

**PROGRAM ASSESSMENT FORM
LEARNING GOALS AND OUTCOMES**

Name of Program: University of Northern Iowa

Name of Department Head / Program Coordinator: Dr. Darcie Davis-Gage

Date of Assessment (inclusive semesters): Fall 2018-Summer 2019

Date Form Completed: 9/14/19

LEARNING OUTCOME(S)

Identify the learning outcome(s) that you are measuring.

1. Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.

5. Students will provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.

ASSESSMENT PLAN

Artifact #1: Progress Review Evaluation is used to measure a student's professional orientation and ethical practices. This form is completed each spring semester for each student by their assigned advisor, discussed with the Comprehensive Assessment Committee (all counseling program faculty), and then sent to the student. This addresses Learning Outcome #1 and our goal is for each student to be rated as "On Target" as labeled on the rubric.

Artifact #2: The Counselor-in-Training Evaluation of Skills (CITES) measures the level of mastery of a series of counseling techniques, conceptualization skills, and professional demeanor in a summative fashion that demonstrates the ability of the student to integrate the content knowledge acquired during the training and apply it with real clients. The CITES also measures the level of mastery of human growth and developmental theories beyond the theoretical level and how students apply them to guide their assessment and appraisal interventions. The goal is for students to score a 3 on each subscore.

- The sub-score of professional orientation and demeanor from the CITES is calculated and addresses Learning Outcome #1.
- The sub-score of Human Growth and Development from the CITES is calculated and addresses Learning Outcome #5.
- The sub-score of assessment and appraisal from the CITES is calculated and used to address Learning Outcome #5

Artifact #3: Counselor Preparation Comprehensive Examination (CPCE) measures student overall mastery of the profession of counseling. The exam is taken during the last semester of coursework, students will take the comprehensive exam. The CPCE exam has 160 questions multiple choice questions and covers eight major sections which each yield a sub-score. The goal is for students to score above the national mean on each subscore.

- The sub-score of Professional Orientation and Ethics from the CPCE is calculated and addresses Learning Outcome #1.
- The sub-score of Human Growth and Development from the CPCE is calculated

- and addresses Learning Outcome #5.
- The sub-score of Appraisal from the CPCE is calculated and addresses Learning Outcome #5.

Date(s) of administration.

- **Artifact #1:** Progress Review Evaluation - End of summer semester
- **Artifact #2:** Counselor-in-Training Evaluation of Skills (CITES) (Practicum/Internships) - End of fall & spring semester
- **Artifact #3:** Counselor Preparation Comprehensive Examination (CPCE) is taken in October and March each year.

Sample (number of students, % of class, level, demographics).

Artifact #1: Current students in counseling program (N=54)

Artifact #2: All evaluations of second and third year students (N=106)

Artifact #3: All third year students (N=22)

DATA ANALYSIS

Direct Assessment (Include a narrative and a summary table of the data here; include all scores in Appendix E.)

Artifact #1: Professional Review Evaluation (Learning outcome 1)

The Progress Review Evaluation is completed each summer. First, faculty review advises portfolio and then complete the evaluation. Second, the Comprehensive Assessment Committee, which is comprised of all the counseling faculty, discuss students' progress and have the opportunity to add input or comments about their performance. This gives the faculty an opportunity to discuss how students are exhibiting professional identity and assess their professional demeanor and ethical behavior. Then, the comments are added to the forms and they are sent to students. This past academic year, 98% of the students met the target criterion regarding professional dispositions, with 15% exceeding expectations.

Artifact #2: Counselor-in-Training Evaluation of Skills (CITES)(Learning outcome 5)

The CITES measures the level of mastery of a series of counseling performance in a summative fashion that demonstrates the ability of the student to integrate the content knowledge acquired during the training and apply it with real clients. The CITES also measures the level of mastery of human growth and developmental theories beyond the theoretical level and how students apply them to guide their assessment and appraisal interventions. Overall, this academic year 99.5% of students met the expected criteria detailed on the CITES, with 88% exceeding expectations based on their total score. This year, we decided to track subscores to specifically measure professional orientation and demeanor, application of human growth and development theories, and assessment and appraisal skills. According to the professional orientation and demeanor and ethical behavior subscore, 98.5% of students met the expected criteria, with 92% exceeding expectations. When evaluating human growth and development 100% of students met the expected criteria, with 80.5% exceeding expectations. Lastly, 99.5% of students met the expected criteria when providing assessments, with 79.5% exceeding their supervisor's expectations

Artifact #3: Counselor Preparation Comprehensive Examination (CPCE)

The CPCE measures student's overall knowledge and mastery of the counseling discipline. The exam is taken during the last semester of coursework, students will take the comprehensive exam. The CPCE exam has 160 questions multiple choice questions and covers eight major sections which each yield a sub-score. In the Fall of 2018, the counseling student's average on the CPCE

was 84.9 compared to the national average of 83.3. In the Spring 2019, the counseling students average on the CPCE was 91.1 compared to the national average of 86. Faculty chose to review subscores related to both student learning outcomes outlined below:

Learning Outcome	Subscores	Fall 2018 UNI Student Mean N=12	Fall 2018 National Mean	Spring 2019 UNI Student Mean N=10	Spring 2019 National Mean
1. Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.	Professional Orientation and Ethical Practices	10.8	11.0	11.2	10.3
5. Students will provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.	Human Growth and Developmental Theories	11.4	11.4	12.4	11.3
5. Students will provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.	Assessment and Appraisal	11.5	10.6	10.1	10.2

Inter-rater Reliability

In the various measures used, students are evaluated at the instructor, advisor, and comprehensive assessment committee. This ensures that multiple perspectives are generated which allow for better and more accurate feedback.

USE OF ASSESSMENT FINDINGS TO IMPROVE STUDENT LEARNING

According to the artifacts, rubrics, and instruments used for assessment, the majority of student learning for each SLO measured during the last year exceeded the expectations set by the faculty.

To address, SLO #1, faculty reviewed the curriculum of COUN 5103 Introduction to Professional Counseling and examined the Professional Review Evaluation in which 98% of students met the target criterion. The faculty also examined the CPCE Professional Orientation and Ethical Practice and in the Fall of 2018, 95% of students scored above the national mean and in the Spring of 2019, 100% scored

above the national mean. Faculty also discussed the CITE subscores (98.5% met expectations) related to professional orientation and ethical behavior to determine if by internship, students are meeting expectations.

To address SLO # 5, faculty reviewed the curriculum of COUN 6262 Intervention and Prevention across the Lifespan and 6226 Assessment. Faculty examined the CPCE subscores of the Fall of 2018 and Spring of 2019 and found 100% of student's human development subscore was above the national mean. In the Fall of 2018 and 100% of students' assessment subscore was above the national mean and in the Spring of 2019, 95% of students' assessment subscore was above the national mean. Faculty discussed the continued tracking of CITE scores related to the application of human development theory (100% met expectations) to the practices of assessment and appraisal (99.5% met expectations) to determine if by internship, the student's skills are meeting expectations.

Plan to Address this Year's Program Assessment Results for Continuous Improvement

All the results were shared with the program/unit faculty as part of the student and program annual review process in which outcomes are analyzed in order to inform course content which is part of the Program Assessment Plan (Appendix B) and recorded on Program Comprehensive Assessment Analysis Form (Appendix H). Also, these results are shared with all university constituents by posting them on the vital statistics link of the program's webpage. Finally, these are also shared with the national accreditation board (CACREP) during the yearly reports. Each semester we examine the subscores of the eight core areas of the CPCE (national standardized exam) to ensure that there is continuity and homogeneity of delivery of content in the corresponding courses correlated with these subscores (content areas).

According to the specific results of this report, professional orientation, ethical behavior and application of human development theory to the assessment process will be the specific areas to improve during the academic year. The faculty decided to track these subscores on the CITES, compare the subscores of the CPCE to the national normed means, redesign the curriculum of COUN 5103 Introduction to Professional Counseling and added two courses at the end of the program to address professional orientation and leadership in the field . During practicum or internship, supervisors will also review case conceptualization reports regarding how students applied human development theory to the process of assessment to examine their skills at the end of the program.

Appendix A – Program Learning Goals and Outcomes

Program Content

1. Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.
2. Student will exhibit knowledge of group dynamics, group leadership, and group development and apply these concepts in a variety of group types.

Communication

3. Students will be able to implement basic and advanced counseling techniques in the framework of helping relationships.

Critical Thinking

4. Students will show command of counseling theories and how to conceptualize cases from a wellness perspective.
5. Students will provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.
6. Students will illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.

Appendix B – Overview of Program Assessment Plan for Counseling Program

Student Learning Outcomes	Years Assessed	Method of Assessment	UNI Learning Goal
Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.	2018-2019	Review Evaluation The sub-score of professional orientation and demeanor from the CITES The sub-score of Professional Orientation and Ethics from the CPCE	Program Content
Student will exhibit knowledge of group dynamics, group leadership, and group development and apply these concepts in a variety of group types.	2017-2018	The sub-score of group counseling skills from the CITES The sub-score of group counseling from the CPCE	Program Content
Students will be able to implement basic and advanced counseling techniques in the framework of helping relationships.	2019-2020	The sub-score of counseling skills from the CITES The sub-score of helping relations from the CPCE	Communication
Students will show command of counseling theories and how to conceptualize cases from a wellness perspective.	2019-2020	The sub-score of case conceptualization from the CITES The sub-score of counseling theories from the CPCE	Critical Thinking
Students will provide illustrations of human growth and developmental theories framed in the	2018-2019	The sub-score of assessment from the CITES The sub-scores of	Critical Thinking

principles of assessment and appraisal.		human growth and development and assessment from the CPCE	
Students will illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.	2017-2018	The sub-score of multicultural competence from the CITES The sub-score of Multicultural and diversity from the CPCE	Critical Thinking

Appendix C – Assignments

Artifact #2: Progress Review Evaluation (Learning outcome #1)

Progress review evaluation is used to measure a student's professional orientation and ethical practices. This form is completed each spring semester for each student by their assigned advisor, discussed with the Comprehensive Assessment Committee (all counseling program faculty), and then sent to the student.

Artifact #2: Counseling-in Training Evaluations of Skills (CITES) (Learning outcome #5)

Counselor-in-Training Evaluation of Skills (CITES): Site and university supervisors will complete a CITES midterm and final evaluation. Students will complete a midterm and final self-evaluation. Forms is in the Clinical Mental Health Internship and Practicum guide located under the resource tab. Students must also schedule time with their site supervisor and university supervisor to discuss the evaluation. Students will earn 15 points by uploading a copies of their midterm and final CITES self-evaluation and meeting with their site and university supervisors to review the CITES.(15 points). (COUN:6290/6291: Counseling Practicum Internship syllabi)

Artifact #3: Counselor Preparation Comprehensive Examination (Learning outcome #1 & #5).

1. Comprehensive Exam

- a. During the last semester of coursework, students will take the comprehensive exam. This exam will include
 - i. The CPCE exam
 1. Student will complete a 160 questions multiple choice exam
 2. The CPCE covers eight major sections:
 - a. Human Growth and Development
 - b. Helping Relationships
 - c. Social and Cultural Foundations
 - d. Group Work
 - e. Career Lifestyle Development
 - f. Appraisal
 - g. Research and Program Evaluation
 - h. Professional Orientation and Ethics
- b. Essay Questions
 - i. The exam will contain two essay questions related to the specific area of study (Clinical Mental Health Counseling or School Counseling). For more information on the CPCE please visit the official site: <http://www.cce-global.org/org/cpce> ((Masters of Arts in Counseling Student Handbook, p. 8)

Appendix D – Instrument/rubric for Assessment
Progress Review Evaluation

Date:
Student Name:
Student ID:
Instructor's Name: _____ or
Program Comprehensive Assessment Committee:

Category of Assessment	Exemplary	Target	Unacceptable
Knowledge/ Academic Performance	A or above	A- to B	C or below
Self-Awareness	Strong	Adequate	Inadequate
Coping Skills	Strong	Adequate	Inadequate
Counseling Skills	Strong	Adequate	Inadequate
Professional Dispositions	Strong/ethical Professional	Adequate/ethical	Inadequate/unethica l

Comments by faculty or Program Comprehensive Assessment Committee:

Counselor-in-Training Evaluation of Skills (CITES)

Student: _____ **practicum/internship I/internship II**

Supervisor: _____

Semester/year: _____ **date:** _____

Supervisor: please complete the following evaluation of skills. Assessments should be consistent with what is expected for other CITs with similar level of training and experience. For example, a practicum student who scores a “4” would perform differently from an internship II student who scores a “4.”

N/A – not applicable or not observed

1 – low proficiency; 3 – on-target; 5 – exceeds expectations

Counseling skills

Counselor-in-training:

Develops a collaborative and therapeutic relationship	N/A	1	2	3	4	5
Demonstrates effective group counseling skills	N/A	1	2	3	4	5
Maintains appropriate structure such as session times, location, duration of session	N/A	1	2	3	4	5
Guides the session without relying heavily on questions	N/A	1	2	3	4	5
Communicates non-verbally through body language, voice tone, etc.	N/A	1	2	3	4	5
Uses minimal encouragers such as “tell me more” “go on,” “uh hu,” “head nod,” etc.	N/A	1	2	3	4	5
Asks open-ended questions	N/A	1	2	3	4	5
Reflects feelings	N/A	1	2	3	4	5
Empathize s- Understand clients’ perspective without over-identifying with client	N/A	1	2	3	4	5
Reflects meaning	N/A	1	2	3	4	5

Use interventions in a way that is timely and on-target with the goals of the session	N/A	1	2	3	4	5
Collaborates with clients to set meaningful and appropriate goals	N/A	1	2	3	4	5
Facilitates movement toward the counseling goals	N/A	1	2	3	4	5
Keeps accurate and timely records	N/A	1	2	3	4	5
Effectively begins a session	N/A	1	2	3	4	5
Manages termination of the counseling sessions	N/A	1	2	3	4	5
Manages termination of the counseling relationship	N/A	1	2	3	4	5
Applies formal assessment tools to the counseling process (e.g. SASSI, BDI, CCAPS, OQ-45)	N/A	1	2	3	4	5

Conceptualization skills

Counselor-in-training is able to:

Identify and consistently demonstrate guiding theory	N/A	1	2	3	4	5
Demonstrate an understanding of his or her own cultural worldview or biases and how they might interface with the counseling process	N/A	1	2	3	4	5
Understand the unique elements of clients' story	N/A	1	2	3	4	5

Recognize implications of culture on the counseling relationship	N/A	1	2	3	4	5
Respond to cultural differences in a way that is helpful to the client	N/A	1	2	3	4	5

Professional Demeanor

Counselor-In-Training:

Conducts self ethically and in compliance with legal requirements	N/A	1	2	3	4	5
Relates to peers appropriately	N/A	1	2	3	4	5
Relates to other professionals appropriately	N/A	1	2	3	4	5
Seeks out resources that help him or her improve in-session skills	N/A	1	2	3	4	5
Is aware of his or her levels of wellness or limitations	N/A	1	2	3	4	5
Practices self-care strategies	N/A	1	2	3	4	5
Recognizes boundaries of competence	N/A	1	2	3	4	5
Seeks supervision when necessary	N/A	1	2	3	4	5
Responds well to supervision and feedback	N/A	1	2	3	4	5
Implements feedback from supervision	N/A	1	2	3	4	5
Is able to recognize personal, professional, or skills deficits that influence their counseling	N/A	1	2	3	4	5

Takes responsibility for deficiencies	N/A	1	2	3	4	5
Demonstrates appropriate levels of self-confidence	N/A	1	2	3	4	5

Supervisor Comments:
Strengths:

Areas for growth:

Supervisor Signature: _____

or

University Supervisor Signature: _____

Counselor-in-Training Signature: _____

Appendix E – Direct Assessment Scores

Learning Outcomes	<u>Population</u>	<u>Artifact</u>	<u>Results</u>
<p>1. Students will exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.</p>	N=54	#1	98% of students met the target criterion regarding professional dispositions, with 15% exceeding expectations
	N=106	#2	<p><u>Subscores of CITES</u> Professional Orientation and Ethical Behavior: 98.5% met expectations</p>
	N=12	#3	<p><u>Subscores of the CPCE Fall</u> Professional Orientation and Ethical Behavior: 95% of UNI students scored above the national mean</p>
	N=10		<p><u>Subscores of the CPCE Spring</u> Professional Orientation and Ethical Behavior: 100% of UNI students scored above the national mean</p>

5. Students will provide illustrations of human growth developmental theories framed in the principles of assessment and appraisal.	N=106	#2	<u>Subscores of the CITES</u> Human Growth and Development: 100% of students met expectations Assessment: 99.5% of students met expectations
	N=12	#3	<u>Subscores of Fall CPCE</u> Human Growth and Development: 100% of UNI students scored above the national mean Assessment: 100% of UNI students scored above the national mean
	N=10		<u>Subscores of Spring CPCE</u> Human Growth and Development: 100% of UNI students scored above the national mean Assessment: 95% of UNI students scored above the national mean

Appendix G – Sample Student Work across a Range of Scores

Since our Artifacts are student performances of professional disposition, counseling skills, and performance on the Counselor Preparation Comprehensive Exam, we do not have actual samples of student work. We discussed having the students turn in a video of their counseling work, but due to confidentiality of the counseling session, this is not possible.

Appendix H – Minutes from Meetings documenting Collaborative Continuous Improvement Efforts

Each year in May, the faculty meeting focuses on Student Learning Outcomes and the Program Comprehensive Review. Over the course of this past year, faculty have participated in restructuring the curriculum to accommodate the 2016 CACREP Standards which included multiple meetings that are still in progress as we implement the new curriculum and create new key performance indicators. Our student learning outcomes will mirror our new key performance indicators required by accreditation. Specifically, part of the discussion focused on improving the professional orientation and ethical behaviors and the application of human development theories to the process of assessment of the students. Each faculty shared their observations of these skills and reviewed the CITES forms of students; evaluation in Practicum and Internship and discussed how to systematically improve these skills. . The faculty discussed accomplishing the goal of improving these skills by infusing the following into courses and professional involvement:

- Systematic curriculum revision to address new accreditation standards and increase student performance on learning outcomes which included:
 - Faculty made revisions of COUN 5103 Introduction to Professional Counseling to include an emphasis on ethics and increased focus on professional identity. The course was renamed COUN 6100 Professional Orientation and Ethics in Counseling.
 - Faculty also created two new courses; (COUN 6905 Leadership, Consultation, and Collaboration in the Schools and COUN 6805 Integrated Counseling Practice and Clinical Supervision) one in the clinical mental health track and one in the school counseling track to address professional issues in the field. These courses will be taken while the students are also taking internship to ensure that application of professional orientation and ethics in the field. This exposure is designed to improve professional orientation and ethical behavior and will be measured by improved scores on the CPCE subscales and CITES related subscores.
- Faculty attend state conferences (American Counseling Association of Iowa, Iowa Mental Health Counseling Association Conference, and Iowa School Counseling Association Conference) with students to demonstrate professional service activity and attend annual training on ethics. Some faculty present with students and other faculty demonstrate service by their leadership roles within the organizations. Faculty discussed allowing students to present at state conferences as fulfilling the poster presentation exit requirement. Representatives from these professional boards are also invited to present in the COUN 5103 Introduction to Professional Counseling each year to encourage student participation. Recently, UNI students have served as graduate representatives on the executive boards of these organizations. Exposure to these professional organizations and attendance at these conferences also fulfill one of the programs exit requirements. Faculty discussed how to continue to bring these experiences to the classroom to reinforce professional orientation. This exposure is designed to improve professional orientation and ethical behavior and will be measured by improved scores on the CPCE subscales and CITES related subscores.
- The faculty moved COUN 6262 Intervention and Prevention across the Lifespan and 6226 Assessment in the rotation to the first year which will allow students to be exposed to human development theories in the semester prior to Assessment. In addition, when reviewing recordings

for practicum and internship, faculty will provided feedback on student's abilities to apply human development theories during the assessment process and how these theories impact case conceptualizations. The expected outcome of these intervention will be improved scores on the related CPCE subscales and CITES subscores.

The faculty also completed the Program Comprehensive Assessment Analysis Form. This form allows us to discuss how we have impacted student learning and to track modification made during the last year. This is a requirement of our accreditation requirements. Then in the fall, we specifically review identified student learning outcomes and discuss a plan for improvement. This is the report we completed at our May 1, 2018 faculty meeting. All meeting minutes and agendas are maintained for accreditation purposes. Attached is the Program Comprehensive Assessment Analysis Form and minutes from the meetings when we discussed this plan and when we discussed curriculum.



Program Comprehensive Assessment Analysis Form

Year: 2018 (spring)-2019 (spring) 1-full academic year

Academic Semester: Spring 2019

Members of the Program Comprehensive Assessment Program Present: Self, Chen, Swazo

I. Modifications to Academic Logistics:

Yes/N Comments:	Acade Academic Logistics
No	Admission Criteria and Procedures
Implementation of Language revision was conducted	I Evaluation Procedures
Implementation of Language revision was conducted	II Evaluation Procedures
Ideally Full time secretary assigned solely to program	Request Staff Changes (i.e., full-time faculty, secretary, adjunct faculty)
Improve tasks and jobs provided to each GA and request more accountability from each one	Graduate Assistant Changes
Neuroscience and wellness	Request Training Improvement for Faculty and Staff

<p>Discussion of implementation of Tevera as a software to store clinical data. To be implemented next year.</p>	<p>Technological Changes</p>
<p>Revision of current format that Does not seem attractive to prospective students. Include the most frequently asked questions on the webpage and new short videos.</p>	<p>Changes to the Website</p>
<p>The merits of the poster presentation were discussed, its rigor, and value. Peer review journal and/or conference presentation as a substitute poster presentation?</p>	<p>Requirements and Form</p> <ul style="list-style-type: none"> ● Personal Counseling ● Advocacy Activity ● Group Counseling ● Professional Conference ● Diversity Plan ● Program Orientation ● Abuse Report Seminar ● Research Paper and Poster Presentation
<p>Yes-use of the Irving Elementary in Waterloo as a site in conjunction with the counseling center at UNI.</p>	<p>Changes to Clinical Mental Health Practicum/Internship Protocols (i.e., use of sites, etc.)</p>
<p>Yes-Evaluation form CITES substituted previous evaluation form. Also, in school counseling a short version of the mid-term semester was incorporated.</p> <p>Yes-a new initiative called the Waterloo anchor Schools was implemented to have close clinical supervision and better oversight of the clinical activities. This initiative was signed between the Waterloo schools and UNI.</p>	<p>Process of School Practicum/Internship Protocols (i.e., use of sites, etc.)</p>
<p>No</p>	<p>Additional Changes</p>

Explanation of suggested changes: _____

II. Modifications to Program Comprehensive Assessment Plan

Yes/No: Comments	Modifications to Program Comprehensive Assessment Plan
In progress. New set of learning outcomes will be developed to be in compliance with the CACREP 2016 standards.	Alter Student Learning Outcomes
No	Analyze Data Access and Collection Methodology
No	Need to Collect Additional Data
Not during this year but some rubric forms might be altered based on the new standards	Need to Add New Rubric/Measurement Forms
No	Other Changes
	No Changes

Explanation of suggested changes:

This past year most changes (not including the Practicum experience for School Counseling) have not been too drastic. However, several meetings have been held to incorporate the new curriculum and course rotation for the Fall 2019.

III. Curriculum Alterations

Yes/No: Comments	Curriculum Alterations
No. The course rotation will be altered for the Fall 2019	Alter Course Rotations
No.	Revision of Prerequisites
Yes. The course grid will be used to monitor the targeted standards	Analysis of Course content- CACREP Standards Course Assessment/Course Grid (evaluative rubric)
No.	<p>School Counseling—Standard related Assessment of Student Learning Outcomes through Assignment Evaluation and Syllabi Analysis</p> <ul style="list-style-type: none"> ● Calculations of passing rates ● Item analysis ● Content analysis ● Rubrics and passing rates
No.	<p>Clinical Mental Health Counseling—Standard related Assessment of Student Learning Outcomes through Assignment Evaluation and Syllabi Analysis</p> <ul style="list-style-type: none"> ● Calculations of passing rates ● Item analysis ● Content analysis ● Rubrics for assignments, projects, presentations, and passing rates
Yes. Elements of some courses will be incorporated into new courses for the fall 2020	Eliminate Course
Not this past year but several will Be added for the spring 2020	Add Course
No, dialogues about possible	Add Endorsement leading to Certificate

endorsements have occurred.	
Yes. Major revisions to be implemented spring 2020	Revision of course syllabi-Structural and Sequential Analysis <ul style="list-style-type: none"> ● Format ● Content areas ● Methods of instruction ● Required and optional texts ● Alignment with CACREP standards ● Student Performance Evaluation Criteria and Procedures ● Course Objectives
Yes	Revision of Program Comprehensive Mission Statement
No	Other Changes
No	No Changes

Explanation of suggested changes:

The mission and vision of the program was revamped to reflect new faculty and alignment with CACREP 2016 standards.

IV. Modifications to Formative Assessments

Yes/No: Comments	Modifications to Formative Assessments
No	Screening Evaluation of Applicants
No	Progress Review Evaluation
Yes. Changed to CITES	Professional Counseling Performance Evaluation (Counseling Skills Course)
No	Class Research Papers
No	Individual/Group Presentations

No	Class Tests
No	Analysis of ethical dilemmas
Yes, community activities have been Integrated to the Multicultural course. Also, the Taiwan exchange produced new alternatives for course opportunities.	Service Learning Activities
No	Article analysis
No	Role Plays
No	Videotape Activities
No	Analysis of case studies
No	Other Changes
No	No Changes

Explanation of suggested changes: _____

V. Modifications to Summative Assessments

Yes/No: Comments	Modifications to Summative Assessments
No	Research Paper Evaluation Rubric
Yes	UNI Counselor Education Scholars Symposium/Poster Presentation (evaluative rubric)

Yes. Changed to CITES	Professional Counseling Performance Evaluation (Practicum/Internship Courses)
No	Counselor Preparation Comprehensive Examination (CPCE)
No	National Counselor Exam (NCE)
No	Other Changes
No	No Changes

Explanation of suggested changes:

VI. Modification to Program's Evaluative Assessments

No	Employer's Satisfaction Survey
No	Alumni Satisfaction Survey
No	Student's Evaluation of Faculty/Onsite Supervisor
No	School/Clinical Mental Health Counseling Graduate Survey
No	Counselor Preparation Comprehensive Examination (CPCE)
No	National Counselor Exam (NCE)
No	Course Evaluations by students (Overall Calculation of Professor's Effectiveness)
No	Student's Program Satisfaction Form (survey)
No	Advisory Board
No	Other Changes

No	No Changes
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Counseling Faculty Retreat
August 28, 2018, 9:00 a.m.
SCH 144

Present: Darcie, Roberto, Olivia, Tracie

- Darcie will prepare a rough draft of Spring schedule classes and send to everyone.
- Discussed using Simple Practice software – Tracie currently uses this and really likes it.
- We have approval for Integrated Behavioral Health Certificate this semester

Vision and Mission for the program:

- What makes our program special? What sets us apart?
- What do we want to emphasize?: Crisis intervention, disaster intervention, critical incident, disaster mental health: training for active shooter situations.
- Tracie – Red Cross pays for up to 5 students to travel to a disaster area with a qualified counselor – what training is involved?
- Can we partner with Ed Leadership?
- More workshops/training
- Other colleges have MH and SCH dual degree - can we have Counselor & Specialty area?
- International is a big pull for our program – how could we keep it community based? We have Bosnian, Burmese, Hispanic cultures within our community.
- Multi-cultural trip for counseling/our rural areas are becoming more diverse.
- Micro-experiences: smaller/shorter experience usually work better for grad students
- Quick exchange/Italy?

Internship and Practicum:

- If we are more intentional regarding practicum, students can be more selective with internships
- Mandatory schools for practicum: East, Carver, Highland, or Cunningham
- Suggested stipends for hosting a student, continuing with CEUs, possibly pay their registration for attending a conference (ISCA or possibly conference of their choice)
- Funds for stipends would be collected by charging fees to students (on U-bill)

Visiting Professor: Trista Fu

- Second week in October
- Flight arrives Sunday, October 7, 2018
- Need to schedule visits to classes
- Community tour / show her something interesting about/in our community

Curriculum:

- All students will be in practicum during the spring semester
- Report from Graduate College Curriculum Committee was presented and given the ok.

- Not sure yet If report will also need to be presented to University Committee?

Web site re-design:

- GA will work on website: clean it up / GA profiles / pictures

Advisory Board changes:

- Tabled until next meeting
- Looking for new people
- Market our program better
- Connect with CSI on Out of Darkness Walk
- Internal Marketing: ask JD Cryer and Chad Christopher to give 15 min presentation to graduates
- Contact Willie Barney

Meeting Adjourned 12:20pm

Next Meeting: Tuesday, 9/11/18 @ 9:30am LAT 218

Respectfully submitted,
Donna Raubs

Counseling Meeting
September 6, 2018 8:00am
LAT 218

Present: Darcie Davis-Gage, Tracie Self, Roberto Swazo, Annette Lynch, Olivia Chen

- Good News to report: Darcie received a call back from BOE – the only thing that has changed is the expiration date. Expiration date used to be on each person’s birthday, but has changed to expire for everyone on June 3rd.
- Students are asking about practicums. Faculty needs to work on the schedule to reflect dates so students can plan for their practicum.
- Annette acknowledged that it has been a difficult transition to find places for practicums after the Lab School closure.
 - We are planning to move practicums to Waterloo which will target the diversity we are lacking in Cedar Falls schools.
 - Darcie – we need to tighten down practicum with good supervision and faculty engagement, document that each sight has been vetted, and show that students are being placed by faculty at each site, students are not just choose the site themselves.
 - Roberto and Oliva have selected and contacted the schools in Waterloo – East, Carver, Cunningham, and Highland. Also considering Bunger.
 - Roberto has been in contact with Jeff Frost (Executive Director of Professional Education) who is very receptive to UNI practicum placement in Waterloo Schools. Jeff will be setting up a meeting with school counselors and UNI Counseling faculty.
 - Oliva is working on the scheduling piece for students, using a rotation system. It would be two students at a time – not all of the students at once.
 - An evaluation form needs to be developed – looking at a 1 page mid-term evaluation form. Annette suggested a possible mid-term check in instead of an actual form, to limit the paperwork for the counselor, however it was decided that paperwork evidence is needed for CACREP.
 - Tracie uses weekly form “Feedback on performance of Basic Counseling Skills” for each student at AP schools. She also zooms & takes notes on each student.
 - Darcie commented that we have to be seen as coming in and helping Waterloo schools – not adding additional work for the counselors.
 - Darcie asked the group how they each saw their specific roles in this process with Waterloo schools once the students were placed, and suggested that we would need a lot of faculty oversight of what’s going on during practicum.
 - We need to provide for the schools. We want to come in prepared, asking the school counselors what we can do for them.
 - Darcie asked if the practicum students would be supervised every time they are there.
 - Olivia replied that they would be able to visit each student one time every week.
 - Students need to learn the daily schedule of a school counselor position. The days the students are at their placement would need to vary so they can see and learn how a

school runs. Annette added: they need to learn the rhythm & culture of school counseling.

- Roberto consented that we can present the use of cameras (Zoom) at the meeting with Jeff Frost, but he does not believe the schools will be at all receptive of that idea.
- Darcie asked how can we implore more intensive faculty supervision.
- Darcie questioned if we could pay each school counselor a stipend and offer credit towards a CEU, to give them incentive to help us.
- Annette will present the stipend issue to Brenda next week.
- Roberto said we may use more than three Waterloo schools. They will find out at the meeting that has yet to be scheduled with Jeff Frost.
- At the meeting we will need to present a couple of different structures of what we have in mind and they will ultimately be the ones who choose how they will do the program.
- Approved Clinical Supervisor Credential – provide supervision of supervision – we need to go directly to the schools in Waterloo to provide the training, and not ask them to come to us.
- Our students need to be registered in a class while going to their practicum.
- Annette will advocate with Brenda for one time stipend payments to build relationships with the schools.
- Stipends will validate their efforts in helping our students.
- Roberta questioned if we would have an onsite supervisor at the schools to teach a third practicum section. We have three sections right now, however we will need something more sustainable for the long term. We will only have two sections in the long term.
- Need to find and compare the stipend payments that are given out at other Universities.
- Need to put together a contract regarding training and supervision of students. We need to go to the schools and offer the training, and not ask them to come to UNI. We are asking for a lot of time and commitment from them.
- Darcie mentioned that Waterloo schools are looking to hire a Mental Health Counselor with “Trauma Informed” experience.
- Roberto suggested we wait to set up the meeting with Jeff Frost until we have decided as to what “perks” we are going to offer them; stipends, CEU credits.
- Annette suggested using money from our budget to launch the stipend program this year, and then build a model with student fees for the long term.
- Olivia is suggesting 2 half days a week for student practicum. We can take request from students regarding their practicum placement but we can offer no guarantee that they will get the placement they ask for. We also have to follow the school counselor’s schedules when we are placing students.
- We need a rough draft of practicum for “Call for Classes” with the registrar’s office by Monday, September 10. Will have to use “ARR” for now. Can we “grandfather” in old cohorts & then implement with the new cohorts.
- Students can email a formal request for change of their placement.
- Possibly offering students the choice of attending practicum for one full day instead of traveling for two half days of practicum.

- Faculty will have to have a formal meeting with students regarding these changes. We will have to instill in them that this will offer better things to our students. These changes are coming from the state, and if we are not in compliance with the state we will not be accredited.
- We will make an exception for BL as his internship arrangements in CO were made a long time ago.

Meeting Adjourned 9:20am

Respectfully submitted,
Donna Raubs

Counseling Meeting
September 11, 2018, 9:30am
Lat 218

Present: Darcie, Tracie, Olivia, Roberto

Meeting start time: 9:50

- Darcie & Tracie discussed practicum before others arrived.

Housekeeping

- Fall Orientation Date changed from 9/17/18 to 9/24/18. Will be in Latham 202.
- GA students have student handbook updated.
- Darcie asked all faculty to please review the student handbook for errors – paying close attention to student exit checklist.
- Darcie asked faculty if they would be willing to devote some of their scheduled office hours to visiting with prospective students, as she is currently booked 3 weeks out.
It was decided that each faculty member would respond to the student request and set up a visit time that works best for both of them.

Office hours:

- Darcie: Mondays 1:00pm – 2:00pm & Wednesdays 1:00pm – 3:00pm
- Tracie: Thursdays 9:30am – 12:30pm
- Olivia: Wednesdays 12:00pm – 3:00pm
- Roberto: Tuesdays 9:30 – 11:00
- Oct 9. Faculty meeting
Darcie has scheduled a demonstration of **Supervisor Assist** to begin at 9:15, and **Tevera**, which will begin at 10:00.

Semester Meeting Agendas

- **Darcie will give her notes to me.**

Advisory Board Changes – select new members

- Donna will find, and email list of current advisory board members to Counseling faculty.
- Darcie would like each Counseling faculty member to come to next meeting with names of 4 or 5 people that they think would be a good fit for the advisory board.
- Establish criteria for advisory board selection:
 - Non-clinicians, as they would have fresh ideas
 - Think wide for finding people to consider
- Next meeting: select board members and dates for meetings.

Visiting Professor – Dr. Trista Fu – arriving 10/6/18

- Darcie has met with, and will be meeting again with Phil.
 - In depth tours of the University – including Counseling Center
 - Show her our culture, and what it's like to live here.
 - Tours of local schools, and Parkersburg schools

- Spend time in our community
- Each counseling faculty will have a day to spend with Dr. Fu.
 - Tracie – Monday (Parkersburg School)
 - Olivia – Tuesday (Roberto, dinner Tuesday night)
 - Roberto – Wednesday
 - Darcie – Thursday
 - Will check with Annette, Rod, and Phil, as they may want to spend time with her as well.

Everyone agrees that GA's are doing a great job and have been on task.

Internship and Practicum

- Dean Bass did not support stipends out of the CSBS budget.
- Annette does not have funds in the departmental budget for stipends.
- Discussed that Social Work Department offers CEUs and “perks” for hosting/mentoring a student.
- Darcie mentioned she found out that it is State Law that a mentor receive payment for hosting a student.
- Roberto stated that Annette advised faculty to table the contract study for now.
- Roberto and Oliva will meet w/Jeff Frost to talk about structures/models of practicums. Will not be discussing contracts, stipends, CEUs, or perks at this time.
- Darcie asked to be included in the meeting with Jeff Frost.
- Feedback suggests that the schools want, and need more contact with UNI Faculty when they host a student.

Student Clinical Files

- Need to be cleaned up and organized
- We currently have two files for each student. Can we combine the files?
- We have three binders for CACREP. We need to continue with the binders due to accreditation.
- Department of Education requires all student information be kept in a clinical file.
- Suggested that we make copies for CACREP files and keep originals in clinical file.

Darcie and Donna are working on a system for counseling paperwork/documents in Google Docs where everyone will be able to find what they need easily.

Darcie/Donna – our goal is to complete and submit the Vital Statistics Survey for CACREP during the summer months (May/June) every year. The survey was submitted late this year due to transition of Counseling Secretary duties.

We need to start a new system of paperwork when we start the new curriculum.

- Need to figure out what to do with all the paperwork forms instead of instructing students to email them to Donna.
- Can faculty collect and organize forms before emailing to Donna?
- Some forms will need to go directly to Donna; site supervisor evaluations, student assessments of faculty.

- Need ideas on how GA's can do the checklist.

Job Placement information on Alumni

- This information is needed for the CACREP Vital Statistics Survey so it must be accurate.
- How can we collect this info from our Alumni?
- Can we use the counseling facebook page?
- We would also like feedback on how their education at UNI impacted them.

Counseling Website

- Casey is working on updating our website
- We need training for managing and making changes to our website.
- Donna will find the name of person to train us on website management
- GA's suggested that the **Information for Students page** needs updated the most.

Darcie will touch base with Annette regarding how we can start the process of collecting fees from students for stipend payouts.

We already collect student fees for:

- Software
- Storage
- Faculty mileage

Meeting adjourned 10:55am

Respectfully submitted,
Donna Raubs

Counseling Meeting
September 18, 2018, 8:30am
LAT 218

Present: Darcie, Oliva, Roberto, Annette

Began by talking through models of Anchor Schools in Waterloo

- ❖ Elementary school level: A 1/14~2/15; B 2/18~3/29; C 4/1~5/3
 - Lincoln: Cathy Stainbrook
 - Lowell (PBIS)
- ❖ Middle school level: B 1/14~2/15; C 2/18~3/29; A 4/1~5/3
 - Carver: Marisol Monroy; Andrea Green
 - Bunger (PBIS): Josie Evanson
 - Hoover: Ray Cole; Leina'ala Clark; Ann Cunningham
- ❖ High School level: C 1/14~2/15; A 2/18~3/29; B 4/1~5/3
 - East: Rebecca Renze; Allison Peach (11-12 grade)
 - West: Ryan Topliff; Kisha Smith

Group A: 5 students; Group B: 5 students; Group C: 4 students

- Darcie asked if the PBIS schools are running the "ASK" model. The answer is unknown as of now.

Roberto and Olivia had a short meeting with Jeff Frost at Waterloo Schools. Jeff is very excited for, and feels honored for this opportunity between Waterloo Schools and UNI.

- ❖ Discussed:
 - Price Lab school closing
 - diversity in Waterloo schools
 - presented Anchor Schools model
- ❖ Jeff cautioned that we may be fielding questions regarding stipends, as counselors are aware that teachers receive stipends for hosting student teachers.
- ❖ Roberto – we need to create a "perks" package as incentive for the counselors. Darcie agreed and suggested that for now we be sure to instruct them that we are in an experimental stage of launching this process and are diligently working on possible stipends, and the CEU process.

Annette informed everyone that Dean Bass will not offer any budgeting for counselor stipends.

- Annette will be meeting with the Dean again later this week, and has asked Roberto to compose a statement with information she can present to the Dean regarding School Counseling being attached to the Board of Education.

- Darcie suggested we wait to present this to the Dean until after the meeting with the Waterloo Schools so we can provide the counselors feedback regarding how receptive they are to helping us if they do not receive a stipend since they are taking on extra responsibilities.

Darcie confirmed with Roberto and Olivia that UNI Faculty will be placing the counseling students with their host counselor – students do not get to choose by themselves.

Darcie asked to confirm how we plan on running the meeting with Waterloo Schools. Majority of the meeting will be lead by Roberto and Olivia /schools will be made aware that Roberto and Oliva are their UNI contacts.

- Introductions
- Roberto will give a brief history on Price Lab School and its closing.
- Discuss that we believe that Waterloo Schools can provide what we need/diversity in the schools.
- Present our needs
- Present how we can help the counselors with their daily workload. Be clear that we want to be of value to them.
- Ask for their feedback
- It was suggested that we may discuss CACRP, and the Higher Learning Commission, and how we need to be in compliance with their standards.

- Annette is wondering if MVP training can be part of practicum training? Schools across the state are very interested in MVP.
- Everyone agreed to meet after Thursdays meeting with the Waterloo Schools to discuss.
- Darcie would like to be kept in the loop, and asks that all faculty work together. She gets questions from the public, and fields complaints, so would like to be up to date on all happenings. Everyone agreed that all should be informed and up to date so they can advocate for the program.
- Oliva asked that faculty be allowed to take care of practicum.

Agenda for next faculty meeting

- How do we deal with students who have already placed themselves for internship.
- BL has already placed himself in Colorado.
- Let students know we have to comply with Board of Education.
- Should we delay launching the new curriculum / we need to be able to report to the Board of Education that we have started to implement our changes.

Meeting adjourned 9:10am

Respectfully submitted,
Donna Raubs

Counseling Meeting
September 25, 2018, 9:30am
LAT 218

Present: Darcie, Olivia, Roberto, Tracie, Rod

Search committee training

- Short meeting to discuss rubric that Darcie posted on Google Drive
- Compare notes and make sure everyone is on the same page
- Meeting is on Thursday, September 27, 2018, 10:00-10:45, LAT 218

Darcie, Mary, and Donna attended graduate college training given by Gabi

- We will be receiving a power point from Gabi that includes the information covered in the training
- Most pertinent to us is the information regarding the Academic Probation policies

Which brought up the discussion that CD will need to take a graded class and get an A in the class, as well as no late assignments.

Information from Graduate Council.

Darcie is the new CSBS representative for the Graduate Council and attended the first meeting last week.

- Discussed the UNI Journal that faculty and students can publish their work in, and have it peer reviewed.
- They are working on replacing Janet Witt, the former writing consultant, to help students with research papers and final projects.

Report from Foundations.

Darcie and Annette met with Foundations to discuss the money gifted to the Counseling program by Darrell Briggs.

- \$50,000 put in a trust for our department
- Roughly \$1900 to \$2000 can be used each year
- Stipulations:
 - Darcie has document
- Need to strategize how to spend this gift – need to be sure gift is spend well, and connects with what the donor is passionate about.
- We are very open to meeting with the donor

Curriculum Changes for Intro to Professional Counseling and hours for School Internship

- Roberto and Rod are both teaching this course, they will collaborate on the content of the course and give a rough draft to Darcie. Darcie will send them the forms to complete.
- This is a grad level course that needs to be edited into an undergrad course (technically, made into two courses?)
- Darcie suggested making this course part of MH minor.
- Darcie will share completed forms with Brenda and Annette
- On course to be implemented in Fall of 2020

Regarding 'Student Request for Credits'

- Approval for this was made a long time ago, but the change has not been made yet.
- Darcie will check with Gabi to see where it is in the process.

Dr. Fu's Visit

- Study Abroad will provide housing in an on-campus apartment and will provide her with a meal card for breakfasts and some lunch meals, other meals are on our department.
- We need to put together a gift basket with essentials and have it in her apartment when she arrives.
- Darcie has loaded a document to Google Drive, and asks that everyone add their agenda/plans with Dr. Fu to the list so everyone can view it, and she can forward it on to Study Abroad.
- We will be asking Dr. Fu to present campus wide on Monday, October 8, 2018, as well as to the public.
- Rod will do marketing for the presentation with the College of Education, and will also have a flyer printed that will include a picture of Dr. Fu, her bio, and info on the presentation. Will also put something in the WCF Courier.
- Olivia will make contact with Dr. Fu to get her input regarding presenting on Monday.

School Practicum

- Olivia is creating a matrix to track the school counselor's time and observations.
- Roberto suggested keeping notes/observations on a google doc.
- Schedule another meeting on Thursday, October 4, 2018 with Jeff Frost
- Do we need to identify and train counselors that are not alumni of IA, IA State, or UNI?
- We need to be consistent with whatever CACREP says regarding Individual & Triatic observations/supervision
- A hard launch of the Waterloo Schools initiative was agreed upon.
- BL will be included in this
- We will have to inform students that we must be compliant with state regulations

Mental Health and School Counseling Practicum and Internship Clinical Files

- We need to show we are on task for charting hours.
 - Direct
 - Overall
 - Individual Supervision
 - Group Supervision
- We are planning to move to electronic record keeping for next year. We have a couple of demo's coming up.

SOA: Set Goals/Key Performance Indicators

- Moving towards one key performance indicator in all the key areas
- How will we show what our learning outcomes are
- Pick one or two artifacts to focus on every year.
- Need to talk about and decide what our focus will be this year
- We will keep the same format and learning goals but we will primarily focus on the two that are chosen.
- Seem to be more interested in what happens when students are in their last year of the program. This measures students when they are typically at their best.

- We will continue to measure across the board as well
- Group conceptualization skills, and multicultural & diversity issues should be the specific areas to improve.
- Practicum in the Waterloo Schools will give students more skill practicing with multicultural issues.

Advisory Board Members

- Looking for new batch of people with fresh ideas
- Everyone had a few name suggestions
- Need to work on an invitation letter to outline expectations and time commitments expected of board members.
- Possible stipends, meals, perks, for board members?
- Need to draft a certificate of appreciation to previous board members

Meeting Adjourned 11:00am

Respectfully submitted,
Donna Raubs

Counseling Meeting
November 13, 2018, 9:30am
LAT 218

Present: Darcie, Olivia, Roberto, Tracie, Rod

1. Dates –
 - Hooding Ceremony – Saturday Morning Dec. 15th for Fall commencement – 8:30am? Friday evening for Spring 2019 commencement. Dates and times will be finalized this week.
 - Ed Prep presentation – company called Watermark will be here during Fall break. Darcie may be attending. Darcie will ask if they can hold a 2nd presentation due to this one being during break.

2. Tevara update-
 - Rick Seeley suggested we set up a meeting to discuss. IT wants to see presentation and review contract. Also need to discuss video options that are HIPPA compliant. Zoom is an option but is costly. Darcie will work on scheduling a meeting for early December after candidate interviews. Our goal is to have Tevara in place by Fall 2019 semester.

3. CPCE essays are in Olivia's mailbox – she will divide them between herself and Roberto to review. We should receive the results of the exam around the beginning of December.

4. Candidate Search –
 - The list of candidates is pending approval at the Provost's office.
 - Darcie has created a google doc of the candidate's agendas – Darcie will share the google doc after the meeting so faculty can sign up for meals, etc.

5. Our next Counseling Faculty meeting will be Tuesday, December 4th. The meeting for November 27th is cancelled due to candidate interviews.

6. Counseling Center Meeting Update –
 - Darcie met with director Jennifer Schneiderman
 - The meeting went well – they are committed to being very helpful to our counseling students.
 - Agreed that our students need to receive a thorough and adequate assessments when they come in.
 - Can we work with counseling center on receiving grants?
 - Spread out when cohorts are able to receive counseling services from the counseling center.

7. Faculty agreed that no matter where you go for counseling in the Cedar Valley area, there is always some waiting involved if you want to see a good counselor.
 - Need to talk to alumni about pro bono work
 - Can we utilize doctoral students to come in and work at our counseling center in exchange for in-service training, CEU's, etc.

8. Mental Health Practicum –

- A group in Parkersburg and the Counseling Center
- Parkersburg has gone well, but difficult to supervise 5 students at the same time.
- Counseling center students are substantially short on hours, but is easier to supervise the students there.
- Suggested for next semester – students at Parkersburg elementary in the morning and the Counseling Center in the afternoon, so students can get their hours in.
- Can we utilize our students at the new Career Center in Waterloo? We could help students and also their parents.

9. Website Update –

- Casey can show us what he has done with the website at one of the next faculty meetings.
- Casey needs the faculty bio's.

10. NCCU –

- Darcie and Olivia are working on setting the dates for Darcie to visit Taiwan.
- Agreed to give scholarships to Carl and Mia for next semester.
- We need to send two of our students to NCCU.
- Paula is willing to find money for Annette to go to Taiwan with Darcie.
- Mia wants to apply for the program. She will have to go through the process the same as anyone else.

11. EMSR Training –

- Suicide prevention training
- 6 hour program in march
- Need 20 people to commit to the training
- Darcie will email the information to everyone.

12. Final Research Paper –

- Talked about having the research paper and poster presentation due the semester before graduation so there is more time to approve them.
- Approval of research paper in April, and approval of poster in September?
- All papers and rubrics should be filed in google docs

13. Curriculum Change for Intro/APA additional training and remediation

- For 5103 for grad students
- Edit existing course – remove 5103 by November 30th.

14. Student: CD

- Making good progress
- Continue internship next semester
- Due to GPA she needs to find a class to take
- Will depend on her grade this semester

15. Student: JG

- Did not finish paper in time for approval of poster presentation.

16. Student: JA

- Has asked to switch from School Counseling to Mental Health Counseling
- MH cohort is full
- Will discuss her options with her
- Can invite her to apply for next cohort – starting spring 2020.

17. Tracie will do presentation in the Spring for students on Insurance.

Meeting Adjourned 11:10am

Respectfully Submitted by Donna Raubs

Counseling Faculty Meeting
January 15, 2019 9:30am
218 Latham

Present: Darcie, Olivia, Roberto, Rod

Meeting start time: 9:30am – 11:00am

1. Dates

- A.) Advisory Board list – please send list of names to Donna
- Darcie shared her idea for the advisory board meeting - invite old advisory board members to come in for a luncheon, explain to them that we need new board members as required by the Department of Education. Ask them for feedback on our new curriculum.
- Set date of Friday, February 1, 2019 @ 2:30 for site supervisor training. This will be a zoom meeting training to see if we can get attendance up from last few previous years. Roberto will present a topic of his choice.
- Send list of site supervisors to Donna so she can get the invites sent out by email. Roberto will also let Donna know the topic he will be presenting.
- Donna will then send Word doc list of site supervisors that RSVP they will attend the meeting so Roberto can send them the Zoom invite.
- Donna will have the email invites sent out to site supervisors by Thursday, January 24, 2019.
- B.) CPCE – will move up to 3/29/2019 instead of 4/5/2019 so we will have the students test results by the middle of April, well before graduation date.
- C.) Interviews/Visit Day is scheduled for Friday, February 22, 2019.
- D.) Tevera Meeting & Training – everyone was asked to keep Tuesday mornings in February open so Donna can schedule this meeting.
- E.) UNI Connct/Salesforce/GARP training – Donna will schedule the first available time with Mike Holmes that works for everyone.
- F.) Darcie has been contacted by the Counseling Center. It was decided that it may be helpful to go to one of their staff meetings to come up with policy or agreement that benefits both counseling program and counseling center. Their staff meetings are every other Monday at 1:00. It was decided that Monday will not work due to our faculty having class, so Darcie will contact the Counseling Center to see if other times can be arranged.

2. Continuing Education

- EMSR Training on 3/14/2019 – Darcie has signed all counseling faculty up.

3. Mental Health Internship and Practicum

- Tracie and Kristin will continue to adjunct if possible.

4. NCCU

- Trip to Taipei update – Darcie is looking for guidance in how to proceed with preparing for the trip – asking Olivia for guidance and advise.

5. Summer and Fall Schedule

Summer schedule

- Ethics & Intervention stay the same.
- Multi Cultural & Career – workshop format, 6 days – probably less – May 13,14,16,20,21&23. List course as hybrid. Roberto may do something similar for multi-cultural
- Darcie will teach creativity class at the end of June.

Fall Schedule

- Will implement the new schedule in the Spring of 2020 – we will not make any changes for Fall 2019.

6. Curriculum Revision Plan

- We need to figure out a plan for CACREP & Curriculum.
- Identify key performance indicators then reconstruct the syllabi.
- Work on map outline
- Involve Eran Hanke in CACREP
- Darcie will confirm date that self-study is due.

7. Students CD and HP –

- Olivia gave update on CD, she will raise her GPA to 3 and is looking for other class to take. She will be enrolled as Continuous Registration until she graduates.
- HP will have to take class over as he received a C+ - he can take Intro over this semester as he needs to get a B or better to pass the class and to continue with the program.
- Will work on a remediation plan with him
- Send him to the writing center for help
- Ask him how we can help him be successful in the program – help him with a self-care plan.

Meeting adjourned at 11:00am

Respectfully submitted by Donna Raubs

