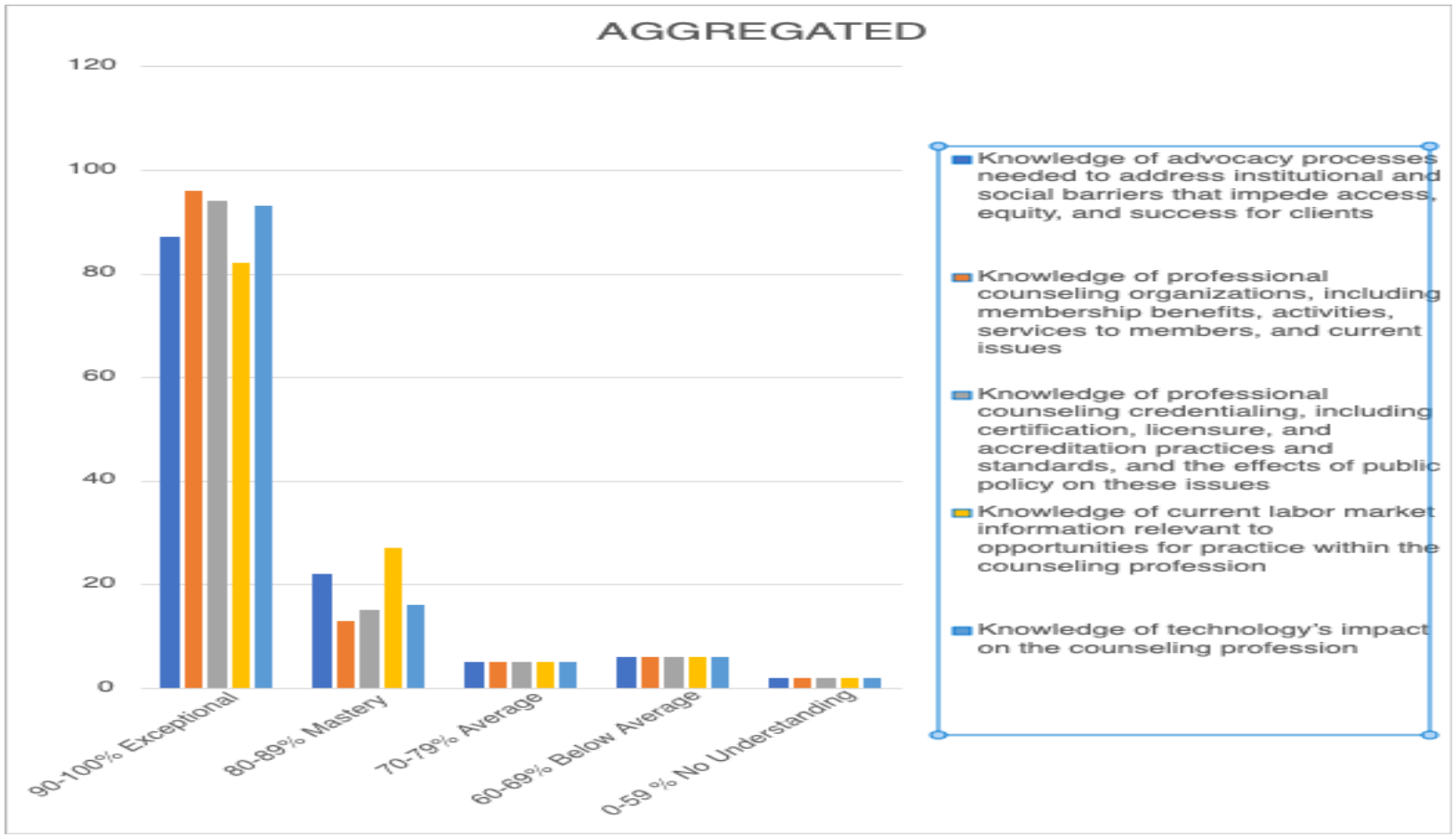
Quiz 1


AGGREGATED
140
120
100
80
60
40
20
0
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Total
Knowledge of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Knowledge of professional counseling organizations, including membership benefits activities, services to members, and current issues
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

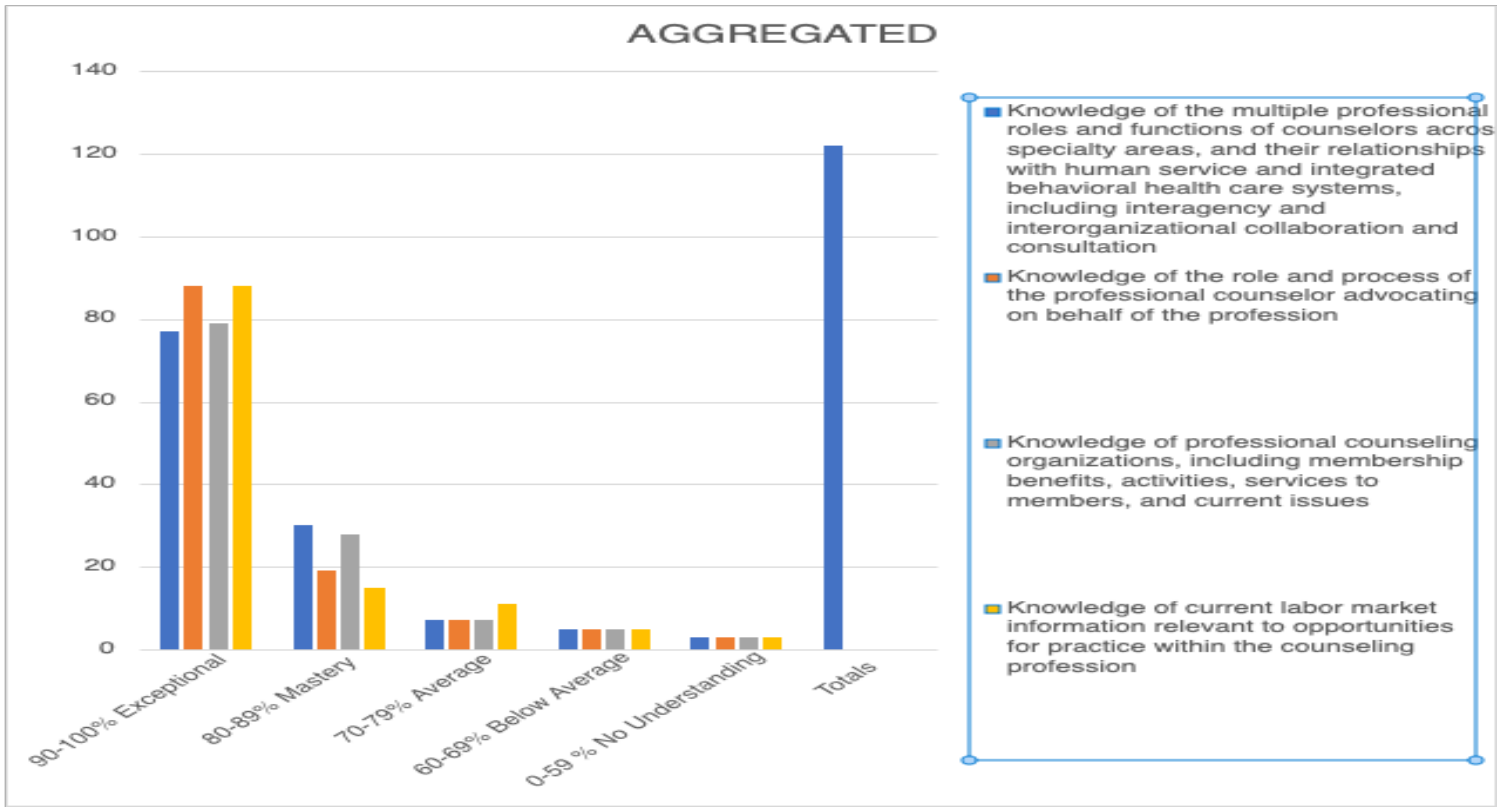
Quiz 2


AGGREGATED
140
120
100
80
60
40
20
0
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Total
Knowledge of the history and philosophy of the counseling profession and its specialty areas
Knowledge of the multiple professional roles and functions of counselors across specialty areas, and the relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
Knowledge of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public polic on these issues
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, an applications of ethical and legal considerations in professional counseling

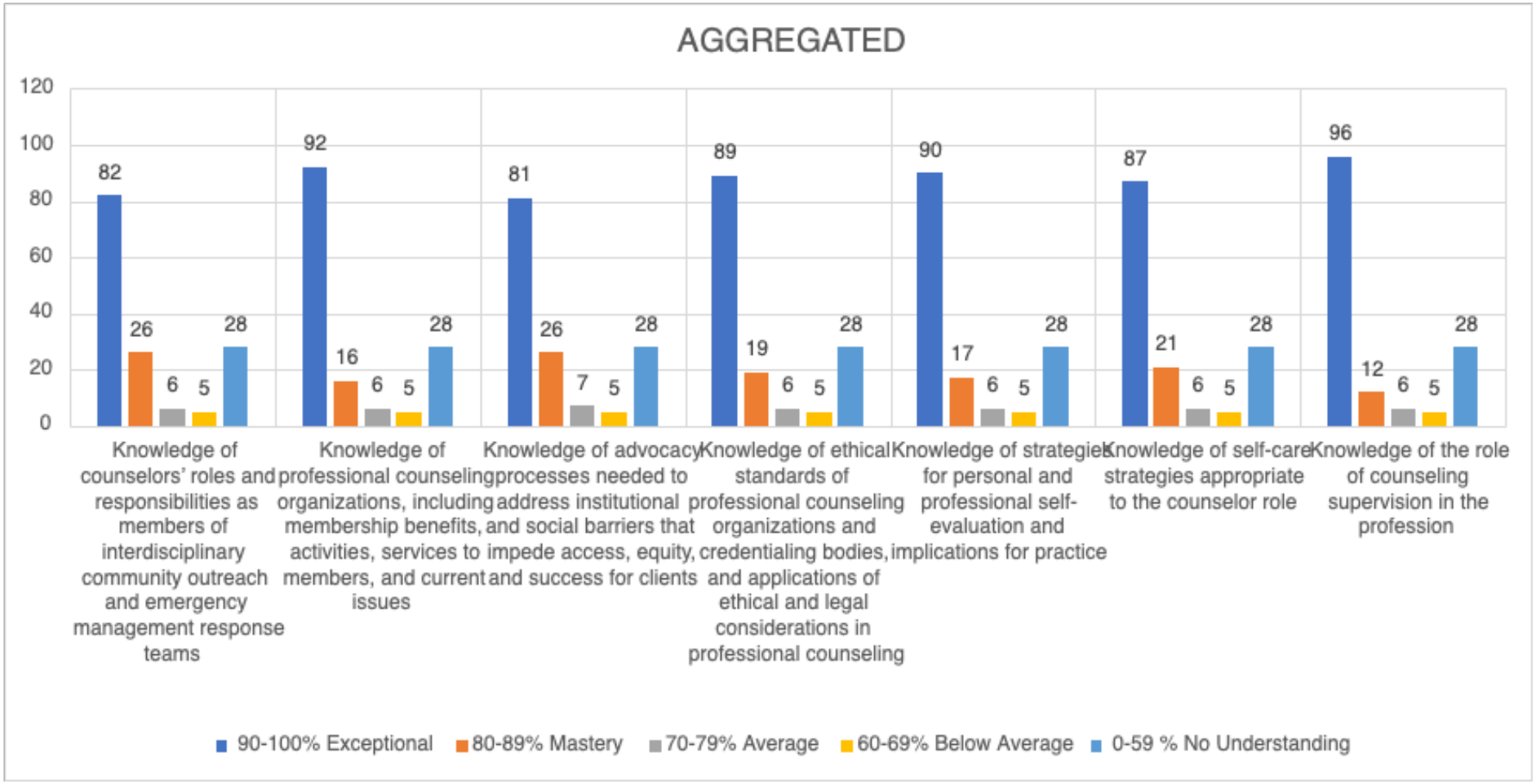
Quiz 3


AGGREGATED
120
100
80
60
40
20
0
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues
Knowledge of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
Knowledge of current labor market information relevant to opportunities for practice within the counseling profession
Knowledge of technology's impact on the counseling profession

Quiz 4


AGGREGATED
140
120
100
80
60
40
20
0
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding
Totals
Knowledge of the multiple professional roles and functions of counselors acros specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
Knowledge of the role and process of the professional counselor advocating on behalf of the profession
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues
Knowledge of current labor market information relevant to opportunities for practice within the counseling profession

Quiz 5


AGGREGATED
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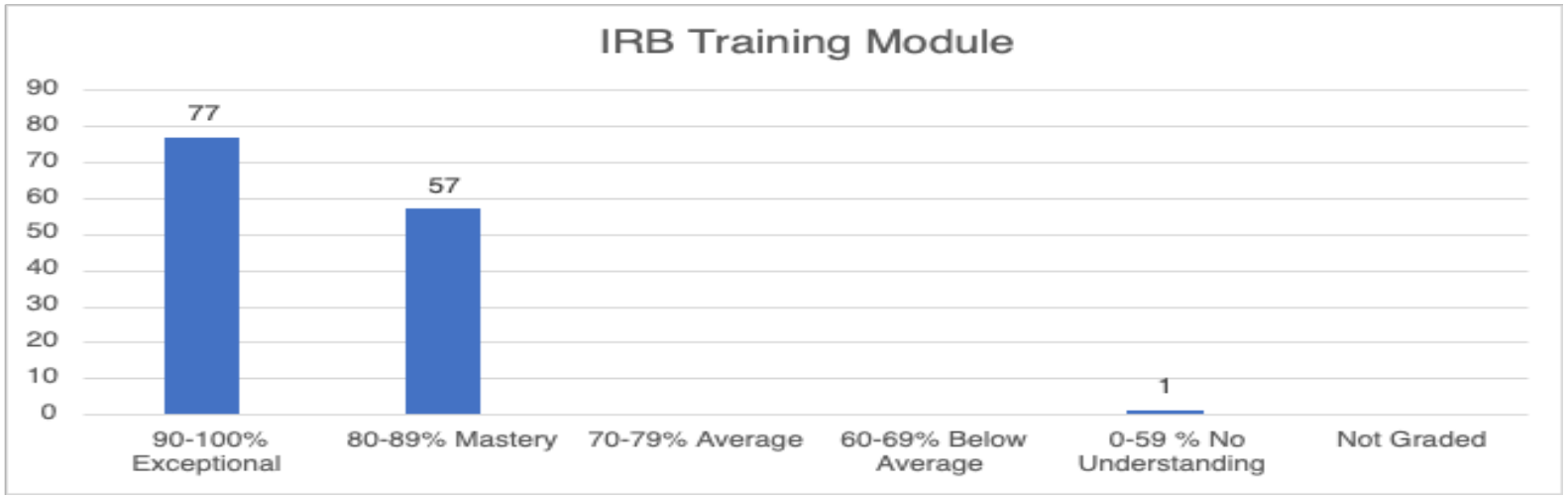
28
81
26
7
5
28
89
19
6
5
28
90
17
6
5
28
87
21
6
5
28
96
12
6
5
28
Knowledge of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
Knowledge of professional counseling organizations, including membership benefits, activities, services to members, and current issues
Knowledge of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
Knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
Knowledge of strategies for personal and professional self-evaluation and implications for practice
Knowledge of self-care strategies appropriate to the counselor role
Knowledge of the role of counseling supervision in the profession
90-100% Exceptional
80-89% Mastery
70-79% Average
60-69% Below Average
0-59 % No Understanding

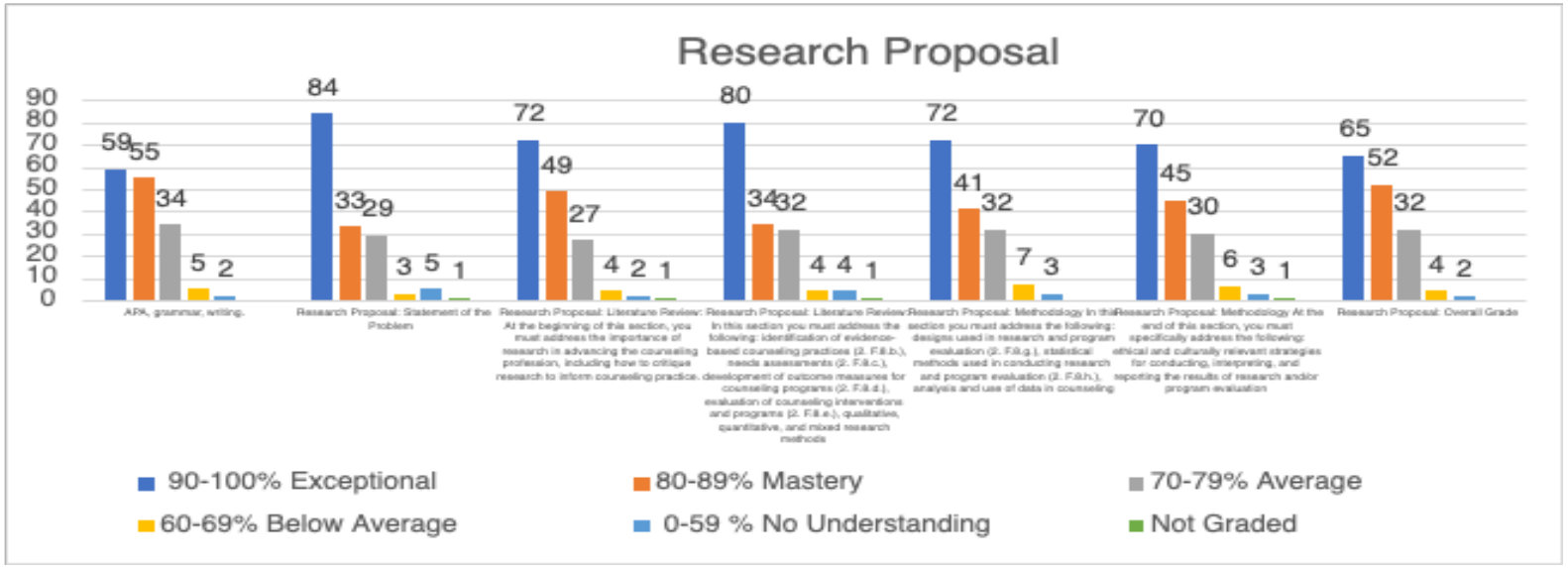
SLO 2- Professional Literacy: Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

Measure 1



Measure 2

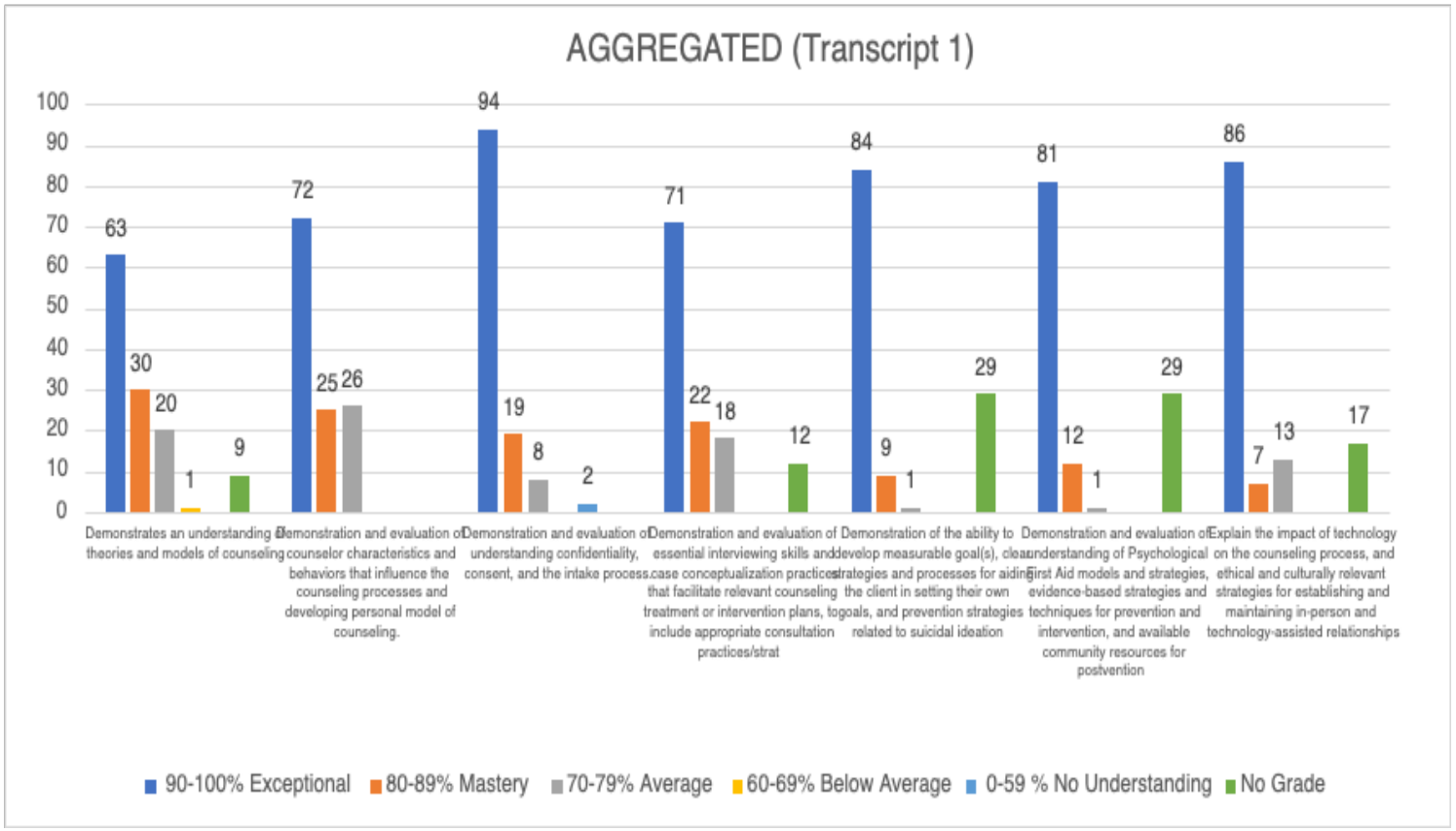


SLO 3-Professionalism: Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

Measure 1

Verbatim Transcript #1

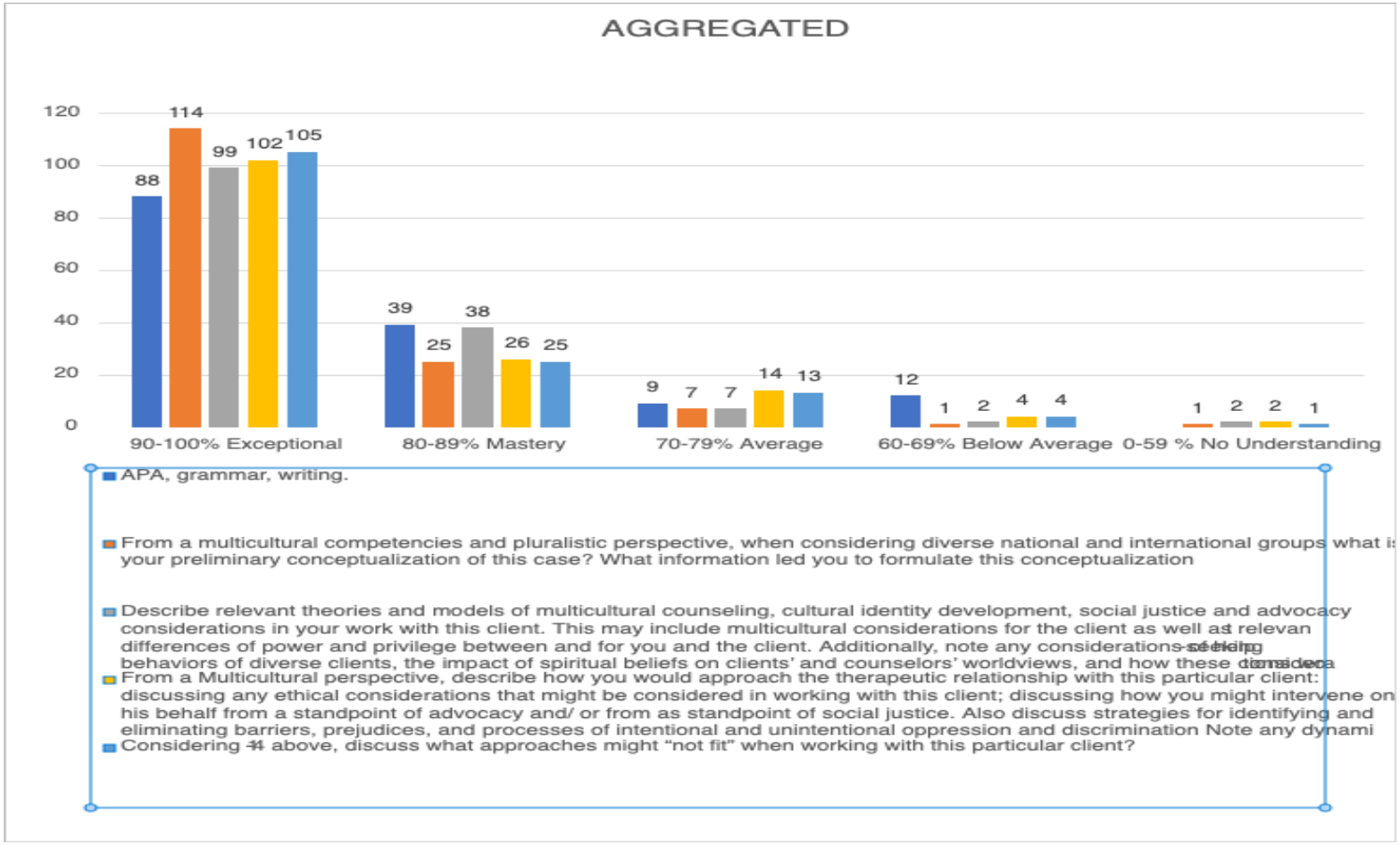


SLO 4- Diversity: Develop counseling abilities to analyze, evaluate, apply, and create treatment methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.

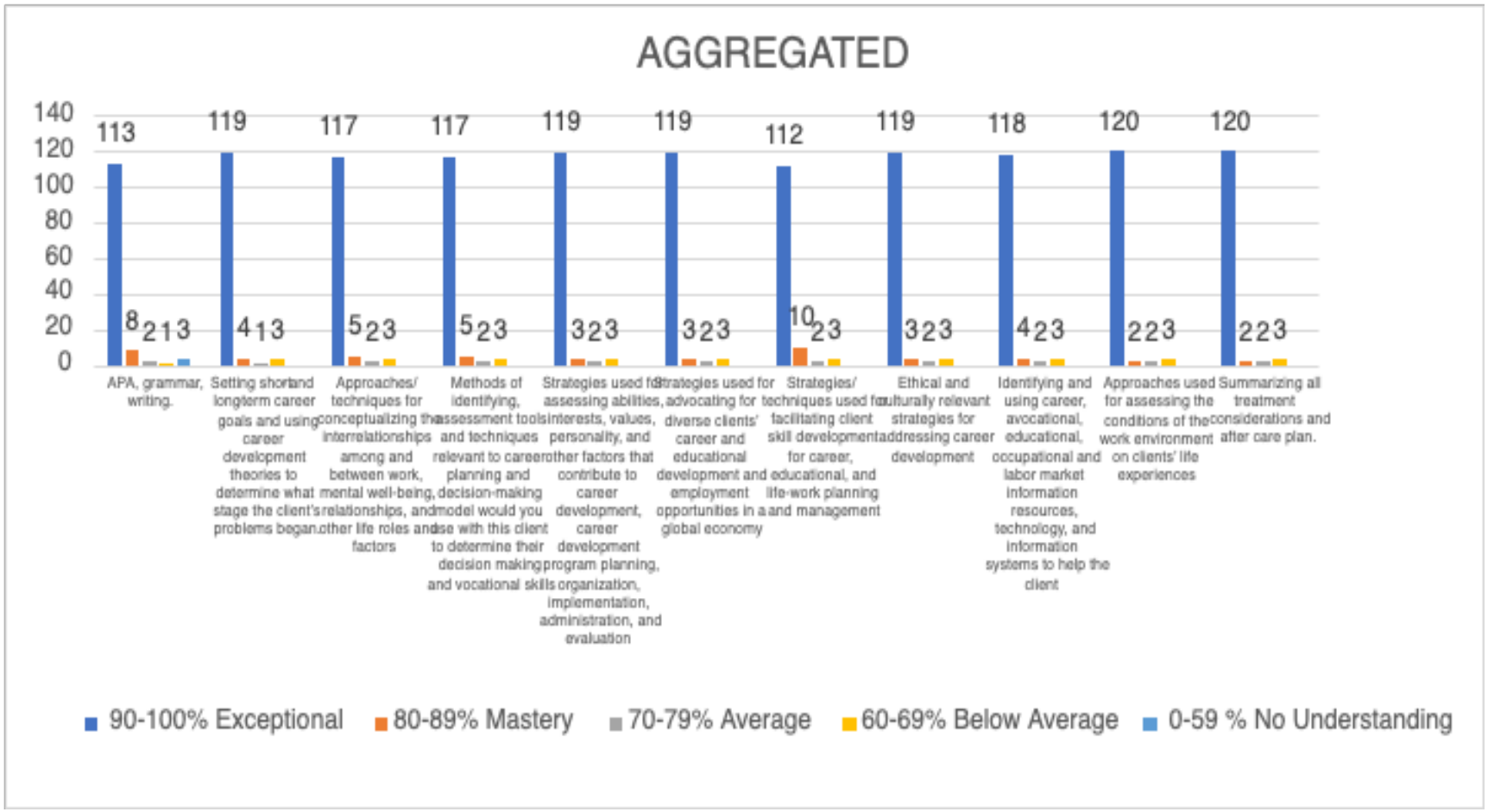
Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

Measure 1

Case Study Ethics, Social Justice & Advocacy



Measure 2
Career Theory Application Paper

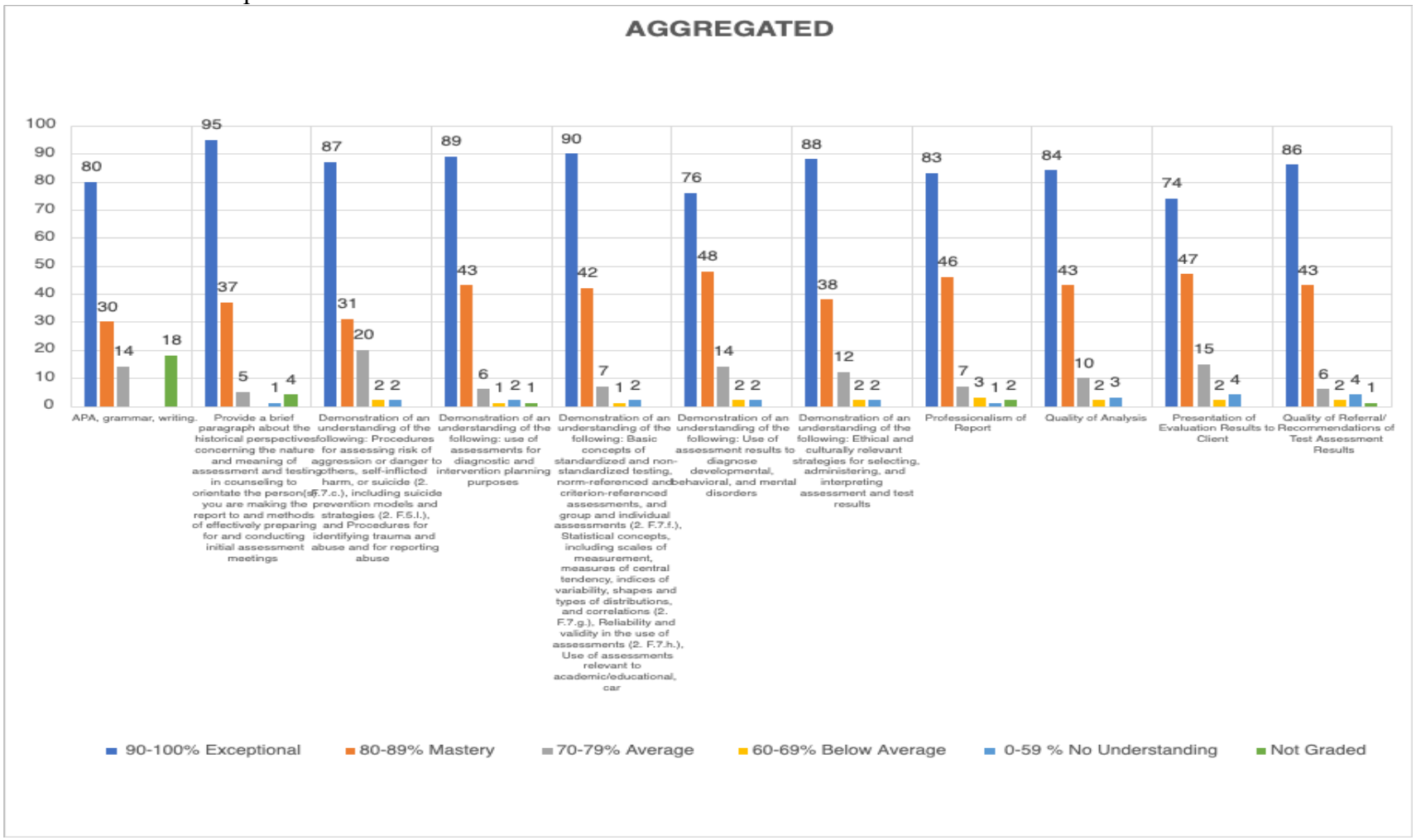


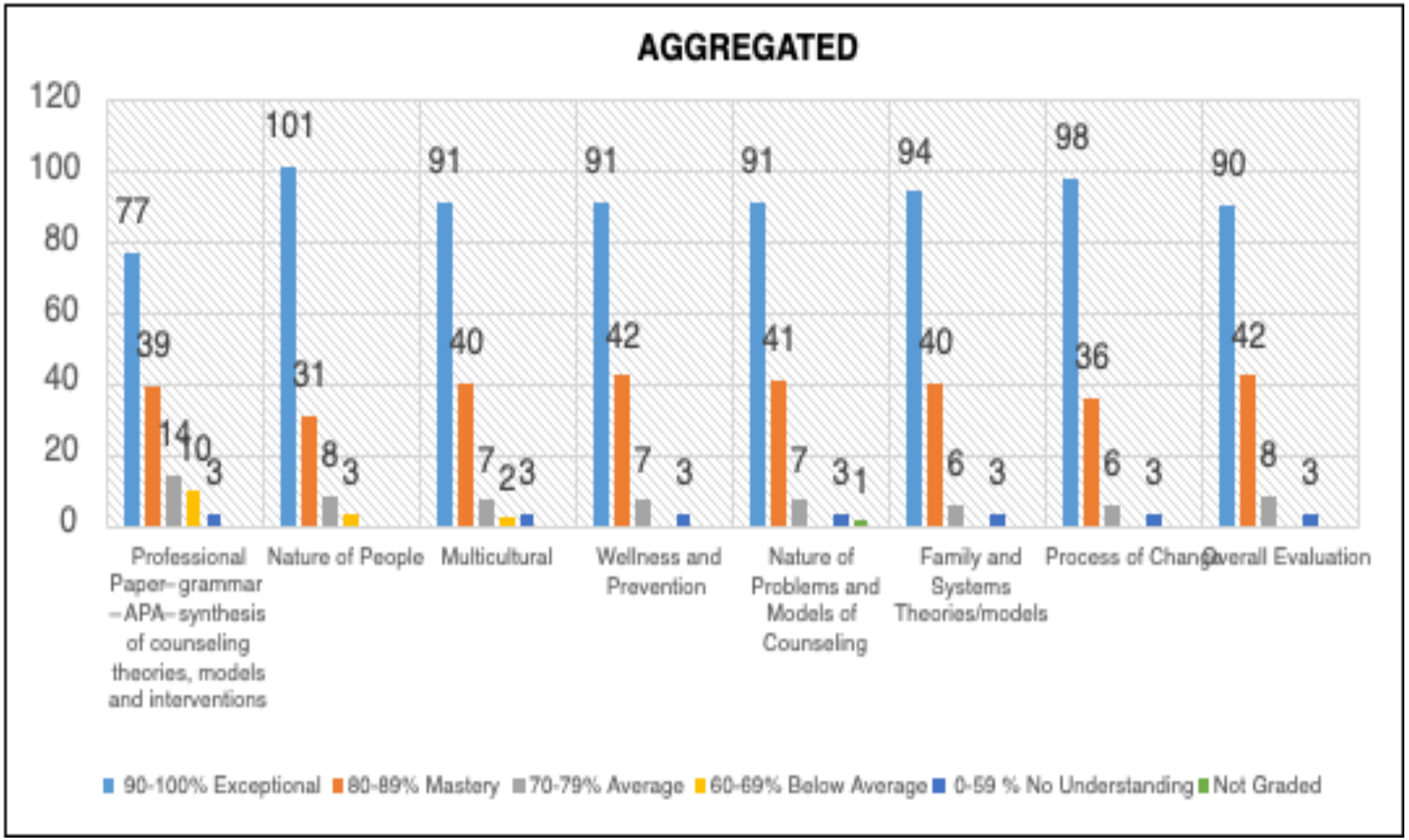
SLO 5- Professional Skills: Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

Course Mapping	Program Student Learning Outcomes				
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
CP 6600-Quiz 1	X				
CP 6600-Quiz 2	X				
CP 6600-Quiz 3	X				
CP 6600-Quiz 4	X				
CP 6600-Quiz 5	X				
IRB Protocol Training		X			
CP 6691 Research Proposal		X			
CP 6642- FTP			X		
CP 6610-Verbatim Transcript #1			X		
CP 6651-Case Study Ethics, Social Justice & Advocacy				X	
PSY 6635-Career Theory Application				X	
PSY 6645-Clinical Evaluation Report					X
CP 6649-Personal Counseling Theory Paper					X

Measure 1

Clinical Evaluation Report



Measure 2

Personal Counseling Theory Paper