

**Oklahoma State University
Assessment Plan
School of Applied Health and Educational Psychology
Community Counseling and School Counseling**

1. Name of Program:

Community Counseling and School Counseling

2. Degree Programs:

M.S. in Counseling and Student Personnel

Option in Community Counseling

Option in School Counseling

3. Mission and Goals:

A. Goal of the Degree Program

The goal of Community Counseling and School Counseling is to train professional counselors to work in a variety of human service, school, and community mental health agency settings. The programs incorporate teaching in psychological and counseling theory, research, and practice into a practitioner-based training program that allows graduates to apply knowledge in these three areas to their practice as mental health and school counselors in the community.

4. Expected Student Outcomes for the Degree Program

Knowledge

Students who graduate from these programs will know and understand:

- a. A variety of contemporary and important historical counseling theories.
- b. Theories of learning, cognitive, and social-emotional human development across the lifespan and how these theories relate to the issues and concerns of clients/consultees.
- c. A variety of contemporary personality, vocational, and educational assessment methods that are used in the community and school settings.
- d. Diagnosis of mental disorders using standard medical nomenclature.
- e. Contemporary multicultural models of counseling and human development.
- f. personal stereotypes and biases and how these influence counseling/student assessment and intervention.
- g. Basic research design, program evaluation methods, and descriptive and inferential statistics
- h. Preventive, developmental interventions and crisis interventions to use with clients/students in the community/school.
- i. Community resources for the prospective clients/consultees.

- j. Contemporary issues facing school and community counselors such as managed care, advocacy, and technology.
- k. Professional orientation, ethical principles and laws pertaining to work with clients/consultees in school and community settings.
- l. Consultation theories and methods used in school and community settings.
- m. Components of comprehensive, developmental guidance and counseling programs. (School Counseling)

Skills

Graduates of these programs will, at a minimum acceptable level of competence, be able to:

- a. Implement basic counseling skills in classroom practice and in practicum settings, with both individuals and groups, with appropriate sensitivity to multicultural issues.
- b. Give oral client case presentations and write case reports.
- c. Accurately conceptualize and diagnose client issues, including awareness of client strengths and coping skills.
- d. Administer, interpret, and write reports for educational, personality and vocational assessments, commonly used in school and community settings.
- e. Engage in effective leadership or co-leadership of structured groups in school and community settings.
- f. Appropriately apply ethical principles and laws to work with clients in school and community settings.
- g. Utilize effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students. (School Counseling)
- h. Facilitate the educational and career development of individual students, with appropriate sensitivity to multicultural issues. (School)
- i. Consult with parents and school personnel. provide professional expertise, and establish collaborative relationships that foster a support system for students, parents, and the community. (School)
- j. Facilitate strong and positive ties between the home and community to promote students growth in school and beyond the school setting. (School)

5. Methods Used to Evaluate Student Outcomes**Timetable**

a. Calculate rates of program completion	Yearly
b. Calculate student grades received in classes	Yearly
c. Review evaluation data from faculty and site supervisors in practicum and internships	Yearly
d. Calculate number of successful thesis/creative component completions.	
e. Survey students' opinions of curricular/program experiences using source evaluations, personal interviews, mail surveys, email surveys, or phone interviews.	End-of-Semester
f. Calculate program pass rates on certification and LPC exams	
g. Successful accreditation of program by CACREP	TBA
h. Survey employers' and clinical site-supervisors' opinions of program using personal interviews, mail surveys, email surveys, or phone interviews.	Every three years
i. Student Progress Evaluations by Faculty.	Yearly
j. Portfolio evaluations (school counseling)	Bi-yearly

6. How Assessment Results will be Integrated into Curriculum Planning and Program Improvement

Assessment results will be shared with faculty on a regular basis during regularly scheduled faculty meetings. It is expected that this information will be used to identify areas of curricular strength and areas in need of improvement. The data will be used in a systematic way when making curricular, admissions, training, or other program decisions. The data will also be used when seeking accreditation from the Council for Accreditation of Counseling and related programs (CACREP).