



# **CACREP Annual Program Review**

## **Counselor Education Program**

2023-2024

### **Table of Contents**

<b><i>Introduction.....</i></b>	<b><i>2</i></b>
<b><i>Program Overview.....</i></b>	<b><i>2</i></b>
<b>Mission Statement .....</b>	<b>2</b>
<b>Program Details .....</b>	<b>2</b>
<b><i>CACREP Key Professional Identity (KPI) Objectives .....</i></b>	<b><i>3</i></b>
<b>CORE Program Courses.....</b>	<b>3</b>
<b>Specialty Program Courses .....</b>	<b>4</b>
<b><i>Summary of Program Evaluation Results.....</i></b>	<b><i>6</i></b>
<b>Data Analysis.....</b>	<b>6</b>
Objective 1 .....	6
Objective 2 .....	6
Objective 3 .....	8
Objective 4.....	10
<b>Action Plans .....</b>	<b>12</b>
Objective 1 .....	12
Objective 2 .....	13
Objective 3 .....	13
Objective 4.....	13
<b><i>Program Improvement Initiatives .....</i></b>	<b><i>13</i></b>

## Introduction

The 2023-2024 Annual Program Report is a comprehensive overview of the Counselor Education (COE) program's achievements over the past year. This includes updates on accreditation status, program milestones, faculty and student accomplishments, research initiatives, and continuous improvement efforts aimed at advancing the counseling profession. There are a total of four programs in this report: Clinical Mental Health Counseling (CMHC; Master's), School Counseling (SC; Master's), Rehabilitation Counseling (RC; Master's), and Counselor Education and Supervision (COED; Doctoral).

## Program Overview

### Mission Statement

The mission of the counseling programs is the development of students who can practice in a variety of professional settings, including K-12 schools, clinical mental health settings, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, dispositions reflective of the profession, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

### Program Details

Table 1: COE Program Vital Statistics (2023-2024); S = Starkville or M = Meridian campuses

	# of Graduates	Completion Rate	Licensure/ Certification Rate	Job Placement Rate
<b>CMHC</b>	30 (S) 21, (M) 9	100%	95%	100%
<b>SC</b>	10 (S) 6, (M) 4	100%	100%	100%
<b>RC</b>	4	100%	100%	100%
<b>COED</b>	0	90%	100%	100%

**Digital Delivery Report:** COE successfully submitted; received approval.

Dr. Johnson, the Assistant Dean in the College of Education, conducted Institutional Effectiveness (IE) help sessions in June, July, and August. Three Counselor Education faculty members attended these sessions, which covered key topics (e.g., how to effectively use data, examples of direct evidence, best practices for writing learning outcomes). Additionally, a new section has been added to the IE report, allowing program coordinators to highlight student achievements. The IE committee continues to review all reports using the IE Report Rubric, with a special focus on the "Use of Results" section. This ensures that the Office of Institutional Research and Effectiveness (OIRE) can

accurately assess and rate reports. The goal is for 80% of units/programs to meet or exceed the target level and be rated as exemplary.

### CACREP Key Professional Identity (KPI) Objectives

This report presents an analysis of student performance on key professional counseling competencies, evaluated through various assessments across multiple courses. The data covers ethical considerations, cultural influences, intervention strategies, career assessment, counseling relationships, group counseling, assessment reliability, and evidence-based practices. The assessment results reflect high achievement and alignment with professional standards.

### CORE Program Courses

Table 2: Summary of CORE KPIs in COE (2023-2024)

CORE KPI	Description	Courses	Assessment	Average Score
<b>KPI 1: Ethical Standards in Counseling (2.F.1.i)</b>	Awareness of ethical standards and application in counseling	COE 8013 Counseling Skills, COE 8043 Group Counseling	Case presentations, group counseling proposals	2.64/3 (88%)
<b>KPI 2: Cultural Heritage and Its Impact (2.F.2.d)</b>	Understanding how heritage, beliefs, and acculturation impact individuals	COE 6903 Developmental Counseling, COE 8073 Multicultural Counseling	Developmental interviews, literature explorations	2.82/3 (94%)
<b>KPI 3: Differentiated Interventions (2.F.3.h)</b>	Tailoring interventions to diverse abilities	COE 8203 Career Counseling	Career counseling papers	2.81/3 (94%)
<b>KPI 4: Career Development Assessments (2.F.4.e)</b>	Evaluation of career abilities, interests, and values	COE 8083 Assessment Techniques, COE 8203 Career Counseling	Career assessment papers	2.18/3 (73%)
<b>KPI 5: Counseling Relationships (2.F.5.d)</b>	Establishing and maintaining counseling relationships	COE 8013 Counseling Skills, COE 8023 Counseling Theory	Nonverbal skills exercises, goal-setting tasks	2.45/3 (82%)
<b>KPI 6: Group Counseling Considerations (2.F.6.f)</b>	Understanding and conducting group counseling	COE 8043 Group Counseling	Group counseling proposals	3.00/3 (100%)
<b>KPI 7: Reliability and Validity in Assessments (2.F.7.h)</b>	Application of reliable and valid counseling assessments	COE 8063 Research Techniques, COE 8083 Assessment Techniques	Research project proposals, measure papers	2.41/3 (80%)
<b>KPI 8: Evidence-Based Counseling Practices (2.F.8.b)</b>	Identifying and applying evidence-based counseling techniques	COE 8013 Counseling Skills, COE 8023 Counseling Theory, COE 8063 Research Techniques	Case presentations, counseling theory papers, projects	2.61/3 (87%)

**Cumulative Average Score: 2.53/3 (84.4%)**

**Narrative Summary of CORE KPIs:**

1. **Ethical Standards in Counseling:** Students demonstrated strong awareness and application of ethical and legal considerations in professional counseling. Case presentations and group counseling proposals reflected proficiency, with room for continued reinforcement.
2. **Cultural Heritage and Its Impact:** Performance was high, as demonstrated through developmental interviews and literature explorations, indicating students can integrate cultural perspectives into counseling.
3. **Differentiated Interventions:** Career counseling papers showed that students effectively tailored interventions to individual needs.
4. **Career Development Assessments:** Career assessment papers revealed moderate proficiency, highlighting a need for additional hands-on practice.
5. **Counseling Relationships:** Nonverbal skills exercises and goal-setting tasks showed competency, with minor growth areas in questioning techniques.
6. **Group Counseling Considerations:** Group counseling proposals reflected exceptional competency in facilitating sessions.
7. **Reliability and Validity in Assessments:** Research project proposals showed solid understanding, though deeper engagement is needed.
8. **Evidence-Based Counseling Practices:** Case presentations and theory papers demonstrated strong competency in applying evidence-based strategies.

**Specialty Program Courses**

The CMHC, SC, and RC students are assessed on KPIs for their specialty areas. These competencies are assessed through various assignments across multiple courses. This report analyzes student performance on the key professional counseling knowledge and skills, highlighting high achievement and strong alignment with professional standards.

*Table 3: CMHC KPI #1: Diagnostic Process (2023-2024)*

<b>Assessment</b>	<b>Course</b>	<b>Students Assessed</b>	<b>Average Score</b>
<b>Diagnostic Paper</b>	COE 8053 CMH Practicum	24	1.92/3 (63.89%)
<b>Diagnostic Study - Interview/script accuracy</b>	COE 8633 Psychosocial Rehabilitation	27	2.81/3 (93.83%)
<b>Treatment Plan Development</b>	COE 8633 Psychosocial Rehabilitation	27	2.48/3 (82.72%)
<b>Diagnosis Study</b>	COE 8730 CMHC Internship	24	2.96/3 (98.61%)

Table 4: CMHC KPI #2: Counseling Theories & Interventions (2023-2024)

Assessment	Course	Students Assessed	Average Score
Counseling Theory	COE 8803 Crisis Response in Mental Health	22	2.75/3 (91.67%)
Intervention Planning Project	COE 8703 Principles of Mental Health Counseling	18	2.85/3 (95%)

Table 5: SC KPI #1: Program Mission & Objectives Development (2023-2024)

Assessment	Course	Students Assessed	Average Score
School Counseling Internship Assignment	COE 8730 & COE 8740 School Internship	6	3.00/3 (100%)
SC Program Development	COE 8903 School Seminar	9	3.00/3 (100%)

Table 6: RC KPI #1: Scope of Practice, Roles, & Settings (2023-2024)

Assessment	Course	Students Assessed	Average Score
Vocational Assessment	COE 6373 Vocational Assessment	8	3.00/3 (100%)
Portfolio	COE 8053 Rehab Practicum	7	2.86/3 (95.24%)
Rehabilitation Research Paper	COE 8353 Vocational Rehab Counseling	13	2.15/3 (71.79%)
Placement Project	COE 8383 Job Placement	11	3.00/3 (100%)
Site Supervision Report	COE 8730 Rehab Internship	7	3.00/3 (100%)

### **Specialty COE Program Area Findings**

- CMHC
  - Strong theoretical and intervention skills in clinical mental health counseling.
  - Need for improvement in diagnostic paper assignments (63.89%).
- SC
  - School counseling students demonstrated excellence in program mission statement development.
- RC
  - High performance in rehabilitation counseling, with vocational assessment and placement projects receiving top scores.

## Summary of Program Evaluation Results

### Data Analysis

1. Objective 1: Faculty will recruit, retain, and graduate a diverse population of students across all COE programs
2. Objective 2: Faculty will engage students in contributions and activities in professional organizations that promote counselor professional identity
3. Objective 3: Graduates will demonstrate competence in theoretical knowledge, clinical skills, and dispositions reflective of the program.
4. Objective 4: Program makes continuous modifications based on the student's assessments and evaluation data.

#### Objective 1

Faculty will recruit, retain, and graduate a diverse population of students across all COE programs.

Table 7: COE Recruit, Retain, Graduate – Starkville (2023-24)

	# of Applicants	# of Enrolled Students	# of Graduates
CMHC	85	39	21
SC	23	13	10
RC	29	18	4
COED	7	14	0

Table 8: COE Enrolled Student Demographics – Starkville (2023-24)

	Gender Identity		Racial Identity				
	Male	Female	White	Black	Hispanic	Asian	Multiracial
CMHC	7	32	32	5	1	1	0
SC	0	13	12	1	0	0	0
RC	3	15	9	6	2	0	1
COED	2	12	6	7	0	1	0

#### Objective 2

Faculty will engage students in collaborative contributions and activities in professional organizations that promote counselor professional identity.

- **Publications**

- Dr. Looby, a Professor and Program Coordinator in our Clinical Mental Health Counseling Program, and four doctoral students recently published in the *SAGE Encyclopedia of Multicultural Counseling, Social Justice, and Advocacy*. <https://us.sagepub.com/en-us/nam/the-sage-encyclopedia-of-multicultural-counseling-social-justice-and-advocacy/book272682>

- Dr. Zaccheus Ahonle, an Assistant Professor and Program Coordinator in our Rehabilitation Counseling Program, published online. The title of the article is "The Unique Function and Value of a Certified Rehabilitation Counselor for People with Disabilities and Chronic Illness.
- Dr. Looby, Dr. Ahonle, and five doctoral students published in published in a book chapter. The title of the book is "Underserved Disability Populations: Cultural Competence and Social Justice Imperatives." <https://www.igi-global.com/gateway/chapter/328859>
- **Professional Activities & Awards**
  - A doctoral student in Counselor Education and Supervision received the Bill Broyles Professional of the Year Award for their commitment to student success and campus leadership.
  - Chi Sigma Iota (CSI) Honor Society, KDP, and CHEF Initiatives included:
    - Emergency Preparedness Training (Spring 2024): Speakers: Brent Crocker & Natasha Cundy; 34 graduate and 2 PhD students participated.
    - Integrity in Ink: Ethical Documentation Practices (Spring 2024).
    - Managing Stress in Graduate School Workshop (Spring 2024).
    - Annual Fight Domestic Violence Program (Fall 2023): Donations were made to Safe Haven Shelter.
    - Student Chapter for Social Justice (CSJ) - Third Annual Social Justice Symposium (Fall 2023): Theme: Social Justice and Trauma.
  - Suicide Prevention Colloquium (Fall 2023): Speaker: Rachel-Clair Franklin, LPC-S, BC-TMH, CHES. Attended by 37 graduate students and 2 PhD students.
- **Conferences**
  - Table 9

Table 9: Conferences and Presentations (2023-24)

Conference	Location	Semester/Year	Presentation(s)
Mediterranean Region Counseling Association	Germany	Spring 2024	(1) Calling In: Examining Unconscious Bias and Using Expressive Arts to Promote Mental Health Equity, and Advocacy Globally
Association for Counselor Education and Supervision	Denver, CO	Fall 2023	(1) Perspectives from Multicultural Doctoral Supervisors in Training (2) Teaching Social Justice Using Expressive Arts (3) Integrating Self-Compassion within Supervision
Mississippi Counseling Association	Biloxi, MS	Fall 2023	(1) Navigating Cross-Racial Group Therapy for Racial Trauma (2) Using Creative Therapy for Race-Based Traumatic Stress

			(3) Examining Implicit Bias through Ethics Check
--	--	--	--

### Objective 3

Graduates will demonstrate competence in theoretical knowledge, clinical skills, and dispositions reflective of the program.

- **Counselor Preparation Comprehensive Examination (CPCE) Performance**
  - The Counselor Preparation Comprehensive Examination (CPCE) is a mandatory assessment for all Master of Counseling Education (COE) students. To fulfill the comprehensive requirements, students must:
    - Achieve a score at or above the 65th percentile (88.4 out of 136).
    - Alternatively, students scoring within 1 standard deviation (1 SD) below the national mean can pass with this threshold.
    - Successfully completing an oral examination also satisfies the comprehensive requirements for students who do not meet the above score thresholds.

Table 10: CPCE Performance Overview (2023-2024)

Program	Semester/Year	Total Test Takers	Passed at 65%+	1 SD Below Mean	Required Oral Exam	Overall Pass Rate
CMHC	Summer-Fall 2023	12	58% (7)	33% (4)	8% (1)	100%
	Spring 2024	15	73% (11)	20% (3)	7% (1)	100%
SC	Spring 2024	6	67% (4)	17% (1)	17% (1)	100%
RC	Summer-Fall 2023	1	0% (0)	0% (0)	100% (1)	100%
	Spring 2024	7	57% (4)	29% (2)	14% (1)	100%
<b>Total</b>		<b>41</b>	<b>63% (26)</b>	<b>24% (10)</b>	<b>12% (5)</b>	<b>100%</b>

- Descriptive Summary (n = 41)
  - Summer 2023 – Fall 2023 CPCE Performance
    - Total test-takers: 13 students (12 CMHC, 1 RC).
    - Performance breakdown:
      - 54% (7 students) passed at the 65% threshold.
        - Scores: 93, 93, 100, 102, 103, 106, 120.
      - 31% (4 students) passed within 1 SD below the national mean threshold.
        - Scores: 69, 83, 84, 84.
      - 15% (2 students) did not meet score thresholds but successfully passed via the comp oral exam.
    - Spring 2024 CPCE Performance
      - Total test-takers: 28 students (15 CMHC, 7 RC, 6 SCL).
      - Performance breakdown:
        - 68% (19 students) passed at the 65% threshold.



- Scores ranged from 92 to 115.
  - 21% (6 students) passed within 1 SD below the national mean threshold.
    - Scores ranged from 78 to 87.
  - 11% (3 students) did not meet score thresholds but successfully passed via the comp oral exam.
- Overall Pass Rate: Across all test-taking cohorts from Summer 2023 to Spring 2024, 100% of students met the CPCE passing requirements through one of the three pathways.

*Table 11: CPCE Key Comparisons Overview (2023-2024)*

<b>Metric</b>	<b>Spring 2024</b>	<b>Summer-Fall 2023</b>	<b>Key Observation</b>
Pass Rate at 65% or Higher	68%	54%	Higher proportion of students passed in Spring 2024.
Pass Rate at 1 SD Below National Mean	21%	31%	More students relied on this pathway in Summer-Fall 2023.
Pass Rate via Oral Exam	11%	15%	Fewer students needed the oral exam option to pass in Spring 2024.
Overall Pass Rate	100%	100%	All students met passing requirements in both periods.

- **Clinical Skills Assessment**

- The Clinical Skills Assessment, based on site supervisor feedback using a scale of 1 (Strongly Disagree) to 4 (Strongly Agree), highlights high levels of performance across counseling programs in both practicum and internship settings during Fall 2023 and Spring 2024.
  - Practicum (Fall 2023)
    - CMHC: 20 students participated in practicum. Their average scores were 3.9/4 for Counseling Skills and 3.97/4 for Effectiveness, reflecting strong foundational competencies in clinical work.
    - SC: Six students achieved average ratings of 3.94/4 for Counseling Skills and a perfect 4/4 for Effectiveness, showcasing exemplary performance.
    - RC: Among six students, average ratings were 3.8/4 for Counseling Skills and 3.9/4 for Effectiveness, demonstrating consistent proficiency.
  - Internship (Spring 2024)
    - CMHC: 18 students were evaluated during their internships. Their average ratings were 3.81/4 for Counseling Skills and 3.91/4 for Effectiveness, indicating a high level of practical application in advanced clinical settings.

- SC: Six students also excelled, earning perfect scores of 4/4 in both Counseling Skills and Effectiveness, underscoring their readiness for professional practice.
    - RC: Two students achieved outstanding performance, with perfect ratings of 4/4 in both Counseling Skills and Effectiveness.
  - Overall, the assessment results reflect consistently high performance across programs, with SC and RC students achieving particularly exceptional scores in both counseling skills and effectiveness. This performance demonstrates the effectiveness of program training in preparing students for clinical and professional success
- **Disposition Reviews**
- The Fall 2023 Disposition Reviews evaluated 80 students across three counseling programs, focusing on their adherence to professional standards and behaviors critical to their roles as counselors.
    - CMHC: Among 42 students, 98% achieved scores of "Meets Expectations" or higher, indicating strong professional development and commitment to ethical standards.
    - SC: All 16 students demonstrated exemplary professionalism, with 100% scoring "Meets Expectations" or higher, showcasing their consistent alignment with program expectations.
    - RC: Of the 22 students reviewed, 95% scored "Meets Expectations" or higher on professional dispositions. However, 6 students required Professional Development Plans (PDPs) due to low academic performance, highlighting areas for targeted support.
  - Overall, the reviews reveal a high level of professionalism across programs, with 97% of all students meeting or exceeding expectations. The use of Professional Development Plans (PDPs) in the RC program underscores the faculty's commitment to providing additional support and ensuring all students achieve success in their professional growth.

#### **Objective 4**

Program makes continuous modifications based on the student's assessments and evaluation data.

#### *COE Program Exit Survey (N= 37)*

The table below summarizes the evaluation metrics for various aspects of the institution, including admissions procedures, faculty advisement, grading standards, and more. Each feature is rated on a scale of 1 (minimum) to 5 (maximum), with the following statistics provided:

*Table 12: COE Evaluation Metrics (2022-2023)*

Field	Min	Max	Mean	SD	Variance	Count
Admissions Procedures	2.00	5.00	4.32	0.87	0.76	37
Availability of Faculty Advisement	2.00	5.00	4.16	0.92	0.84	37
Effectiveness of Faculty Advisement	2.00	5.00	4.27	0.76	0.58	37
Grading Standards	2.00	5.00	4.30	0.65	0.43	37
Quality of Instruction	2.00	5.00	4.30	0.69	0.48	37
Variety of Course Offerings	2.00	5.00	4.14	0.78	0.60	37
Library Facilities	1.00	5.00	4.46	0.76	0.57	37
Course Content Major	1.00	5.00	4.33	0.75	0.56	36
Innovative Modes of Instruction	1.00	5.00	4.05	0.90	0.81	37

The following table displays the percentage distribution of satisfaction levels across key evaluation areas. Participants rated their experiences as "Very Dissatisfied," "Dissatisfied," "Satisfied," or "Very Satisfied." The total count for each area is included.

Table 13: COE Detailed Satisfaction Levels (2022-2023)

Question	No Experience	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Admissions Procedures	0.00% (0)	5.41% (2)	10.81% (4)	29.73% (11)	54.05% (20)	37
Availability of Faculty Advisement	0.00% (0)	8.11% (3)	10.81% (4)	37.84% (14)	43.24% (16)	37
Effectiveness of Faculty Advisement	0.00% (0)	2.70% (1)	10.81% (4)	43.24% (16)	43.24% (16)	37
Grading Standards	0.00% (0)	2.70% (1)	2.70% (1)	56.76% (21)	37.84% (14)	37
Quality of Instruction	0.00% (0)	2.70% (1)	5.41% (2)	51.35% (19)	40.54% (15)	37
Variety of Course Offerings	0.00% (0)	2.70% (1)	16.22% (6)	45.95% (17)	35.14% (13)	37
Library Facilities	2.70% (1)	0.00% (0)	0.00% (0)	43.24% (16)	54.05% (20)	37
Course Content Major	2.78% (1)	0.00% (0)	0.00% (0)	55.56% (20)	41.67% (15)	36
Innovative Modes of Instruction	5.41% (2)	0.00% (0)	5.41% (2)	62.16% (23)	27.03% (10)	37

### Key Observations

- Library Facilities received the highest satisfaction ratings, with 97.29% of respondents either "Satisfied" or "Very Satisfied."

- Admissions Procedures also performed well, with 83.78% of respondents indicating high satisfaction.
- Areas such as Variety of Course Offerings and Innovative Modes of Instruction showed slightly lower satisfaction levels, with a notable percentage of respondents indicating dissatisfaction.
- Course Content Major had a strong performance, with 97.23% expressing satisfaction, though a small portion (2.78%) reported “No Experience”.

The results reflect a predominantly positive perception of the institution’s academic and administrative services. Areas for potential improvement include expanding the variety of course offerings and enhancing innovative instructional methods.

#### *Graduate Exit Survey (2022-2023; N= 1)*

The Graduate Exit Survey (GES) provides insights into the quality of their educational experience across several key areas.

*Table 14: GES Results (2022-2023)*

<b>Category</b>	<b>Average Rating (1-5)</b>
Quality of Intellectual Environment/Experience	3.9
Quality of Instruction	4.2
Quality of Academic Resources	3.4
Quality of Student Life Services	3.0

### **Key Observations**

- Response rates for this survey were very low. Efforts will be made by faculty to encourage student completion of this.

### **Action Plans**

The following action plan outlines strategic objectives and initiatives aimed at strengthening and improving various aspects of the COE programs. The plan focuses on enhancing student experience, professional development, and ensuring ongoing alignment with national standards.

#### **Objective 1**

Faculty will recruit, retain, and graduate a diverse population of students across all COE programs.

1. Increase diversity in program areas.
2. Amplify student support initiatives.
3. Expand mentorship and engagement opportunities.

## **Objective 2**

Faculty will engage students in contributions and activities in professional organizations that promote counselor professional identity.

1. Expand access to conferences, workshops, and community engagement.
2. Encourage student participation in advocacy efforts.

## **Objective 3**

Graduates will demonstrate competence in theoretical knowledge, clinical skills, and dispositions reflective of the program.

1. Faculty will begin implementation of a portfolio-based comprehensive exam beginning Fall 2025.
2. CPCE phased out as of Fall 2025; faculty working on creating a test bank of comp questions.
3. Revise rubrics for online courses to better assess theoretical and practical competencies.
4. Introduce certificates in Trauma, Pharmacology, and Case Management (under consideration) to expand learning opportunities.

## **Objective 4**

Program makes continuous modifications based on the student's assessments and evaluation data.

1. Update all KPIs to meet 2024 CACREP standards.
2. Revise signature assignments and rubrics (5-point Likert Scale).
3. Implement new assessment methods for accuracy and reliability.
4. Enhance student services and satisfaction surveys to identify areas for program improvement.

## **Program Improvement Initiatives**

Faculty made several updates across COE core and specialty program areas. The learning outcomes and assessments are undergoing updates to align with the new 2024 CACREP standards across both COE core and specialty program areas. Additionally, all signature assignment rubrics will be adapted from a 3-point Likert Scale to a 5-point Likert Scale.

Additional detail of these efforts are captured in the table(s) below.

Table 15: CORE Course Enhancements (2023-2024)

Course	Updates
COE 6903	<ul style="list-style-type: none"> <li>Interview dates were adjustment, assignment was restructured; both the requirements and the grading rubric were updated to better reflect student performance.</li> <li>Last year, faculty reviewed and reviewed all PowerPoint slides to align with updated edition of text.</li> <li>YouTube videos and movies are now required elements of the course (not just extra credit) to ensure active student participation.</li> </ul>
COE 8013	<ul style="list-style-type: none"> <li>A classroom demonstration, video examples, and role play will be added to teach gentle confrontation skills; covering both how and when to use them in sessions.</li> <li>Doctoral student supervisors will be informed that confrontation skills are a key focus this semester. They will be encouraged to model these skills and evaluate their supervisees' performance, as well as highlight opportunities for using these skills in client sessions.</li> <li>All APA formatting will now follow the 7<sup>th</sup> edition guidelines.</li> </ul>
COE 8023	<ul style="list-style-type: none"> <li>After discussing each theory in class, students will watch a demonstration session that shows how to apply the theory when working with clients. A discussion will follow, allowing students to reflect on their understanding of the theory and how it can be practiced with various clients.</li> </ul>
COE 8063	<ul style="list-style-type: none"> <li>The number of research activities related to the signature assignment has increased from 6 to 10. These activities now make up nearly the entire assignment.</li> <li>More formative assessments have been added, providing students with increased feedback during the assignment process to better prepare them for the final (summative) assignment.</li> <li>Additional research activities support students in conceptualizing and completing their signature assignments, addressing KPI #7.</li> <li>Lecture content on reliability and validity has been expanded to stress the importance of including relevant information for KPI #7.</li> <li>Both lectures and formative assignments now emphasize these concepts.</li> <li>The rubric's Likert scale has been changed to a 5-point scale</li> </ul>
COE 8633	<ul style="list-style-type: none"> <li>All APA formatting will now follow the 7<sup>th</sup> edition guidelines</li> </ul>

Table 16: Specialty Area Course Enhancements (2023-2024)

Specialty Area & Course	Updates
CMHC COE 8303	<ul style="list-style-type: none"> <li>Students now select 3 techniques from theories; work in groups to teach and demonstrate their application with families; focus on active participation in applying techniques.</li> <li>Added contemporary theories including: Internal Family Systems, Trauma-informed, and postmodern family counseling approaches</li> <li>Updated course materials (new text, videos on interventions)</li> <li>Enhanced discussion board activities; family scenarios</li> </ul>
CMHC COE 8703	<ul style="list-style-type: none"> <li>Students will complete a portfolio of papers related to section 3.A.</li> <li>Weekly drafts to be submitted; feedback incorporated on final paper</li> </ul>
CMHC COE 8803	<ul style="list-style-type: none"> <li>Chi Sigma Iota workshop on APA integrated</li> <li>Increased opportunities for crisis skills practice (case studies, role plays, crisis model application)</li> </ul>

	<ul style="list-style-type: none"> <li>• Illustrative videos are now an integral part of the class.</li> <li>• Students are assigned case studies via discussion board. They must respond by addressing the crisis situation, applying theoretical concepts, and outlining immediate treatment.</li> <li>• An additional advocacy exercise was added to the class, complementing the signature assignment.</li> </ul>
CMHC COE 8053 & 8730	<ul style="list-style-type: none"> <li>• Faculty updated the required material from DSM 5 to DSM 5-TR.</li> </ul>
SC COE 8903	<ul style="list-style-type: none"> <li>• In addition to reflecting on their mentoring experience in schools, students must now address three specific areas to assess their understanding of collaboration, advocacy, and consultation.</li> </ul>
SC COE 8150 & 8503	<ul style="list-style-type: none"> <li>• Articles have been incorporated to address SC-5, G.3.1, enhancing collaboration efforts.</li> </ul>
RC COE 6373	<ul style="list-style-type: none"> <li>• The assignment and detailed instructions were revised in Watermark under the Instrument Assessment and assigned 80 points.</li> </ul>
RC COE 8353	<ul style="list-style-type: none"> <li>• Due to inaccurate Watermark point calculations, points were revised to include weights. This ensures Task stream uses both criteria and weights together when calculating points.</li> <li>• A new KPI will be added and assessed.</li> </ul>
RC COE 8363	<ul style="list-style-type: none"> <li>• The assignment was changed to a case study; better suiting the course (focus on advocacy, emphasizing KPI #1)</li> <li>• Students will demonstrate techniques that promote self-advocacy in individuals with disabilities, aiming to enhance empowerment and decision-making throughout the rehabilitation process.</li> </ul>
RC COE 8373	<ul style="list-style-type: none"> <li>• Added additional instructions to the hypothetical case model.</li> <li>• Due to inaccurate Watermark point calculations, points were revised to include weights. This ensures Task stream uses both criteria and weights together when calculating points.</li> </ul>
RC COE 8383	<ul style="list-style-type: none"> <li>• Added APA criteria to assignments.</li> <li>• Revised the description and performance language in Watermark; integrated the RC KPI into the rubric</li> <li>• Syllabus and course objectives aligned with the assignment.</li> </ul>
RC COE 8053	<ul style="list-style-type: none"> <li>• Portfolio learning outcomes are being updated to align with CACREP 2024.</li> </ul>