



# CACREP Annual Report

**November 2024**

*Columbia International University admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The university does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, scholarship and loan programs, athletics, and other school-administered programs.*

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## MA Counseling at CIU

Columbia International University began offering a master's in counseling degree in 1995 as part of its mission to "educate people from a biblical worldview to impact the nations with the message of Christ." The program has since graduated **396** students (as of August 2024) who are employed in a wide variety of professional and ministerial positions nationally and internationally. The Clinical Mental Health Counseling Program began in 2010 and continues now as part of the Graduate Counseling Program along with a PhD in Counselor Education and Supervision that began in Fall 2023. CIU's Graduate Counseling Program aspires to offer excellence in biblical worldview training and professional clinical care across all programs.

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## MA in Counseling Program Overview

### Mission Statement

The Mission of the Clinical Counseling Program is to offer professional training in clinical mental health counseling within a biblical worldview, in order to provide Christ-like therapeutic relationships for healing and growth.

### MA in Counseling Program Requirements

#### Admission Requirements

- Completed application
- A GPA of 3.0 or higher
- Official transcripts for highest earned degree and any master's degree work
- Resume or CV
- Professional/Professor reference
- Interview (Once admissions documents are in, instructions will be sent)
- Application Essay (800–2000 words total, typed) in response to the following items that explore your Christian experience and reasons for applying to the clinical counseling program:
  - Describe your spiritual journey including:
    - How did you become a Christian?
    - What does it mean for you to be a follower of Jesus Christ?
    - What experiences, trials, and/or people have shaped your development?
    - On what do you base your faith as a Christian?
    - How do you understand the gospel of Jesus Christ for your salvation?
    - What has been your involvement in Christian service?
    - How do you connect with other believers?
  - Explain how attending the clinical counseling program at CIU will help you achieve your professional goals in the context of God's purpose for your life?

- Self-examination is an important part of the preparation for mental health counselors. Describe your willingness to engage in this process and offer an example to support your readiness

## **MA Counseling Course of Study (60 credits)**

<b>Counseling Core</b>	<b>45</b>
CNS 5075 Multicultural Counseling	3
CNS 5305 Applied Biblical Foundations of Counseling	3
CNS 5306 Foundations of Clinical Mental Health Counseling	3
CNS 5310 Counseling Theory	3
CNS 5313 Personal & Spiritual Development	3
<i>CNS 5313 will be replaced beginning in Fall 2024 with</i>	
*CNS 5314 Personal and Spiritual Development (1.5 credits)	
*CNS 5315 Spiritual Growth and Career Development (1.5 credits)	
CNS 5330 Professional Orientation and Ethics	3
CNS 5342 Foundations of Marriage and Family Counseling	3
CNS 5410 Research, Statistics, and Evaluation	3
CNS 5420 Psychopathology	3
CNS 6310 Human Growth and Development	3
CNS 6410 Counseling Techniques	3
CNS 6430 Assessment	3
CNS 6440 Group Counseling	3
CNS 6810 Career Development	3
CNS 6620 Treating PTSD, Acute Stress, Grief, and Trauma	3
<b>Post Candidacy Courses</b>	<b>9</b>
CNS 6912 Advanced Counseling Techniques and Practicum	3
CNS 6931 Internship I *	3
CNS 6932 Internship II *	3
<b>Electives (Choose any two)</b>	<b>6</b>
CNS 6010 Crisis Counseling	3
CNS 6011 Sexuality Counseling	3
CNS 6220 Cross-Cultural Counseling Applications	3
CNS 6404 Short Term Counseling	3
CNS 6431 Assessment and Treatment of Childhood Disorders	3
CNS 6601 Theories of Addictions	3
CNS 6710 Marriage Counseling	3
CNS 6821 Family Therapy	3

***\*Students who wish to enroll in Internship may not be on academic probation.***

## Suggested Course Progression for MA in Counseling Starting Fall 2024

Planned Sem/Year	Course Code	Course Title	Credit
<i>Fall Year 1</i>			
FALL	CNS 5306	Foundations of CMHC	3
FALL	CNS 5310	Counseling Theories	3
FALL	CNS 5410	Research, Statistic, and Evaluation	3
FALL	CNS 5314	Personal & Spiritual Development	1.5
<i>Spring Year 1</i>			
SPRING	CNS 6310	Human Growth & Development	3
SPRING	CNS 5420	Psychopathology	3
SPRING	CNS 5075	Multicultural Counseling	3
SPRING	CNS 5315	Spiritual Growth & Career Development	1.5
<i>Summer Year 1</i>			
SUMMER	CNS 6620	Trauma Intensive ( <b>RESIDENCY</b> Required)	3
<i>Fall Year 2</i>			
FALL	CNS 5342	Foundations of Marriage & Family	3
FALL	CNS 6410	Counseling Techniques* (req prior to CNS 6912)	3
FALL	CNS 6440	Groups	3
<i>Spring Year 2</i>			
SPRING	CNS 5305	Applied Biblical Foundations	3
SPRING	CNS 5330	Professional Orientation & Ethics	3
SPRING	CNS xxxx	Approved CNS Elective	3
<i>Summer Year 2</i>			
SUMMER	CNS 6912	Adv Techniques & Practicum ( <b>RESIDENCY</b> Req.)	3
<i>Fall Year 3</i>			
FALL	CNS 6810	Career Development	3
FALL	CNS xxxx	Approved CNS ELECTIVE	3
FALL	CNS 6931	Internship 1	3
<i>Spring Year 3</i>			
SPRING	CNS 6932	Internship 2	3
SPRING	CNS 6430	Assessment	3
<b>GRADUATION SPRING</b>			

**APPROVED ELECTIVES:** Fall: CNS 6011, 6110, 6404\*, 6820, 6601 Spring: CNS 6220, 6710, 6404, 6821, 6888

\* CNS 6404 Fall residential intensive includes REBT certificate.

Students can take more or less credits per semester but should consider the possible impact on financial aid.

Full-time status for financial aid for graduate school is 9 credits. Part-time for financial aid is 4.5 hrs.\*

## ***CHANGES Beginning Fall 2024-25***

1. The course 3 credit 5313: Personal and Spiritual Development will be replaced by two 1.5 credit courses that students will take the first two semesters in the clinical program. The aim is to connect students with their advisor and further orient them to the program while delivering the content of the CNS 5313 course within the two new courses: CNS 5314 & CNS 5315.

### **CNS 5314 Personal and Spiritual Development**

1.5 credits

This course emphasizes personal and spiritual well-being and growth within the context of professional development as a clinical mental health counselor and/or marriage and family therapist. To this end, students will be asked to personally engage in a psycho-educational process of self-care and self-understanding through readings, reflection papers, and assessments. Spiritual development will be encouraged through completing selected Bible readings and a biblical understanding of and connection with God and His transformational processes, such as spiritual disciplines and connection to others through a weekly small group. Advisors will help students explore personal and spiritual development through self-assessments in order to guide students to set goals and develop individualized plans for personal and spiritual growth. Students will complete program requirements related to professional and spiritual development in coordination with their academic advisors.

### **CNS 5315 Spiritual Growth and Career Development**

1.5 credits

This course emphasizes career development and spiritual growth and well-being within the context of professional development as a clinical mental health counselor and/or marriage and family therapist. To this end, students will be asked to personally engage in a psycho-educational process of self-understanding and career exploration through readings, reflection papers, and assessments. Spiritual development will be encouraged through completing selected Bible readings and a biblical understanding of and connection with God and His transformational processes, such as spiritual disciplines and connection to others through a weekly small group. Advisors will help students explore spiritual and career development through self-assessments in order to guide students to set goals and develop individualized plans for spiritual growth and career development. Students will complete program requirements related to professional and spiritual development in coordination with their academic advisors.

## **2. Electives Added to Course Progression Options:**

### **CNS 6605 Psychopharmacology**

3 credits

You will learn psychopharmacology theories of drug abuse, addictions, and treatment. This course will introduce you to basic principles of anatomy, physiology, and pharmacology as applied to the classes of drugs and addictions as well as the effects of drugs on human behavior. The course will also introduce you to the medications developed to support drug treatment, such as methadone, suboxone, and naloxone. Other topics include drug use, distribution, elimination, dose response relationship, and neurotransmitters.

### **CNS 6110 Special Topics in Counseling**

3 credits

The Special Topics course will offer a variety of courses that address current developments and/or special-interest topics in the field of counseling. For 2024-25, we will offer course on Internal Family Systems (IFS) Therapy and a course on Expressive Therapies.

### **CNS 6888 Counseling Study Tour**

3 credits

This study tour focuses on the use of counseling in culture and ministry. Students will learn about the culture and needs of a particular people group or geographic region. Students will travel to an area in need of counseling services or resources in order to experience the usefulness of counseling and counselor education in cross-cultural contexts. The study tour will include projects unique to the needs of that setting, which may include such things as education (training for local counselors, workers, parents, and ministers), counseling services (individual, family, group), disaster relief, and work projects aimed at the physical needs of people as part of holistic care.

## Program Statistics

Consistent with the 2016 CACREP Standards regarding program evaluation and modification, the Counseling program at CIU employs a detailed assessment plan and process to collect outcome data annually. We share the outcomes with an Advisory board and other stakeholders. We publish a summary of findings in an annual report posted on our website.

Columbia International University		
Year that CIU began offering the MA in Counseling degree	1995	
Year of First Graduates	1997	N=9
Total Number of Graduates as of Report Date	Oct 2024	N=396
Year FIRST applied for CACREP Accreditation	2014	
Year for Reaccreditation Cycle	2024	
Current CACREP Approval	October 31, 2032	Report from visit due 11/15/2025

### MA in Counseling Demographics: Academic Year - 2023-2024

Demographic	Descriptors	Headcount	Percent
Total Headcount	Clinical Counseling Students	133	100
Gender	Female	102	76.7%
	Male	31	23.3%
Race/Ethnicity	Non-Resident Alien	3	2.26%
	Unknown	0	0%
	Hispanic	4	3%
	African American	12	9%
	White	77	57.9%
	Asian	5	3.76%
	Mixed Race	4	3%
Age	17-23	20	15%
	24-29	28	21%
	30-39	32	24%
	40-49	34	25.6%
	50-59	15	11.28%
	60 and Older	4	3%
Citizenship	United States Citizens	10	7.5%

### MA in Counseling Graduation Rate:

Student Status	Headcount
Students Entering in 2019-20	19
Graduated within 3 Years (Prescribed Course Progression)	14
Dropped or Transferred	4
Still enrolled	1
Total Graduated within 5 years	14
<b>Graduation Rate (5 year)</b>	<b>73.7%</b>

Graduate Outcomes	Headcount	Percentage
Number of Graduates Spring 2024/Summer 2024	14	
Licensure Examination Pass Rate	10	100%
Job Placement for those actively seeking employment	14	100%

## Counselor Education Comprehensive Exam (CECE)

The Counselor Education Comprehensive Exam (CECE) is a standardized, multiple-choice exam using 120 questions to assess students' learning and knowledge across the eight core competency areas of CACREP, including: Human development, social cultural issues, helping relationships, group counseling, career counseling, appraisal, research, and professional ethics. These eight areas are the same eight competencies covered on the National Counselor Exam (NCE) used by the state of South Carolina for licensure, providing a way for students to practice for the licensure exam as well as providing analysis of program content coverage as a type of exit exam.

- *The CECE is not intended or designed as an alternate credentialing examination.*

Section	2024 CIU Means (N=12)	2024 Nat'l Average N= 2931)	National Standard Deviations
Human Development	8.92	9.44	2.34
Social & Cultural	10.67	11.27	2.13
Helping Relationships	7.92	9.84	2.71
Group	9.08	9.69	2.35
Career	8.16	10.05	2.56
Appraisal	6.50	8.08	2.49
Research & Eval	5.08	7.51	2.76
Professional Ethics	7.92	8.92	2.56
Total	64.25	74.81	14.12

*National Median Score= 75; Mode = 78; Range = 100 (Scores 21-120)*

*CIU Median Score = 62.50; Mode = 60,77; Range = 20 (Scores 57-77); STD = 6.20 \* small sample size*

**CECE Results ANALYSIS:** CIU students scored lower on the 2024 CECE in every area except the area of Human Development. The national score was lower in that area, but our students improved over 2023 scores. The scores are likely the result of a small cohort whose education was disrupted by Covid-19. The national scores may not reflect that as well since many programs are two-year programs and our program is a three-year program.

### CECE Comparison over the past 3 years

Section	2024 CIU Means (N= 12)	2023 CIU Means (N=26)	2022 CIU Means (N=23)
Human Development	8.92	8.85	8.56
Social & Cultural	10.67	11.08	10.86
Helping Relationships	7.92	8.96	8.08
Group	9.08	10.08	8.86
Career	8.16	9.38	8.39
Appraisal	6.50	7.00	6.69
Research & Eval	5.08	6.58	5.91
Professional Ethics	7.92	8.08	7.91
Total	64.25	70.00	65.26

## National Counselor Examination (NCE) for Licensure and Certification

Examination Date: Spring 2024		Pass Rates
Number Tested:	10	
Number Passed on first attempt:	10	100%
Examination Date: Spring 2023		
Number Passed:	27	
Number Passed on first attempt:	26	96%
Examination Date: Spring 2022		
Number Tested:	11	
Number Passed:	11	100%

\*Pass rate refers to overall and not necessarily first attempt. Some students did not pass on their first attempt but then did pass after a further attempt.



### Descriptive Statistics for Columbia International University

#### Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2024		
Number Tested Nationally:	3960	Number Tested in Program:	10
Number Passed Nationally:	3662	Number Passed in Program:	10
National Pass Rate:	92%	Program Pass Rate:	100%

Work Behaviors and Domains					
	Items	University Results		National Results	
		Mean	Std Dev	Mean	Std Dev
Professional Practice and Ethics	19	11.3	3.6	12.0	3.2
Intake, Assessment and Diagnosis	19	13.2	2.3	13.8	2.7
Areas of Clinical Focus	47	34.2	4.0	33.9	5.4
Treatment Planning	14	10.4	0.8	10.2	2.0
Counseling Skills and Interventions	48	32.3	4.4	32.5	5.9
Core Counseling Attributes	13	10.1	1.4	9.7	2.0
Score	160	111.5	13.6	112.5	17.1

CACREP Content Areas				
	University Results		National Results	
	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	7.8	2.3	8.5	2.1
Social and Cultural Diversity	6.6	1.4	6.7	1.9
Human Growth and Development	12.2	1.2	10.6	2.6
Career Development	7.9	3.7	8.0	2.7
Counseling and Helping Relationships	39.9	7.1	40.4	7.5
Group Counseling and Group Work	13.4	2.9	13.2	3.1
Assessment and Testing	21.3	4.6	22.3	4.4
Research and Program Evaluation	2.4	1.2	2.5	1.2
Score	111.5	13.6	112.5	17.1

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\*\*Scores from two students were not included in the NBCC-provided totals due to mid-summer testing dates.

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## Systematic Program Assessment Process: MA Counseling

Our assessment process involves a three-year cycle, each focused on one of three areas: Professional Identity, Professional Competence and Program Area (CMHC), and Overall Program Balance.

- Assessment Cycle Year #1: Professional Identity reviews the common core domains set out in the 2016 CACREP\* Standard Section 2.F.1-8 (professional counseling identity). \* In July 2024, we will update to the 2024 CACREP standards.
- Assessment Cycle Year #2: Professional Competence and Program Area reviews the domains set out in CACREP Standard Section 3.F-M (professional practice: practicum and internship) and CACREP Standard Section 5.C.1-3 (program area: Clinical Mental Health Counseling). \* In July 2024, we will update to the 2024 CACREP standards.
- Assessment Cycle Year #3: Overall Program Balance reviews the overall program from the perspectives of Academic Excellence (“Head”), Spiritual Life Formation/ Religious Development (“Heart”), and Professional Skills Development (“Hands”). These areas reflect our corporate educational triad and our commitment to developing the whole person through the non-academic and character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.

The primary means we use in the assessment process is direct assessment of student learning outcomes (SLOs) based on course work collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student work evaluated achieves an average score of 2.25 or better. In reviewing the Overall Program Balance, we will supplement the direct assessment of student assignments with other sources of data such as the Counselor Education Comprehensive Examination (CECE), the Supervisor Survey, the Outcome Rating Scale (ORS), and Session Rating Scale (SRS), and the Professional Performance Review (PPR). Our annual May workshop, the Graduate Counseling faculty serve as the assessment committee to review the designated area for that assessment cycle year. We review sample artifacts as outlined above, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We compile all data from that year’s assessment and draft an annual report documenting the findings, recommendations and modifications to the program. As part of the report, we assign follow-up steps to specific program faculty members for implementation. These faculty members are responsible to document any changes made and report on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year. These results are compiled and shared with the Advisory Council soon after the workshop.

In addition to direct assessment of student learning outcomes, we conduct indirect assessment of the program. We gather information from surveys given to our graduating students, internship site supervisors, and employers and feedback from the Advisory Council. We add the information collected through these indirect means to the results of our direct assessment as we compile the annual report. Each year we distribute the annual report by posting it on our webpage.

We completed the first report of the current assessment cycle during Summer 2021, the second report focusing on Cycle #2 during Summer 2022, the third report focusing on Cycle #3 from assessments in Summer 2023 and started over with cycle 1 in summer 2024.

## Assessment Cycle Timeline (2020-2025)

Sept 2020- Apr 2021	Collect and store course-related data Administer graduating student & internship site supervisor surveys (annual)
May 2021	Analyze data and make recommendations for Assessment Cycle Year #1 (Professional Identity) Receive feedback from Advisory Council (annual)
June 2021	Draft report on Assessment Cycle Year #1
July 2021	Distribute report on Assessment Cycle Year #1
Aug 2021 – Apr 2022	Continue collecting and storing course-related data Administer graduating student & internship site supervisor surveys (annual)
May 2022	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2 Receive feedback from Advisory Council (annual)
June 2022	Draft report on Assessment Cycle Year #2
July 2022	Distribute report on Assessment Cycle Year #2
Aug 2022 – Apr 2023	Continue collecting and storing course-related data Administer graduating student & internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2023	Report on follow-up steps from Assessment Cycle Year #2 Analyze data and develop recommendations for Assessment Cycle Year #3 (Dispositional Competencies & Overall Program Balance) Receive feedback from Advisory Council (annual)
June 2023	Draft report on Assessment Cycle Year #3
November 2023	Distribute report on Assessment Cycle Year #3 (Post on website)
Aug 2023-May 2024	Collect and store course-related data Analyze data and develop recommendations for Assessment Cycle Year #1
Aug -Sept 2024	Receive feedback from the Advisory Council (annual) Draft report on Assessment Cycle Year #1.
November 2024	Distribute report of Assessment Cycle Year #1 Post Annual Report to University Website on or before December 1, 2024
Aug 2024-May 2025	Collect and Store Course-related data Administer graduating student & internship site supervisor surveys (annual)
May 2025	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and make recommendations for Assessment Cycle Year #2
Aug- Sept 2025	Receive feedback from the Advisory Council (annual) Draft report on Assessment Cycle Year #2.
November 2025	Distribute report of Assessment Cycle Year #2 Post Annual Report to University Website on or before December 1, 2025

### Three-Year Assessment Plan and Process

Assessment Cycle	Outcome		Data Source	Data
Year #1 Professional Identity	2.F.1.	<u>Professional Counseling Orientation and Ethical Practice</u> : Students will demonstrate a comprehensive understanding of how to function as a professional counselor.	CNS 5330 Professional Orientation & Ethic	Position Paper
	2.F.2.	<u>Social and Cultural Diversity</u> : Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society.	CNS 5075 Multicultural Counseling	Family Culture Paper & Cultural Interviews Paper
	2.F.3.	<u>Human Growth and Development</u> : Students will demonstrate an understanding of the nature and needs of people at all developmental levels and in multicultural contexts.	CNS 6310 Human Growth & Development	Research Paper
	2.F.4.	<u>Career Development</u> : Students will demonstrate an understanding of career development and related life factors.	CNS 6810 Career Counseling	Career Case Study
	2.F.5	<u>Counseling and Helping Relationships</u> : Students will demonstrate an understanding of the counseling process from theory through skill.	CNS 5310 Counseling Theory CNS 6410 Counseling Techniques	Paradigm Project Paper & Skills Demonstration
	2.F.6	<u>Group Counseling and Group Work</u> : Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.	CNS 6440 Group Counseling	Peer Skills Evaluation
	2.F.7	<u>Assessment and Testing</u> : Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society.	CNS 6430 Assessment	Assessment Rationale Papers
	2.F.8	<u>Research and Program Evaluation</u> : Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.	CNS 5410 Research, Statistics, and Evaluation	Abbreviated Research Paper
Assessment Cycle	Outcome		Data Source	Data
Year #2 Professional Competence and Program Area (CMHC)	3.F-I.	<u>Practicum</u> : Students exhibit the knowledge, attitude, and skill needed to engage in an in-depth supervised field experience.	CNS 6912 Adv. Techniques /Practicum	Supervisor Evaluation
	3.J-M.	<u>Internship</u> : Students will exhibit the professional skills and character virtues appropriate to the role of a clinical mental health counselor.	CNS 6931-6932 Internship 1 & 2	Supervisor Evaluation
	5.C.1.a-e.	<u>Foundations</u> : Students will exhibit the foundational knowledge and skills needed to function effectively as a clinical mental health counselor.	CNS 5306 Foundations of CMHC	Textbook Quizzes

	5.C.2.	<u>Contextual Dimensions:</u> Students will demonstrate knowledge and understanding of presenting concerns, treatment intervention, referral, collaboration in clinical mental health counseling across settings, diagnoses, and situations.	CNS 5420 Psychopathology	Final Exam with Diagnostic Vignette & Case Study
	5.C.3.a-e.	<u>Practice:</u> Students will exhibit the skills for effective clinical practice including holistic intake, treatment, referral, and advocacy.	CNS6912 Adv.Tech./Pract. CNS 6931 Internship 1 CNS 6932 Internship 2	Practicum Notebook & Case Study Paper and Presentation
<b>Assessment Cycle</b> <b>Year #3</b> Character Dispositions & Overall Program Balance	<b>Outcome</b>		<b>Data Source</b>	<b>Data</b>
	Head	Students will demonstrate mastery of the foundational knowledge in the field of clinical mental health counseling and the seven-character virtues of Faith, Hope, Love, Wisdom, Justice, Temperance, and Courage.	CECE (Comprehensive Exam) Professional Performance Review (PPR)	Exam Score Advisor Evaluation
		Students will demonstrate proficiency in culturally sensitive critical thinking skills and dispositional character virtues in the field of mental health from a bio-psycho-social-spiritual framework.	CNS 5305 Applied Biblical Foundations of Counseling	Philosophy of Counseling Paper
		Students will demonstrate mastery of the biblical design for their relationship with creation, each other, and God and the character traits of the seven virtues.	CNS 5342 Foundations of Marriage & Family Counseling	Final Exam
	Heart	Students will demonstrate consistency in individual and corporate spiritual practices and the affirmation of the seven-character virtues.	Counseling Orientation	PPR Item Spiritual Dev. (Q.28-29)
		Students will demonstrate growth in a Christian community of redemptive relationships and the consistent expression of the seven-character virtues.	Counseling Orientation	PPR Item Faithful Engagement (Ques. 14-15)
		Students will demonstrate the seven character-based virtues through the categories of insight, awareness, relationships, interaction, and personal responsibility.	Counseling Orientation	PPR
	Hands	Students will demonstrate proficiency in applying academic knowledge, spiritual transformation processes, and character virtues to clinical mental health practice.	CNS 6931 Internship 1 CNS 6932 Internship 2	ORS/SRS
		Students will demonstrate competence in effective interpersonal skills and character virtues in clinical practice and with professional colleagues.	CNS 6931 Internship 1 CNS 6932 Internship 2	Supervisor Evaluation
		Students will demonstrate competence in ethical, moral, and culturally sensitive care through the expression and practice of the seven-character virtues.	CNS 6931 Internship 1 CNS 6932 Internship 2	Supervisor Evaluation Employer ratings

## Systematic Program Assessment: Review Cycle #3 May 2023 with Updates

The MA in Counseling for 2022-2023 assessment included year 3 of 3 in our assessment plan. The MA program had not previously evaluated Year 3 due to faculty changes and Covid. Therefore, the data sources and rubrics to assess character disposition and overall program balance had to be created in 2023, and we recognized that we would need to adjust some of the data sources and evaluation methods to better measure intended outcomes moving forward.

An additional difficulty in the 2023 assessment process related to data collection. Statistical significance for each of the artifacts requires a random drawing of 25% of the total students across all sections taught over the past three years. Because this cycle was new, we only drew from 2023's total students, which limited the strength of the outcome finding. We also had a limitation of one faculty member submitting artifacts only from the residential class, instead of drawing 25% from total students. We have since made corrections to the plan in the hope of improving the timing and clarity of this process moving forward.

**Recommendation #1:** *Outcome IV.C-D Counseling, Prevention, and Intervention* - Add a line in the assignment in Case Studies to specifically direct students to include community referrals to the treatment plan to support treatment recommendations. Glenda Nanna, as the internship course instructor, will update the template for the case study as will Seth Scott for the Psychopathology course to mirror the Case study template.

**Update 2024:** The Case Conceptualization/Case Study Template was updated to include specific prompts for treatment planning, including a Long Term Goal, Two Short Term Goals, and Two Action Steps per Short Term Goal.

**Recommendation #2:** *Outcome IV.E. Diversity* – Seth Scott will communicate with instructor for CNS 5075 Multicultural Counseling for strengthening research connection for problem and solutions based in the literature for the Cultural Interviews Assignment. Glenda Nanna will update the Advocacy plan paper in CNS 5306 to highlight the need to integrate information from literary research and/or interviews of people from a select culture to derive cultural principles to consider while developing the advocacy plan.

**Update 2024:** Assignment prompts for the CNS 5075 Cultural Interviews assignment were updated to include the requirement for a minimum of six academic references for insight, application, and treatment.

**Recommendation #3:** *Outcome IV.G-H Assessment* – Seth Scott and Glenda Nanna will change the data source to better align artifact with the standard by ensuring there is a differential and co-occurring disorder consideration on the final exam in CNS 5420 based on students' scoring results.

**Update 2024:** Final Exam for CNS 5420 added questions for completing full symptom identification and differential diagnoses in addition to the identified treatment diagnosis.

**Recommendation #4:** Faculty recognized an issue in trying to maintain employer and alumni survey. Student clerical workers will create a LinkedIn page for maintaining contact with both alumni and employers for fostering continued contact and a platform for organizing and distributing surveys.

**Update 2024:** A group page was created in LinkedIn for CIU Counseling Students and Alumni to maintain contacts and connections with alumni upon graduation. Students are encouraged to join the page as part of an assignment to update or build their LinkedIn profile in CNS 6810 Career Development. A survey was created and distributed to counseling graduates in May 2023 to assist in gathering feedback on the program and employment as well as demographic data. (We need to ensure that we continue to monitor this page and use it to promote events and maintain connections with graduates.)

## Systematic Program Assessment: Master's Cycle #1 May 2024

Course & Artifact	Description	Total Students & 25%	Assessment Rubric
CNS 5330 – Position Paper	In this final paper, students will review feedback from the scenarios previously submitted and make edits to compile the individual scenarios into one scholarly paper. In the final position paper, you will demonstrate the proper use of an EDM model to analyze and ethically manage ten counseling scenarios. This paper should reflect your best graduate-level writing. This paper should be in APA-7 format with a title page and a reference page. No abstract needed.	48 total students, <b>12 students</b> for significance	Outcome 2.F.1. Rubric (Below)
CNS 5075 – Family Culture Paper	Write a paper analyzing your family's cultural identity, behavioral patterns, temperament traits, habits, personality distinctives, values and imprinting over multi-generations. 5-6 pages	26 total students, <b>7 students</b> for significance	Outcome 2.F.2. Rubric (Below)
CNS 6310 – Research Paper	In the paper, students will choose one of the specific problems and provide a thorough analysis of its causes, prevention, and best practices for treatment. This part should be between 4-6 pages with at least 6 academic references. Included in the analysis will be a description of how the five systems in Bronfenbrenner's Bio-Ecological Model influence, positively or negatively, the cause and treatment of the selected issue.	32 total students, <b>8 students</b> for significance	Outcome 2.F.3. Rubric (Below)
CNS 6810 – Personal & Professional Map	Students will submit a case study based on using themselves as a client, completing demographic information to mimic an interview, a battery of career assessments, and results exploration session. Students will provide a summary of the interpretations of the tests along with the guidance they would give to themselves as a client based on the findings. Average paper is 15 pages.	4 total students, <b>4 students</b> for significance	Outcome 2.F.4. Rubric (Below)
CNS 6410 – Skills Demonstration	<b>Skills Video &amp; Paper #5</b> Students will meet with a partner to record a skill demonstration video. Students will record a 10-minute video demonstrating a challenging skill such as giving the student, in the role of the therapist, will practice a challenging skill, such as giving feedback, REBT Disputing skills, Missing links, pointing out discrepancies, or other advanced confrontation or CBT skills. The student serving as the client will discuss a recent time when they overreacted to something or someone, or a situation where they did not do what was expected of them. Students will review their skills demonstration video and submit a 1½ -2 page paper discussing the following: 1) Discuss the importance and purpose of challenging skills. 2) Identify and describe what challenging skills you demonstrated in the video. 3) Discuss 2-3 things you did well with the skills you demonstrated. 4) Discuss 2-3 ways you could improve the skills you demonstrated. The paper should be in APA format. Students should cite at least one scholarly source. Use the Skills Video Self-Analysis Paper Template.	42 total students, <b>10 students</b> for significance	Outcome 2.F.5. Rubric (Below)

Course & Artifact	Description	Total Students & 25%	Assessment Rubric
CNS 5310 – Paradigm Project Paper	A goal of this course is to foster the development of each student's personal paradigm of counseling that integrates their unique personality, theology of change, and understanding of counseling theories. This paper will help the student structure their informed understanding of counseling paradigms and promote their critical thinking on the many issues this process involves. The student will select one of the theories presented in this course, investigate it in greater depth, describe that theory in detail, and offer how it may be applied through a Christian worldview. Using the outline and rubric provided, the student will create an APA formatted, 12–15-page, double-spaced report. See the rubric for additional details.	47 total students, <b>12 students</b> for significance	Outcome 2.F.5. Rubric (Below)
CNS 6440 – Group Design Project	Going through the exercise of designing a group from idea to implementation will provide a practical experience to help students be able to run their own group. It is an 8–10 page group proposal.	34 total, <b>9 students</b> for significance	Outcome 2.F.6. Rubric (Below)
CNS 6430 – Assessment Rationale Papers	Students will complete two assessment rationale papers, providing measurement of the student's ability to appropriately select assessment/testing instruments in light of the client's presenting problems and psychosocial history. Each paper is a response to a case vignette/scenario (provided). Papers average 7-12 pages.	34 students for 2 papers, <b>9 per paper</b> for significance	Outcome 2.F.7. Rubric (Below)
CNS 5410 – Abbreviated Research Paper	You have completed three abbreviated research plans – one each for quantitative, qualitative, and mixed methods – and now will combine them into one paper. The purpose of this is to allow you to explore a single research problem from three different approaches so that you may better understand the differences between the approaches. Your paper will address all three approaches in one paper following the format provided in the assignment rubric and the example provided below. Follow APA formatting with a title page, running head, headings, and citations, but no abstract. Combining all three with this paper, each section should provide an introduction to the research problem, a purpose statement, research questions, a hypothesis (if applicable), theoretical framework, research design with sampling method and procedure, instrumentation, data analysis, and conclusion. You will conclude this paper with a 1- to 2-page comparison and evaluation of the strengths and limitations of each of the three research methods – quantitative, qualitative, and mixed. The total paper will be around 20-30 pages, APA format.	42 total students, <b>11 students</b> for significance	Outcome 2.F.8. Rubric (Below)

\*See Rubrics for MA in Counseling Cycle #1 Assessment in Appendix A

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## MA in Counseling May 2024 Assessment Report Outcomes

- **Outcome 2.F.1.: Professional Counseling Orientation and Ethical Practice – 0.89 Overall.**

The existing assignment did not address the first three of the four rubric objectives for this standard, specifically the interdisciplinary role of counseling, advocacy elements, professional identity development, and membership in professional organizations. The Position Paper assignment mostly addressed ethical decision-making models and ACA codes without the inclusion of discussion of the broader licensure, professional membership, continuing education, professional identity development, or advocacy elements of the profession, along with the connection of ethics to the history and role of the profession. It is recommended that this assignment is expanded to have students consider their identity, role, and development more comprehensively to address parts 1-3 (out of 4) for this outcome as the Position Paper only addresses the final point OR use other assignments in the course such as the Professional Organization Membership assignment and advocacy assignment to meet this standard.

**Outcome Not Met.**

- **RECOMMENDATION: Dr. Jackie Perry** will work to add elements to the Position Paper that will address the first three rubric objectives.

- **Outcome 2.F.2.: Social and Cultural Diversity – Family Culture Paper - 2.25 Overall.**

Students were able to successfully articulate their cultural realities and identify their biases in relation to diverse communities and its impact on their perception and treatment of others. This artifact did not seek to prompt students to engage with theories and models of counseling towards specific people groups, as a second artifact sought to assess those areas. **Outcome Met.**

- **Outcome 2.F.2.: Social and Cultural Diversity – Cultural Interview Paper - 2.00 Overall.**

Students successfully identified various people groups and understood various cultural theories in the application of counseling to diverse communities. This artifact did not seek to prompt students to articulate their attitudes and biases in relation to the treatment of other diverse groups, as the first artifact sought to assess those areas. **Outcome Not Met.**

- **RECOMMENDATION: Dr. Ginavra Gibson** will review the two assignments for outcome 2.F.2. and will make edits to ensure that all elements in both rubrics are addressed in either one or two assignments.

- **Outcome 2.F.3.: Human Growth and Development – 2.0625 Overall.**

Papers were primarily drawn from Dr. Lois Mayo's online course with adjustments to the assignment from its design and correction from last cycle 1 to improve direct research application and evidence-based practice. It is recommended that the assignment clarify the intention and need for research for evidence-based practice and incorporate discussions of holistic elements, including the influence of addiction, biology, neurology, and physiological factors. **Outcome Not Met.**

- **RECOMMENDATION: Dr. Karen Herzel** will review the assignment and edit to ensure that the assignment clarifies the intention and need for research for evidence-based practice and incorporate discussions of holistic elements, including the influence of addiction, biology, neurology, and physiological factors.

- **Outcome 2.F.4.: Career Development – 2.306 Overall.**

The stated goals are acceptably met. The assignment could be strengthened by adding specific sections or one summary paper where the student would 1) explain factors that can influence a career assessment process, 2) discuss the selection of assessments, and 3) explain how they use assessments along with the assessment of whole person (cultural, social, developmental, relational, occupational, educational, systemic, and worldview lens) to provide a quality career assessment. **Outcome Met.**

- **Outcome 2.F.5.: Counseling and Helping Relationships – 2.29 Overall.**

The stated goals are acceptably met. The assignment serves its intended purpose (to demonstrate a skill) very well, but if it is going to meet the other goals outlined on this rubric, it could be strengthened by

adding specific content where the student would 1- explain the theoretical approach they are using (vs the skill they are using), 2- explain what evidence-based practice (skill) within the theoretical approach they will demonstrate, 3- add content about the person of the counselor and how they manage their values and beliefs (Some demonstrated this well, one demonstrated it poorly, and many did not show much about this) and 4- Add the need to demonstrate support to clients (as some did this well and it fit with their skill and others did not because the focus of the assignment was on demonstrating a skill). Add a prompt for students to apply their chosen theory to specific demographics not just diagnoses. Additionally, add a prompt for students to identify how the theory would address crisis and trauma cases. **Outcome Met.**

- **Outcome 2.F.6.: Group Counseling and Group Work – 2.20 Overall.**

The assignment lacks consideration and required explanation of the connection of specific skills or training of the person of the counselor and their preparedness for leading the proposed groups. It would strengthen the assignment and alignment to CACREP Standards to include an explanation of the training expectations or requirements for group leaders of the proposed group. Many of the examples provided reference citations at the end, but did not incorporate research through citations within the assignments to support claims and rationales. Include requirement to use academic peer-reviewed resources in the project. **Outcome Met.**

- **Outcome 2.F.7.: Assessment & Testing – 2.55 Overall.**

The Assessment Rationale Papers provide thorough coverage for each of the outcome sections, showing understanding of the purpose, functions, limits, and processes of testing and assessment, connecting the role of assessment to treatment goals. **Outcome Met.**

- **Outcome 2.F.8.: Research and Program Evaluation – 2.75 Overall.**

The outcome was met with the recommendation to add language to the assignment instructions to ensure students are more thorough with in-text citations. **Outcome Met.**

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## Summary of 2023-24 Results

Overall, the assessment process revealed that the changes in CACREP standards had resulted in several rubrics that no longer sufficiently addressed the areas of the CACREP standards. Therefore, assignments need to be adjusted in the coming year to ensure that the relevant standards are addressed and adequately measured moving forward. With the input of the advisory council, the faculty will complete the plan for changes based on this assessment report and implement those changes in academic year 2024-25, report updates in May 2025, and then submit the update in the advisory report in Fall 2025. Faculty discovered that some programs do the assessments within Canvas as the professor is grading the assignment, by using a hidden rubric to assess the standard. Our assessment plan was designed to have someone other than the professor assess the artifacts for that class. This academic year, faculty assigned to the three recommended edits will correct those areas and present the updates at the end of the year assessment review. **Recommendation: All faculty will review standards and ensure that they understand the outcomes related to every course they teach and ensure that the artifact aligns well.**

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## Advisory Council Meeting Feedback

September 12, 2024

Present:

*CIU Counseling Faculty:* Dr. Glenda Nanna (Program Director), Dr. Seth Scott (PhD Program Director), Dr. Ben Mathew, Dr. Ginavra Gibson (Director of Training & Internships), Dr. Karen Herzel (via Zoom).

*Council Members:* Dr. Suzie Hardie (USC), Dr. Brian Mesmer (Site Supervisor/Graduate), Jill Crossgrove (Site Supervisor, DMH), Janalee Smith (Graduate), Casey Lee (Graduate)

**Absent:** Curtis McGown and Scott Shufford

- Student Numbers Review with headcount and FTE this Fall
- Review of CACREP Self-Study and Site Visit process
- Discussion of faculty course loads and faculty FTE
- Reviewed Advisory Council Handbook updates with the council for feedback and response:
  - Went through assessment outcomes for MA and PhD
  - Reviewed program updates
- Discussed range of student geography in attracting students to CIU
- Council Feedback:
  - Employer/Alumni Contact & Feedback process – engaging in the last semester as guest speakers, etc. ask alumni in last semester to give a personal email address. Consider sending announcements through the class GroupMe or Slack or What’sApp. Ask for list of who they work for- employers.
  - Planning alumni get-togethers to extend connection. CE events and partner with CareCola- send invitations- consider hosting a reception for grads prior to or after the event. Lifestream CE events to include virtual students/graduates.
  - SCCMHCA offers trainings and has a section for student spotlights. They would like to have more of our students know about opportunities to be involved. Plan to announce to new students.
  - Create a Google Form for last semester students with email, etc. to be able to increase connection post-graduation for alumni feedback and employer surveys, etc. It could be an assignment or a way to register for the graduation gift. Consider inviting grads to come back and share their experiences.
  - Employer noted one of the biggest difference in hiring CIU grads is their work ethic.
  - Report of some students struggling with clients with a diverse background – consider adding specific real-life practice with LGBTQ+ and gender confusion/trans clients and situations to class activities and role plays. Noted interns are not pushing their values, but seem unsure of how to work with some groups of people.
  - Encouraged having more speakers to come and talk about jobs other than private practice—psych hospitals, agencies, mobile crisis- ride alongs- forensics, etc.
  - Council member shared that for the SLO on Professional Orientation, he had used an artifact where they assigned an advocacy topic and students completed two site visits, one secular, one Christian, to compare how they address the same issue, like depression, anxiety, etc.
  - “How are you attracting potential faculty for core and adjunct positions?”
    - Inquiry about where we advertise: CES-NET listserv, Indeed, Higher Ed, CCU
      - Hard to attract with current pay range.

- Advisory Council recommends reviewing pay scale for FT and adjunct faculty to be commensurate with other CACREP-accredited programs.
  - Concern about attracting quality adjuncts. Adjunct pay in the area \$3000-\$6000 per class.
  - Administration needs to understand you are either growing or shrinking, no middle, and faculty need to be cared for and supported for health and growth. Council members expressed that universities need to invest in the areas that are seeing growth in order for those to be sustainable, to continue the growth, to maintain quality, and to avoid faculty burnout.
  - Competitive engagement requires acknowledgment of six-figure private practice wages in adjustingayscale for the counseling faculty.
- Council perceived training needs?
  - Microdosing and psychedelics as a new area about which students need to have more information and training opportunities.
  - Member who is at DMH can advocate for CIU hiring when students have certifications and specializations beyond their peers, like TF-CBT, EMDR, DBT, REBT. Council member suggested more certification opportunities for students (could be CE events as well). “We love hiring CIU grads because they have a stronger work ethic and a desire to learn.”
  - Add intensives such as Motivational Interviewing- give certificate for core elements in Counseling Techniques- noted a training program in town gives training in motivational interviewing and screening tools.
  - SCCMHC Association trainings – low cost, free annual membership with attendance at networking events. SCCMHCA would like more cooperation and engagement with CIU.
  - Site supervisors noted deficits in intern knowledge of recording-keeping and session note-taking deficits. Also commented that CIU students do get learn quickly and “get up to speed” more quickly than other interns. Faculty noted that in the past, students began at the CTC with seeing a client and practicing note-taking before going to an internship site.
  - Council members would like to see more courses and training for our students in adolescent, children, and family assessment/counseling.
  - Desire by recent graduates for more roleplays of faculty demonstrating integrative therapy across theoretical models. Graduate noted the benefit of seeing how to do counseling. Noted wanting a safe space to learn. Suggestion to create a video archive modeling techniques for therapy as well as for recording-keeping.
- Other General Comments from Council Members:
  - Comment about appreciating the hard work and “amazing what you are doing” as a reflection from a 2011 graduate.
- Closed by praying together as a group.

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## **PhD in Counselor Education & Supervision Program Overview**

The Doctor of Philosophy in Counselor Education and Supervision prepares graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings with professional excellence and from a contextualized biblical worldview. This advanced degree in counselor education and supervision enables counselors to shift in identity and skill from clinical practitioners to scholar practitioners, learning the philosophy and skills of teaching and supervision while contributing to the field through advocacy, supervision, leadership, research, and educational instruction. Persons graduating with this doctoral degree in counselor education and supervision will be fully equipped to fulfill God's purposes as ambassadors of the gospel to burgeoning faith-based and secular graduate counseling programs around the world.

Counseling addresses issues of identity, meaning, purpose, and belonging, all issues that find their reality within the truth of the gospel and a biblical worldview. This program is uniquely suited to fulfill the mission of CIU within this critical need area by training counselor educators from a biblical worldview to impact the world for Christ as counselor educators in both faith-based and secular counseling programs, as supervisors in clinical settings, as researchers and authors providing insights and integration to address the whole person, and as leaders in the field to promote the focus on the whole person as made in the image of God. Counselor educators are needed, both within our own Master of Arts in counseling programs, and in hundreds of other faith-based and secular graduate counseling programs around the country and the world. This program has the opportunity to address the mission of God as CIU graduates within this niche in a unique way. Counselor educators are prepared for leadership and impact in clinical counseling, supervision, program evaluation and leadership, research, counseling education, and advocacy for effective change. Through practical experience throughout the program and opportunities for professional practice, PhD students in this program model the program philosophy of head, heart, and hands through excellence in knowledge, character, and skill across the five focal areas in counselor education and supervision.

### **Program Mission Statement**

The Mission of CIU's PhD in Counselor Education and Supervision is to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings with professional excellence and from a contextualized biblical worldview.

### **PhD in CES Program Requirements**

The course content for the program is completed online with one initial two-day virtual residency at the start of the program and two five-day residencies after the first and second years. Successful completion of the Competency Exam during the third residency and Clinical Supervision and Consultation course during the second year provides for registration in the Advanced Practicum in Clinical Counseling course. Successful completion of four research courses is required to present research during the third residency, enabling advancement to the dissertation proposal in Proposal Development. During the Advanced Research Methodology course, students will seek a qualified faculty mentor as a chair for their dissertation committee and to assist in proceeding toward Proposal Development. When the faculty mentor deems the dissertation to be ready for defense, the candidate defends his/her dissertation before a committee of at least two faculty readers, either internal or external to the university. The program is designed to be completed in three years of full-time study.

## Objectives

Students will be able to:

- Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.
- Provide a scholarly contribution to the field of counseling.
- Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership, and advocacy.
- Design educational content for clinical counselor development and training.
- Contribute responsibly in the context of supervisory relationships and leadership roles while exhibiting CIU's core value of victorious Christian living.

## Admission Requirements

- Hold a licensure-track, 48-hour (minimum) master's degree in counseling or a significantly related field such as psychology or social work from a regionally accredited institution. Those with less than 48 hours or non-CACREP accredited degrees may have to take additional coursework as a prerequisite to admission or concurrently with their first year in the program.
- Have a minimum of a 3.5 GPA in your graduate level coursework.
- Have at least one year of experience in a mental health field (highly desirable).
- Proficiency in conducting research and writing at the graduate level, demonstrated by completion of a master's thesis or a major research paper (at least 10,000 words) provided from a prior degree or coordinated during the application process.
- Interview with admissions committee considering academic readiness, academic placement aim, dissertation aim, personal maturity, and career goals. Students with deficiencies in any area must address those deficiencies to the satisfaction of the committee before they are fully admitted to the program.
- Because of the non-residential delivery of the program, students must demonstrate access to adequate and reliable online service.
- Students are required to attend one 2-day virtual residency and two 5-day residencies during the summers in the program with an optional fourth writing intensive residency the final summer of dissertation.

## Completion Requirements

- Successful completion of all classes with a grade of B or higher.
- Successful completion of a dissertation proposal prepared under the supervision of a faculty mentor.
- Successful oral defense of a dissertation that is an original work of academic research (at least 80,000 words) before a committee of at least two internal and/or external faculty readers with program director joining the defense when two external readers are present.
- Affirmation of the CIU doctrinal statement.
- Successful completion of all requirements within eight years from matriculation.

## Course of Study (60 credits)

### Ph.D. Residencies (3-4)

- CNS 9000 - Year One Residency: Orientation and Integration Credits: 1
- CNS 9001 - Year Two Residency: Teaching and Research Credits: 1
- CNS 9002 - Year Three Residency: Clinical Practice and Research Presentations Credits: 1
- CNS 9003 - Optional Residency: Writing Intensive Credits: 1

### Curricular Requirements (42)

- CNS 9200 - Professional Orientation, Ethics, & Identity Credits: 3
- CNS 9310 - Advanced Counseling Theories Credits: 3
- CNS 9411 - Research Theory, Designs, and Methods Credits: 3 credits
- CNS 9412 - Quantitative Research Methodology Credits: 3
- CNS 9413 - Qualitative Research Methodology Credits: 3
- CNS 9460 - Clinical Supervision & Consultation Credits: 3
- CNS 9510 - Program Evaluation, Leadership, & Publications Credits: 3
- CNS 9700 - Teaching in Counselor Education Credits: 3
- CNS 9710 - Advanced Multicultural Counseling Credits: 3
- CNS 9720 - Capstone: Counseling & Christian Thought Credits: 3
- CNS 9910 - Advanced Practicum in Clinical Counseling Credits: 3
- CNS 9930 - Teaching Internship Credits: 3
- CNS 9931 - Internship – Domains Credits: 3

**Choose one** of the following Advanced Research Methodology Courses:

- o CNS 9414 - Advanced Quantitative Research Methodology Credits: 3
- o CNS 9415 - Advanced Qualitative Research Methods Credits: 3
- o CNS 9416 - Advanced Mixed Methods Research Methods Credits: 3

### Dissertation (15)

- CNS 9960 - Proposal Development Credits: 3
- CNS 9961 - Dissertation I Credits: 4
- CNS 9962 - Dissertation II Credits: 4
- CNS 9963 - Dissertation III Credits: 4

## Suggested Course Progression (2024-2027)

PLANNED SEMESTER/YEAR	COURSE CODE	COURSE TITLE	CREDIT HOURS
<b>Fall Term 1</b>			
<b>August, 2024</b>	CNS 9000	Residency – Year One (Orientation & Integration)	1
Fall 2024	CNS 9200	Professional Orientation, Ethics, & Identity	3
Fall 2024	CNS 9411	Research Theory, Designs, & Methods	3
<b>Spring Term 24</b>			
Spring 2025	CNS 9700	Teaching in Counselor Education	3
Spring 2025	CNS 9412	Quantitative Research Methodology	3
<b>Summer Term 1</b>			
<b>May, 2025</b>	CNS 9001	Residency – Year Two (Teaching & Research)	1
Summer 2025	CNS 9310	Advanced Counseling Theories	3
Summer 2025	CNS 9413	Qualitative Research Methodology	3
<b>Fall Term 25</b>			
Fall 2025	CNS 9460	Clinical Supervision & Consultation	3
Fall 2025	CNS 9414	Advanced Quantitative Research Methodology	3
Fall 2025	CNS 9415	OR Advanced Qualitative Research Methodology	3
Fall 2025	CNS 9416	OR Advanced Mixed Methods	3
<b>Spring Term 25</b>			
Spring 2026	CNS 9930	Teaching Internship	3
Spring 2026	CNS 9510	Program Evaluation, Leadership, & Publications	3
<b>Summer Term 25</b>			
<b>May, 2026</b>	CNS 9002	<b>Residency – Year Three (Clinical &amp; Research Presentations)</b>	1
Summer 2026	CNS 9910	Internship in Clinical Counseling & Supervision	3
Summer 2026	CNS 9960	Proposal Development	3
<b>Fall Term 26</b>			
Fall 2026	CNS 9961	Dissertation 1	4
Fall 2026	CNS 9931	Internship - Leadership OR Advocacy OR Supervision OR Research	3
<b>Spring Term 3</b>			
Spring 2027	CNS 9710	Advanced Multicultural Counseling	3
Spring 2027	CNS 9962	Dissertation 2	4
<b>Summer Term 3</b>			
<b>May, 2027</b>	CNS 9003	optional Residency – (Writing Intensive)	(1)
Summer 2027	CNS 9963	Dissertation 3	4
Summer 2027	CNS 9720	Capstone: Counseling & Christian Thought	3
	CNS 9999	Dissertation Continuation ( <i>if needed</i> )	3

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## PhD in CES Systematic Program Assessment Process

Over the course of a three-year cycle, our assessment process reviews our program from three perspectives: Head, Heart, and Hands to demonstrate alignment with the 2024 CACREP Standards and Program Objectives, and Student Learning Outcomes.

- ⑩ Assessment Cycle Year #1: **Head (Academic & Scholarly Competence)** reviews Student Learning Outcomes 1 and 2 with emphasis on the doctoral role domains of Research and Scholarship (6.B.4.) and Leadership and Advocacy (6.B.5.).
- ⑩ Assessment Cycle Year #2: **Heart (Professional Identity & Character)** reviews Student Learning Outcomes 5 and 6 with an emphasis on the professional identity and the person of the counselor educator.
- ⑩ Assessment Cycle Year #3: **Hands (Professional Skill & Application)** reviews Student Learning Outcomes 3 and 4 with emphasis on the application of all five doctoral role domains (6.B.1.-6.B.5.) as well as the Doctoral Internship Courses (6.C. & 6.D.).

The curriculum map provides an overview of the alignment and progression from introduction through mastery of the program outcomes throughout the curriculum. The CES Educational Program Assessment Report (EPAR) also lays out course and assignment alignment to the Student Learning Outcomes. The following table sets out the outcomes we will measure and the corresponding data we will analyze for each year in the cycle.

Each Program objective and Student Learning Outcome is correlated with a Domain of Head, Heart, or Hand, aligned with a corresponding CACREP Standard, and evidenced through the content mastery progression in the Curriculum Map and with the course and component assignment for each annual assessment cycle. At the appropriate time in the assessment cycle, we will draw a random sample of 25% of the assignments for each course over a three-year period and will evaluate them against the pertinent rubric. At least one faculty member who is not responsible for teaching the course will review and evaluate the sample assignments.

The primary means we will use in the process is direct assessment of student learning outcomes (SLOs) based on course work collected each year and evaluated using rubrics designed according to a four-level scale: Unsatisfactory (0), Marginal (1), Satisfactory (2), and Exceptional (3). We will consider an outcome to be met successfully when the student work evaluated achieves an average score of 2.00 or better.

In addition to direct assessment of student learning outcomes, we will conduct indirect assessment of the program. Our advisory council will meet annually to provide input, and we will administer our graduating student and internship site supervisor surveys annually. We will administer our alumni and employer surveys every third year (during Assessment Cycle Year #3). We will add the information collected through these indirect means to the results of our direct assessment as we conduct our analysis during a two-day workshop in May.

## Assessment Methods for PhD in CES

Assessment Cycle Year #1 Head: Academic & Scholarly Competence	Program Objective		Student Learning Outcome	2024 CACREP Standard	Course	Component
	1	Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.	Students will demonstrate a contextualized biblical worldview by researching and writing at an advanced level of clinical and social science scholarship.	6.A.2.a.; 6.B.1.a.; 6.B.1.d.; 6.B.4.a.; 6.B.4.b.; 6.B.4.c.; 6.B.4.d.; 6.B.4.f.; 6.B.4.g.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9411 Research Theory, Designs, & Methods	Abbreviated Research Plan
				6.A.2.b.; 6.B.4.a.; 6.B.4.b.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9412 Quantitative Research Methodology	Final Reflection Discussion
				6.A.2.a.; 6.B.4.a.; 6.B.4.c.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9413 Qualitative Research Methodology	Qualitative Research Project
				6.A.2.c.; 6.B.4.a.; 6.B.4.c.; 6.B.4.d.; 6.B.4.e.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 941X Advanced Research Methodology	Presentation of the Research Project
				6.A.2.b.; 6.A.2.c.; 6.A.7.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9963 Dissertation	Completed Dissertation
	2	Provide a scholarly contribution to the field of counseling.	Students will contribute scholarly research materials, educational content, clinical skill and training, and leadership and advocacy practices from a contextualized biblical worldview.	6.A.2.c.; 6.B.1.d.; 6.B.4.f.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.	CNS 9002 Residency Year 3	Research Prospectus Presentation
				6.A.2.a.; 6.A.2.b.; 6.A.5.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.l.; 6.B.4.m.	CNS 9960 Proposal Development	Dissertation Research Proposal
				6.A.2.b.; 6.A.2.c.; 6.A.7.; 6.B.4.a.; 6.B.4.g.; 6.B.4.h.; 6.B.4.i.; 6.B.4.j.; 6.B.4.l.; 6.B.4.m.;	CNS 9963 Dissertation	Completed Dissertation
	Assessment Cycle Year #2	Program Objective		Student Learning Outcome	2024 CACREP Standard	Course
Heart: Professional		Contribute responsibly in	Students will exhibit ethical,	6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.;	CNS 9930 Teaching Internship	Supervisor Evaluation

Identity & Character	5 .	the context of educational, clinical, supervisory relationships, and leadership roles while exhibiting CIU’s core value of Victorious Christian Living.	moral, spiritual, professional, and authentic caring behaviors as a Christian counselor educator.	6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.		
				6.B.1.a.; 6.B.1.b.; 6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.c.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	CNS 9910 Internship in Clinical Counseling & Supervision	Supervisor Evaluation
				6.A.2.d.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	CNS 9510 Program Evaluation, Leadership, & Publications	Advocacy within Program Evaluation Project
				6.A.2.c.; 6.A.2.d.; 6.A.8.; 6.B.1.c.; 6.B.1.d.; 6.B.1.f.; 2.B.2.l.; 6.B.3.f.; 6.B.3.l.; 6.B.5.h.; 6.B.5.m.;	CNS 9710 Advanced Multicultural Counseling	Advocacy Amidst Relentless Tension (AART) Project
				6.B.1.a.; 6.B.1.b.; 6.B.1.c.; 6.B.5.h.	CNS 9720 Capstone: Counseling & Christian Thought	Integrative Philosophy of Counseling Paper
	6 .	Seek continual personal and professional growth and improvements.	Students will experience personal and professional growth as counselor educators throughout the program, engaging in leadership and advocacy now and for the future as contributors to the field.	6.B.5.j.; 6.B.5.n.;	CNS 9000 Residency Year 1	Habits & Rhythms Plan
				6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.;	CNS 9200 Professional Orientation, Ethics, & Identity	Professional Identity & Developmental Plan
				6.A.2.e.; 6.A.2.f.; 6.B.1.a.; 6.B.1.c.; 6.B.2.c.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4	CNS 9931 Internship (Five Domains)	Supervisor Evaluation
		Program Objective	Student Learning Outcome	2024 CACREP Standard	Course	Component

<b>Assessment Cycle Year #3</b>  <b>Hands:</b>  Professional Skills & Application	3	Develop future counselors through engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	Students will expand their professional identity from counselor to counselor educator, increasing skill and identity from clinical to engagement across teaching, clinical skill development, supervision, leadership and advocacy, and scholarly research.	6.A.2.e.; 6.B.1.c.; 6.B.1.f.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.; 6.B.3.l.; 6.B.5.d.; 6.B.5.k.; 6.B.5.m.	<i>CNS 9200 Prof. Orientation, Ethics, &amp; Identity</i>	Advocacy Plan
				6.A.2.d.; 6.A.2.f.; 6.B.1.e.; 6.B.5.a.; 6.B.5.b.; 6.B.5.c.; 6.B.5.d.; 6.B.5.e.; 6.B.5.f.; 6.B.5.g.; 6.B.5.h.; 6.B.5.i.; 6.B.5.j.; 6.B.5.k.; 6.B.5.l.; 6.B.5.m.; 6.B.5.n.	<i>CNS 9510 Program Evaluation, Leadership, &amp; Publications</i>	Advocacy within Program Evaluation Project
				6.B.1.a.; 6.B.1.b.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.B.2.d.; 6.B.2.e.; 6.B.2.f.; 6.B.2.g.; 2.B.2.h.; 2.B.2.i.; 2.B.2.j.; 2.B.2.k.; 2.B.2.l.;	<i>CNS 9460 Clinical Supervision &amp; Consultation</i>	Supervision Disclosure Statement
				6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.; 6.B.5.i.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	<i>CNS 9930 Teaching Internship</i>	Supervisor Evaluation
				6.B.1.d.; 6.B.1.e.; 6.B.1.f.; 6.B.2.a.; 6.B.2.b.; 6.B.2.c.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	<i>CNS 9910 Internship in Clinical Counseling &amp; Supervision</i>	Artifacts & Skill Recordings
				6.B.1.a.; 6.B.1.c.; 6.B.1.f.; 6.B.2.e.; 6.C.1.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.; 6.D.1.; 6.D.2.; 6.D.3.; 6.D.4.	<i>CNS 9931 Internship (Five Domains)</i>	Supervisor Evaluation
	4	Design educational content for clinical counselor development and training.	Students will engage in educational content design for clinical counselor development and training.	6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.B.5.d.;	<i>CNS 9700 Teaching in Counselor Education</i>	Personal Philosophy of Teaching Parts 1 & 2
				6.A.2.g.; 2.B.2.j.; 6.B.1.a.; 6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.i.; 6.B.3.j.; 6.B.3.k.; 6.B.3.l.; 6.B.3.m.; 6.C.2.; 6.C.3.; 6.C.4.; 6.C.5.; 6.C.7.; 6.C.8.	<i>CNS 9930 Teaching Internship</i>	Supervisor Evaluation
				6.B.3.a.; 6.B.3.b.; 6.B.3.c.; 6.B.3.d.; 6.B.3.e.; 6.B.3.f.; 6.B.3.g.; 6.B.3.h.; 6.B.3.j.; 6.B.3.l.; 6.B.3.m.; 6.C.1.	<i>CNS 9001 Residency Year 2</i>	Teaching Evaluation

The following table provides a summary of the points at which we will assess students during the three years of their program of study.

Pre-Admission	Research Proposal, Essay, Group Interview		
Year 1	<u>Summer Semester:</u> CNS 9000 – Habits & Rhythms Plan		
	Fall Semester:	Spring Semester:	Summer Semester:
	CNS 9200 – Professional Identity & Developmental Plan  CNS 9411 - Abbreviated Research Plan	CNS 9700 – Personal Philosophy of Teaching (1 & 2)  CNS 9412 - Final Reflection Discussion	CNS 9001 – Teaching Evaluation  CNS 9413 - Qualitative Research Project
Year 2	Fall Semester:	Spring Semester:	Summer Semester:
	CNS 9460 – Supervision Disclosure Statement  CNS 941X - Presentation of the Research Project	CNS 9930 – Supervisor Evaluation  CNS 9510 - Advocacy within Program Evaluation Project	CNS 9002 – Research Prospectus Presentation  CNS 9910 – Supervisor Evaluation  CNS 9960 – Research Proposal
Year 3	Fall Semester:	Spring Semester:	Summer Semester:
	CNS 9931 – Supervisor Evaluation	CNS 9710 – Advocacy Amidst Relentless Tension (AART) Project	CNS 9963 – Completed Dissertation  CNS 9720 - Integrative Philosophy of Counseling Paper
Post-Graduation:	Graduating Student Survey; Alumni survey; Employer survey		

At our annual May workshop, the entire Graduate Counseling Program faculty team will serve as the assessment committee to review the area designated for that year of the assessment cycle. In addition to reviewing sample assignments and other data identified above, we will also consider other input (e.g., feedback from our Advisory Council, information from our graduating student and internship site supervisor surveys). We will analyze the information we have collected, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We will draft and distribute an annual report that documents the finding of that year’s assessment and describes any modifications to the program. As part of the report, we will assign follow-up steps to specific program faculty members for implementation. These faculty members will be responsible to document any changes made and report on them at the next workshop. Their follow-up reports will close the loop on the assessment cycle year.

**Timeline for Implementing First Assessment Cycle (2024-2026):**

May 2024	Collect and store course-related data  Analyze data and develop recommendations for Assessment Cycle Year #1: Head (Academic & Scholarly Competence)
August 2024	Receive feedback from Advisory Council (annual)  Draft report on Assessment Cycle Year #1
September 2024	Distribute report on Assessment Cycle Year #1
Aug 2024 – May 2025	Continue collecting and storing course-related data Administer internship site supervisor surveys (annual)
May 2025	Report on follow-up steps from Assessment Cycle Year #1 Analyze data and develop recommendations for Assessment Cycle Year #2: Heart (Professional Identity & Character)
August 2025	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #2
November 2025	Distribute report on Assessment Cycle Year #2
Aug 2025 – May 2026	Continue collecting and storing course-related data Administer graduating student and internship site supervisor surveys (annual) Administer alumni and employer surveys (triennial)
May 2026	Report on follow-up steps from Assessment Cycle Year #2 Analyze data and develop recommendations for Assessment Cycle Year #3: Hands (Professional Skill & Application)
August 2026	Receive feedback from Advisory Council (annual) Draft report on Assessment Cycle Year #3
November 2026	Distribute report on Assessment Cycle Year #3

# Assessment Methods for PhD in CES Cycle 1, Year 1

\*See Rubrics for the assessments in Appendix B

Outcome	Assessment Term/Year	Assessment Measure(s) Used + Target Result	Total Students & 25%	Relationship between Measure(s) and Outcome
1a.	Cycle 1/ 2023-2024	<a href="#">Abbreviated Research Plan Rubric</a> (Target 2.0 on 0-3.0 scale) Establishing Baseline	7 Total Students, <b>2 Students</b>	This introductory assignment provides a baseline for doctoral writing.
1b.	Cycle 1/ 2023-2024	<a href="#">Final Reflection Discussion Rubric</a> (Target 2.0 on 0-3.0 scale) Establishing Baseline	6 Total Students, <b>2 students</b>	This discussion assignment provides a second point of assessment to measure whether the students' scholarly writing and research at the doctoral level is reinforced and improving.
1c.	Cycle 1/ Not Yet Developed	<a href="#">Qualitative Research Project</a> (Target 2.0 on 0-3.0 scale) Need Baseline		This research project provides an additional point of assessment to measure whether the students' scholarly writing and research at the doctoral level is reinforced and improving.
1d.	Cycle 1/ Not Yet Developed	<a href="#">Presentation of the Research Project</a> (Target 2.0 on 0-3.0 scale) Need Baseline		This project adds scholarly presentation and oral delivery to the scholarship process, demonstrating preparedness for beginning the dissertation proposal.
1e.	Cycle 1/ Not Yet Developed	<a href="#">Completed Dissertation</a> (Target 2.0 on 0-3.0 scale) Need Baseline		The completed dissertation demonstrates mastery of this outcome standard with an official and complete integrative scholarly contribution to the field of counseling.
2a.	Cycle 1/ Not Yet Developed	<a href="#">Research Prospectus Presentation</a> (Target 2.0 on 0-3.0 scale) Need Baseline		This presentation provides an additional point of evaluation to the reinforced and building skills of scholarly presentation and oral delivery in the scholarship process.
2b.	Cycle 1/ Not Yet Developed	<a href="#">Dissertation Research Proposal</a> (Target 2.0 on 0-3.0 scale) Need Baseline		This proposal demonstrates the final developmental step of preparation in scholarship before proving mastery with the completed dissertation.
2c.	Cycle 1/ Not Yet Developed	<a href="#">Completed Dissertation</a> (Target 2.0 on 0-3.0 scale) Need Baseline		The completed dissertation demonstrates mastery of this outcome standard with an official and complete integrative scholarly contribution to the field of counseling.

## PhD in CES Cycle 1, Year 1: Results and Analysis

Outcome	Results and Interpretation of Related Assessments	Conclusion about Outcome
1A.	<b>2.5/3.0</b> - Students demonstrated advanced social science research and articulated meaning at an advanced level of clinical and social science scholarship. Students evidenced an acceptable engagement with a contextualized biblical worldview and the ability to create and generate new knowledge. NOTE: Out of a cohort of 7 students, 25% of this cohort (which provided a sample) generated only 2 student papers.	This assignment met the outcome well.
1B.	<b>2.5/3.0</b> – Students demonstrated scholarly writing ability well though an adjustment could be made to the assignment to strengthen the biblical integration content.	The assignment met the outcome well.  Feedback: Add a prompt to the discussion post for students to integrate their faith.

## Appendix A. MA in Counseling Assessment Rubrics Cycle 1

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Seth Scott

Master of Arts in Counseling					
<b>Outcome 2.F.1.: Professional Counseling Orientation and Ethical Practice:</b> Students will demonstrate an understanding of the history and scope of the profession, including the inter- and intra-disciplinary roles, developing a professional counselor identity through membership with professional organizations, advocacy, self-care, lifelong learner perspective, and future supervision and practice.					
<b>Artifact:</b> Position Paper (CNS 5330 Professional Orientation and Ethics)					
Unacceptable (0)		Marginal (1)	Acceptable (2)	Exceptional (3)	Scores average
Articulate understanding of the history, roles and functions, and interdisciplinary responsibilities of counselors. (2.F.1.a.; 2.F.1.b.; 2.F.1.c.)	1; 0; .5; 0; 0; 0; 0; 0; 0; 0 Assignment does not assess this. No interdisciplinary interaction. Absent.				.125
Demonstrates understanding and engagement in advocacy to promote justice and the care for others through direct practice and professional organization memberships. (2.F.1.d.; 2.F.1.e.; 2.F.1.f.)	.5; .5; 0; 0; 0; 0; 0; 0; 0; 0 Assignment does not assess this. No mention of this. Absent. Limited to no engagement with this. Not reflected in this paper.				.083
Understand and articulate one's progress in the development of a professional identity and its associated responsibilities, including self-care strategies appropriate to the counselor role, membership in professional organizations, scope and future of practice, and professional credentialing. (2.F.1.g.; 2.F.1.h.; 2.F.1.j.; 2.F.1.k.; 2.F.1.l.; 2.F.1.m.)	.5; .5; .5; 1; 0; 0; 0; 0; 2.25; 2.5; 2; 0  Does not address directly Good use of broad books and resources Good consideration of self as counselor Growth inclusive of outside resources and considerations Use of US military models, but good questions around role and identity as a counselor Good inclusion of peer consultation Some consideration of self-care				.7708
Articulate, develop and begin the practice of effective supervision and peer consultation around ethical and professional issues of counseling, integrating the role of ethics and values, including a biblical worldview lens, into professional counseling practice. (2.F.1.i.; 2.F.1.m.)	2.5; 2; 2; 2.5; 2.5; 2; 3; 3; 3; 3; 2.5 Good questions exploring ethics Great biblical inclusion Good listing of specific ethical case considerations Missing biblical integration elements Good inclusion of personal counseling and supervision Good ethical model application Good use of ethical scenario models Good engagement with supervisors Good articulation and good application of ethical codes No engagement with supervision or consultation/skipped step Bad application of both ethical and biblical lenses Good acknowledgment of personal values and avoidance of imposition				2.583
<b>Total Score:</b>	<b>3.562</b>		<b>Total Score Divided by 4:</b>		<b>.8905</b>

<b>Outcome 2.F.1.: Professional Counseling Orientation and Ethical Practice:</b> Students will demonstrate an understanding of the history and scope of the profession, including the inter- and intra-disciplinary roles, developing a professional counselor identity through membership with professional organizations, advocacy, self-care, lifelong learner perspective, and future supervision and practice.					
<b>Artifact: Position Paper (CNS 5330 Professional Orientation and Ethics)</b>					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Scores average
Articulate understanding of the history, roles and functions, and interdisciplinary responsibilities of counselors. (2.F.1.a.; 2.F.1.b.; 2.F.1.c.)	1; 0; .5; 0; 0; 0; 0; 0; 0; 0; 0 Assignment does not assess this. No interdisciplinary interaction. Absent.				.125
Demonstrates understanding and engagement in advocacy to promote justice and the care for others through direct practice and professional organization memberships. (2.F.1.d.; 2.F.1.e.; 2.F.1.f.)	.5; .5; 0; 0; 0; 0; 0; 0; 0; 0; 0 Assignment does not assess this. No mention of this. Absent. Limited to no engagement with this. Not reflected in this paper.				.083
Understand and articulate one's progress in the development of a professional identity and its associated responsibilities, including self-care strategies appropriate to the counselor role, membership in professional organizations, scope and future of practice, and professional credentialing. (2.F.1.g.; 2.F.1.h.; 2.F.1.j.; 2.F.1.k.; 2.F.1.l.; 2.F.1.m.)	.5; .5; .5; 1; 0; 0; 0; 0; 2.25; 2.5; 2; 0  Does not address directly Good use of broad books and resources Good consideration of self as counselor Growth inclusive of outside resources and considerations Use of US military models, but good questions around role and identity as a counselor Good inclusion of peer consultation Some consideration of self-care				.8125
Articulate, develop and begin the practice of effective supervision and peer consultation around ethical and professional issues of	2.5; 2; 2; 2.5; 2.5; 2; 3; 3; 3; 3; 2.5 Good questions exploring ethics Great biblical inclusion Good listing of specific ethical case considerations				2.583

counseling, integrating the role of ethics and values, including a biblical worldview lens, into professional counseling practice. (2.F.1.i.; 2.F.1.m.)	Missing biblical integration elements Good inclusion of personal counseling and supervision Good ethical model application Good use of ethical scenario models Good engagement with supervisors Good articulation and good application of ethical codes No engagement with supervision or consultation/skipped step Bad application of both ethical and biblical lenses Good acknowledgment of personal values and avoidance of imposition	
<b>Total Score:</b>	<b>4.5; 3; 3; 3.5; 2.5; 2; 3; 3; 5.25; 5.5; 5; 2.5</b> <b>=AVERAGE 3.562</b>	<b>Total Score Divided by 4:</b> <b>0.9008</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Ben Mathew

**Master of Arts in Counseling**

<b>Outcome 2.F.2.: Social and Cultural Diversity:</b> Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, identifying the role of their culture, experiences, values, and beliefs on their perspective of the world and others.			
<b>Artifact:</b> Family Culture Paper (CNS 5075 Multicultural Counseling)			
Unacceptable (0) , Marginal (1) , Acceptable (2) , Exceptional (3)			<b>Scores average</b>
Articulate understanding of theories and models of counseling and its role and influence on counseling process, justice, and advocacy. (2.F.2.a.; 2.F.2.b.; 2.F.2.c.; 2.F.2.f.)	1; 3 Since this assignment was more about personal insight engagement with theories and models of counseling are not significantly included. Students were able to understand and engage with theories in application to counseling with diverse communities.		<b>2</b>
Demonstrate an ability to integrate written and oral resources regarding any one specific people group within a counseling context. (2.F.2.a.; 2.F.2.c.)	2; 3 Students were able to articulate their own cultural realities and its impact on their perceptions and treatment of others.		<b>2.5</b>

	Articulate understanding of one's own attitudes, beliefs, values, to develop a cultural self-awareness and reduce the impact of this lens on one's perception and treatment of others. (2.F.2.d.; 2.F.2.e.; 2.F.2.g.; 2.F.2.h.)	3; 1  Articulating their individual attitudes and beliefs was not an element of articulation for this assignment.	<b>2</b>
	Demonstrate ability to identify and address one's biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (2.F.2.d.; 2.F.2.e.; 2.F.2.g.; 2.F.2.h.)	3; 1  Identifying their own personal biases was not an element of this assignment.	<b>2</b>
	<b>Total Score:</b>	9; 8 = average 8.5	<b>Total Score Divided by 4: 2.125</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3*

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Ben Mathew

Master of Arts in Counseling					
<b>Outcome 2.F.2.: Social and Cultural Diversity:</b> Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society, identifying the role of their culture, experiences, values, and beliefs on their perspective of the world and others.					
<b>Artifact:</b> Cultural Interviews Paper (CNS 5075 Multicultural Counseling)					
Unacceptable (0)		Marginal (1)	Acceptable (2)	Exceptional (3)	Scores average
Articulate understanding of theories and models of counseling and its role and influence on counseling process, justice, and advocacy. (2.F.2.a.; 2.F.2.b.; 2.F.2.c.; 2.F.2.f.)	Students were able to understand and engage with theories in application to counseling with diverse communities.				3
Demonstrate an ability to integrate written and oral resources regarding any one specific people group within a counseling context. (2.F.2.a.; 2.F.2.c.)	Students effectively identified various people groups within the context of counseling.				3
Articulate understanding of one's own attitudes, beliefs, values, to develop a cultural self-awareness and reduce the impact of this lens on one's perception and treatment of others. (2.F.2.d.; 2.F.2.e.; 2.F.2.g.; 2.F.2.h.)	Articulating their individual attitudes and beliefs was not an element of articulation for this assignment.				1

Demonstrate ability to identify and address one's biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (2.F.2.d.; 2.F.2.e.; 2.F.2.g.; 2.F.2.h.)	Identifying their own personal biases was not an element of this assignment.	1
<b>Total Score:</b>	<b>8</b>	<b>Total Score Divided by 4:</b>
		<b>2</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3*

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Larry Wagner

**Master of Arts in Counseling**

<b>Outcome 2.F.3.: Human Growth and Development:</b> Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including the influence of addiction, biology, neurology, physiology, system, environmental factors, and worldview factors.					
<b>Artifact: Research Paper (CNS 6310 Human Growth and Development)</b>					
Unacceptable (0)		Marginal (1)	Acceptable (2)	Exceptional (3)	Scores average
Articulate understanding of the theories of development, learning, abnormal development, and the influence holistic and systemic factors on each of the developmental areas. (2.F.3.a.; 2.F.3.b.; 2.F.3.c.; 2.F.3.d.; 2.F.3.e.; 2.F.3.f.)	2; 3; 2; 1; 3; 3; 2; 3				<b>2.375</b>
Demonstrates understanding and engagement with effective, evidence-based treatment approaches that consider the whole person. (2.F.3.f.; 2.F.3.h.; 2.F.3.i.)	2; 2; 1; 1; 3; 2; 1; 3 Although the assessment rubric is listed as a research paper, it is actually a write up of how different theories apply to lifespan development. As such, there is minimal mention of evidence-based treatment approaches.				<b>1.875</b>
Understand and articulate the ethically and culturally relevant strategies for treatment, incorporating biological, neurological, physiological, and systemic factors influencing human development, functioning, and behavior. (2.F.3.a.; 2.F.3.c.; 2.F.3.d.; 2.F.3.e.; 2.F.3.f.; 2.F.3.g.; 2.F.3.h.; 2.F.3.i.)	2; 1; 2; 1; 2; 1; 2 There is also no place in the assignment requirement for the influence of addiction, biology, neurological, physiological, and systemic factors influencing human development, functioning, and behavior.				<b>1.57</b>
Demonstrate self-awareness, insight, and reflection of culture, experience, values, and beliefs on one's own worldview and incorporate a biblical worldview framework in understanding and treating people across the lifespan. (2.F.2.g.; 2.F.3.a.; 2.F.3.c.; 2.F.3.e.; 2.F.3.f.; 2.F.3.h.; 2.F.3.i.)	3; 3; 3; 2; 3; 3; 2; 3				<b>2.75</b>
<b>Total Score:</b>	<b>8.24</b>	<b>Total Score Divided by 4:</b>			<b>2.06</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

Additional Reviewer Comments: Note that the description of what will be measured does not line up with the CACREP outcome measures. The “non” research paper assignment is not aligned well.

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Glenda Nanna

**Master of Arts in Counseling**

<b>Outcome 2.F.4.: Career Development:</b> Students will demonstrate an understanding of the theories and approaches of career development, incorporating relevant research, technology, methods, and practice for ethical and culturally relevant assessment and treatment.					
<b>Artifact:</b> Personal & Professional Map ( <b>CNS 6810 Career Development</b> )					
Unacceptable (0)		Marginal (1)	Acceptable (2)	Exceptional (3)	Scores Average
Demonstrates understanding of factors that can influence a valid and ethical career assessment process to include multicultural issues (demographics, presenting issue, relevant history, interview data). (2.F.4.a.; 2.F.4.b.; 2.F.4.c.; 2.F.4.d.; 2.F.4.h.; 2.F.4.j.)	2.2, 2.5, 2.3, 2.2				2.3
Ability to select and interpret assessment instruments for career planning, evaluation, and decision making (test data). (2.F.4.b.; 2.F.4.c.; 2.F.4.d.; 2.F.4.e.; 2.F.4.f.)	2.3, 2, 2.3, 2.2				2.2
Provides feedback for vocational guidance (summary and recommendation). (2.F.4.c.; 2.F.4.d.; 2.F.4.e.; 2.F.4.f.; 2.F.4.g.; 2.F.4.h.; 2.F.4.i.)	2.8, 2.5, 2.3, 2.5				2.52
Demonstrates capacity to consider the whole person from within their cultural, social, developmental, relational, occupational, educational, systemic, and worldview lens. (2.F.2.g.; 2.F.4.b.; 2.F.4.c.; 2.F.4.d.; 2.F.4.h.; 2.F.4.j.)	2, 2, 2.3, 2.5				2.2
<b>Total Score:</b>	9.225		<b>Total Score Divided by 4:</b>		2.31

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

**Recommendations:** The stated goals are acceptably met. The assignment could be strengthened by adding specific sections or one summary paper where the student would 1- explain factors that can influence a career assessment process, 2- discuss the selection of assessments, and 4- explain how they use assessments along with the assessment of whole person (cultural, social, developmental, relational, occupational, educational, systemic, and worldview lens) to provide a quality career assessment.

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Ginavra Gibson

**Master of Arts in Counseling**

<b>Outcome 2.F.5.: <i>Counseling and Helping Relationships</i>:</b> Students will demonstrate an understanding of the counseling process from theory through skill delivery and practice. Who					
<b>Artifact:</b> Paradigm Project Paper ( <b>CNS 5310 Counseling Theory</b> )					
Unacceptable (0)		Marginal (1)	Acceptable (2)	Exceptional (3)	Scores Average
Demonstrates understanding of theories, models, and systems from concept to culturally relevant and ethical practice. (2.F.5.a.; 2.F.5.b.; 2.F.5.c.; 2.F.5.d.; 2.F.5.n.)					3
Ability to apply theories to evidence-based practice, modeling effective care and connection to available resources for the range of presenting symptoms. (2.F.5.a.; 2.F.5.b.; 2.F.5.c.; 2.F.5.g.; 2.F.5.h.; 2.F.5.i.; 2.F.5.j.; 2.F.5.k.; 2.F.5.n.)					2.8
Demonstrates understanding of the person of the counselor and the role of personal experience, values, worldview, and beliefs to ensure ethical and culturally relevant and diverse care. (2.F.5.a.; 2.F.5.b.; 2.F.5.d.; 2.F.5.f.; 2.F.5.n.)					1.6
Ability to support clients through crisis and trauma events, appropriately assessing required level of care and connecting clients to available resources and supports. (2.F.5.e.; 2.F.5.f.; 2.F.5.g.; 2.F.5.k.; 2.F.5.l.; 2.F.5.m.)					1.6
<b>Total Score:</b>	9	<b>Total Score Divided by 4:</b>			<b>2.25</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Glenda Nanna

**Master of Arts in Counseling**

<b>Outcome 2.F.5.: Counseling and Helping Relationships:</b> Students will demonstrate an understanding of the counseling process from theory through skill delivery and practice.				
<b>Artifact: Skills Demonstration (CNS 6410 Counseling Techniques)</b>				
Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Scores Average
Demonstrates understanding of theories, models, and systems from concept to culturally relevant and ethical practice. (2.F.5.a.; 2.F.5.b.; 2.F.5.c.; 2.F.5.d.; 2.F.5.n.)	1.5,3,1.5,1.8,1.5,1.5,1.8,2.8,2.9,2.9			2.12
Ability to apply theories to evidence-based practice, modeling effective care and connection to available resources for the range of presenting symptoms. (2.F.5.a.; 2.F.5.b.; 2.F.5.c.; 2.F.5.g.; 2.F.5.h.; 2.F.5.i.; 2.F.5.j.; 2.F.5.k.; 2.F.5.n.)	1.5,3,2.2,1.8,1.8, 1.8, 1.8, 2.8, 2.9,2.8			2.24
Demonstrates understanding of the person of the counselor and the role of personal experience, values, worldview, and beliefs to ensure ethical and culturally relevant and diverse care.(2.F.5.a.; 2.F.5.b.; 2.F.5.d.; 2.F.5.f.; 2.F.5.n.)	1.5, 3,1.8,2.5,1.9,2,2,2.8,2.8,2.8			2.31
Ability to support clients through crisis and trauma events, appropriately assessing required level of care and connecting clients to available resources and supports. (2.F.5.e.; 2.F.5.f.; 2.F.5.g.; 2.F.5.k.; 2.F.5.l.; 2.F.5.m.)	2,3,3,2.5,1.2,2.8,2,2.8,2.7,2.9			2.49
<b>Total Score:</b>	<b>9.16</b>		<b>Total Score Divided by 4:</b>	<b>2.29</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3*

**Recommendations:** The stated goals are acceptably met. The assignment serves its intended purpose (to demonstrate a skill) very well, but if it is going to meet the other goals outlined on this rubric, it could be strengthened by adding specific content where the student would 1- explain the theoretical approach they are using (vs the skill they are using), 2- explain what evidence-based practice (skill) within the theoretical approach they will demonstrate, 3- add content about the person of the counselor and how they manage their values and beliefs (Some demonstrated this well, one demonstrated it poorly, and many did not show much about this) and 4- Add the need to demonstrate support to clients (as some did this well and it fit with their skill and others did not because the focus of the assignment was on demonstrating a skill).

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Seth Scott

**Master of Arts in Counseling**

<b>Outcome 2.F.6.: Group Counseling and Group Work:</b> Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.					
<b>Artifact: Group Design Project (CNS 6440 Group Counseling)</b>					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	(3)	Scores Average
Demonstrates understanding of theories, models, and systems of group counseling from concept to culturally relevant and ethical practice. (2.F.6.a.; 2.F.6.b.; 2.F.6.f.; 2.F.6.g.)	3; 2; 2; 2.5; 1.75; 1.5; 2.5; .5; 2.5 Good research explanation and rationale. Need cited research for rationale. Good reasoning and considerations. Good research support. Good integration. Includes research into design each week. Lots of references at the end but nothing cited in the paper to support claims. Good expansion of existing programs. No research supporting goals or procedure.				<b>2.027</b>
Ability to apply group theory to a range of groups and design a group from ideas through completion. (2.F.6.a.; 2.F.6.b.; 2.F.6.e.; 2.F.f.)	3; 2.25; 2.5; 3; 2; 2.5; 3; 1; 2.5 Good consideration of stage to topic. Good topic to stage alignment. Good flow and organization of stages to topic. Existing program expanded to new model. No real engagement with theories of groups.				<b>2.42</b>
Demonstrates understanding of the person of the counselor and the role of personal experience, values, worldview, and beliefs within groups as both facilitator and participant. (2.F.6.d.; 2.F.6.e.; 2.F.6.f.; 2.F.6.g.; 2.F.6.h.)	3; 2; 2; 2.5; 1.5; 1.5; 2.5; .5; 2.5 Good training provision for group leaders. Need qualification/expectations for leader & co-leader. Good worldview and ethics inclusions. Need to include training requirements of leaders. Good connection of role to topics. Limited consideration of person of the counselor. Good self-awareness for capacity and skill of counselor. No explanation regarding person of the counselor esp. Related to minority group members.				<b>2</b>
Ability to design, facilitate, and participate in a group, identifying and experiencing the formation and functions processes. (2.F.6.d.; 2.F.6.e.; 2.F.6.f.; 2.F.6.g.; 2.F.6.h.)	3; 2.5; 3; 2.5; 2; 2; 2.5; 1.5; 2.5 Good flow, organization, and plan. Good purpose statement. Good planning & organization. Good design. Lacks evaluation of leaders. Good formation process. Group process explained but in very limited terms/ No connection of rationale to practical process in group.				<b>2.388</b>
<b>Total Score:</b>	8.8358		<b>Total Score Divided by 4:</b>		<b>2.20</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Larry Wagner

Unacceptable (0)	Marginal (1)			Acceptable (2)		Exceptional (3)	Score Average
Demonstrates understanding of theory, purpose, method, process, and use of assessments and testing across counseling practice settings and situations to use instruments at each stage and function of counseling. (2.F.7.a.; 2.F.7.b.; 2.F.7.c.; 2.F.7.e.; 2.F.7.i.; 2.F.7.j.; 2.F.7.k.; 2.F.7.l.; 2.F.7.m.)		1; 3; 3; 3; 3; 3; 3; 2; 3 A thorough approach to assessing clients and their needs.					2.67
Demonstrates ethical strategies for selecting, administering, and interpreting psychological assessments (overall). (2.F.7.b.; 2.F.7.c.; 2.F.7.d.; 2.F.7.e.; 2.F.7.i.; 2.F.7.j.; 2.F.7.k.; 2.F.7.l.; 2.F.7.m.)		1; 3; 2; 2; 3; 3; 3; 1; 3 Shows an understanding of how living conditions and client's attitude toward treatment must be taken into consideration.					2.33
Demonstrates understanding of factors that can influence assessment validity and reliability in personality assessment processes include multicultural issues (Identifying Info; Test Behavior). (2.F.7.f.; 2.F.7.g.; 2.F.7.h.; 2.F.7.m.)		1; 3; 3; 2; 3; 3; 3; 2; 3 Good understanding of the psychometric principles for the chosen assessments instruments.					2.56
Ability to interpret assessment instruments for forensic, safety assessment, clinical, and personality evaluation development contexts. (2.F.7.b.; 2.F.7.c.; 2.F.7.d.; 2.F.7.e.; 2.F.7.i.; 2.F.7.j.; 2.F.7.k.; 2.F.7.l.; 2.F.7.m.)		1; 3; 3; 2; 3; 3; 3; 2; 3 Good understanding of how to use a variety of assessments to meet treatment goals in various domains.					2.56
Total Score:		Average: 10.2		Total Score Divided by 4:		2.55	

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

Assessment Date: Tuesday, May 14, 2024

Reviewer: Dr. Ginavra Gibson

**Master of Arts in Counseling**

<b>Outcome 2.F.8.: Research and Program Evaluation:</b> Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation.				
<b>Artifact:</b> Abbreviated Research Plan ( <b>CNS 5410 Research, Statistics, and Evaluation</b> )				
Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Scores Average
Demonstrates understanding of the role and practice of research to inform evidence-based counseling practice from initial assessment through progress measurement to treatment and outcome evaluation. (2.F.8.a.; 2.F.8.b.; 2.F.8.c.; 2.F.8.d.; 2.F.8.e.; 2.F.8.i.; 2.F.8.j.)				3
Examine existing research to inform evidence-based practice from preparation to practice to program evaluation. (2.F.8.a.; 2.F.8.b.; 2.F.8.c.; 2.F.8.d.; 2.F.8.e.; 2.F.8.i.; 2.F.8.j.)				3
Choose research, design, and statistical methods appropriate to a research topic, including explanation of means for analysis and application to ethical practice. (2.F.8.f.; 2.F.8.g.; 2.F.8.h.; 2.F.8.i.; 2.F.8.j.)				3
Demonstrate graduate-level scholarly research and writing ability using APA format. (2.F.8.j.)				2
<b>Total Score:</b>	11			<b>2.75</b>

*\*\*Provide comments in the boxes, rating each paper with a new rubric, providing an average score between 0-3.*

## Appendix B: PhD in CES Assessment Rubrics Cycle 1

### *Assessment Cycle Year 1 HEAD: Academic & Scholarly Competence*

<b>Program Objective 1:</b> Research and write at an advanced level of clinical and social science scholarship under the functional authority of Scripture.					
<b>Student Learning Objective 1:</b> Students will demonstrate a contextualized biblical worldview by researching and writing at an advanced level of clinical and social science scholarship.					
<b>Component:</b> Abbreviated Research Plan					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Score
Demonstrate a contextualized biblical worldview.	Note: There are only 7 total papers for this artifact, 25% of which is only 2 papers. One of the papers did not demonstrate a contextualized biblical worldview.				2
Demonstrate advanced social science research and scholarship.	Students were able to evidence advanced social science research and scholarship in their writing.				3
Demonstrate ability to write and articulate meaning at an advanced level of clinical and social science scholarship.	Students were able to articulate an advanced level of clinical and social science scholarship in their writing.				3
Articulates understanding of research in writing that provides creative engagement to generate new knowledge.	One of the papers showed minimal engagement with the research that provided creative engagement to generate new knowledge.				2
<b>Total Score:</b> 10					<b>Total Divided by 4:</b> 2.5

*Assessment Cycle Year 1 HEAD: Academic & Scholarly Competence*

<b>Program Objective 2:</b> Provide a scholarly contribution to the field of counseling.					
<b>Student Learning Objective 2:</b> Students will contribute scholarly research materials, educational content, clinical skill and training, and leadership and advocacy practices from a contextualized biblical worldview.					
<b>Component:</b>					
	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Score
Demonstrate a contextualized biblical worldview.					
Demonstrate advanced social science research and scholarship.	<i>Students were not at this stage yet so no information was available to assess this cycle.</i>				
Demonstrate ability to write and articulate meaning at an advanced level of clinical and social science scholarship.					
Articulates understanding of research in writing that provides creative engagement to generate new knowledge.					
<b>Total Score:</b>				<b>Total Divided by 4:</b>	