COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING AND FAMILY THERAPY

Official Report of
Student Outcomes and Program Evaluation
March 2016
Dear Current Students, Site Supervisors, Adjunct Instructors, Alumni, and Community Counseling Professionals:

We want to thank you for being a part of our Department of Counseling and Family Therapy Community. As you know, our programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). One of CACREP’s emphases is that programs assess student learning outcomes on a regular basis and use this data for the purposes of program evaluation and modification.

To this end, we want to update you on the systematic student and program evaluation outcomes we have identified. As we continuously assess the effectiveness of our program outcomes, we depend on you for your feedback. A new feature of our newsletter will be a section that highlights information we wish to share about our program evaluation and modifications in the form of an official report. We are excited about the steady growth and national recognition our program is receiving and look forward to a productive and lasting relationship with you all.

2015 Vital Statistics COUNSELING PROGRAM/STUDENT OUTCOMES
Below is a vital statistics summary of our CACREP-accredited counseling programs. It highlights four program/student outcome areas in the past year (2015): (1) Number of graduates in past year, (2) Completion rate of students from each program, (3) Licensure or Certification examination pass rate of each program, and (4) Job placement rate of graduates from program who were actively seeking employment.

<table>
<thead>
<tr>
<th>Program</th>
<th># of Graduates in Past Year</th>
<th>Program Completion Rate</th>
<th>Licensure or Certification Exam Pass Rate</th>
<th>Job Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Mental Health Counseling (M.Ed.)</td>
<td>19</td>
<td>85%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>School Counseling (M.Ed.)</td>
<td>26</td>
<td>85%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Career Counseling (M.Ed.)</td>
<td>3</td>
<td>80%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Doctoral Program (Ph.D)</td>
<td>8</td>
<td>62%</td>
<td>N/A</td>
<td>95%</td>
</tr>
</tbody>
</table>
Our program review process:
Program mission and objectives are reviewed regularly as part of faculty meetings and retreats and changed as necessary. Department faculty meetings are held twice per month to discuss programmatic issues.

The DCFT solicits feedback from site supervisors on a regular systematic basis through the following activities:

1. The DCFT hosts a Site Supervisor Orientation designed to provide supervisors with information about our Department’s clinical requirements, expectations, evaluation procedures for counselors-in-training, and to offer feedback about how the Department can enhance student training and program development.

2. Faculty conduct regularly scheduled visits to clinical and school training sites (at least once a semester). The purpose of the visits are to solicit feedback from site supervisors concerning students’ clinical training and development;

3. Each M.Ed. program (Clinical Mental Health Counseling, School Counseling, and the Career Counseling emphasis) and the PhD program hold annual Advisory Board meetings. Each Advisory Board is comprised of program graduates, site supervisors, and/or professional members of the counseling community. During these meetings, a summary of program requirements, standards, and clinical training are provided by program coordinators. Program coordinators also solicit feedback from site supervisors regarding current trends in the field of counseling and suggestions for program enhancement;

School Counseling Advisory Board Feedback:

- UMSL School Counseling students are of high quality in terms of knowledge-base and clinical skills, and are getting hired;
- School Counseling trends are focused on trauma. The DCFT school counseling response is an integration of the play therapy; certification/sequence into the School Counseling elective option;
- Additional trend in school counseling is Crisis intervention and suicide watch and assessment; and
- A need for career/vocational counseling training for high school counselors.

As a result of the above feedback, School Counseling modifications and considerations to training program include:

- Development of an approved training site at the Counseling and Social Advocacy Center @ UMSL (CSAC). Students are able to obtain clinical supervision hours at the Center;
• An integration of trauma and crisis intervention and suicide watch in Cns Ed 6000, Cns Ed 6200, Cns Ed 6270 courses;
• Implementation of a Post-secondary transition course for School Counseling trainees; and
• Continued relationship with local school districts in which many UMSL School Counseling students complete their practicum and field experience training.

4. Instructors for courses Cns Ed 6200 (Foundations of School Counseling) and Cns Ed 6270 (School Counseling Practicum) facilitate a panel presentation of a “mock board” which consists of site supervisors who offer advice on how to improve school counseling training and services; and

5. School Counseling program faculty have developed a strong training relationship with the Ritenour School District here in St. Louis. School Counseling faculty regularly hold ongoing discussions with Ritenour’s district school counseling professionals and administrators. Currently several M.Ed. School Counseling students are completing their practicum and field experience training within the district.

Discussion and Integration of Clinical Mental Health Counseling Advisory Board Feedback indicated:

• There was a general consensus that CMHC students were very well-prepared in the areas of multicultural awareness;
• Discussion and consideration of piloting an online course (e.g., Psychopathology, career, theories, also consider partnerships with other programs university to share training responsibilities); and
• Strategies for increasing client pool at CSAC.

As a result of the above feedback, Clinical Mental Health Counseling modifications and considerations to training program include:

• Continue the above engagements with site supervisors;
• Continue to infuse discussions regarding human diversity in all core courses;
• Explore opportunities to collaborate with other counseling programs/faculty in Missouri to offer online courses through course-sharing;
• Continue exploring additional opportunities to solicit feedback from site supervisors; and
• Develop a survey for site supervisors to evaluate programs based on their experiences with students, program training, and faculty.
Feedback from Career Counseling Program Advisory Board

A recent meeting of the Career Counseling Specialization was held to obtain feedback from past program graduates, community members, clinical site supervisors, and private practitioners concerning our program’s ability to prepare future professional counselors. The advisory board’s feedback was overwhelming positive, citing the following as strengths of our program: Career Counseling students from UMSL are (1) academically well-prepared; and (2) students come in with a lot of higher education experience. The following areas were identified as targets for program growth as informed by the advisory board’s perceptions of current trends in Career Counseling:

- Explore how we might provide services other than traditional one-on-one counseling;
- Provide more focus on children and adolescents – there is a growing need for referring out to career counselors who focus on career counseling in 8th-9th grade;
- The importance of reconsidering assessments that take into account persons with autism or on the spectrum;
- Life transition after college;
- Career as a social justice issue – privilege, access, myth that anyone can succeed if they try hard enough;
- Develop more community group work – outreach as part of training; and
- Consider diverse exposure to different settings “better prepared for a diverse group of people with different backgrounds”

Use of Career Counseling Findings:

Based on feedback from the Career Counseling Advisory Board, students who have graduated and employers of UMSL graduates, the following are examples of recommended program changes:

- Develop a model for course sequencing
- Continue to hold advisory board meetings to maintain communication

PhD Program Advisory Feedback and Response

- Thought new CNS ED 7075 class was a great idea. Students would learn a lot about teaching and the boundaries between professors and students.

- Saw the Ed Psy 6718 (psychological assessment course) as relating to an important role for counselor educators

- Continued the conversation from last year about the quality concerns about the quantitative statistics courses taught by a particular ED REM faculty member

- Intake assessment skills are needed for PhD and MEd students – the board members were pleased to hear that all students do intakes in the CSAC
• Seminar in Research 7020 and new Advanced Research seminar 7025 seen as great combination, especially if students work with their advisors to help formulate a research agenda

• The advisory board members like the new choices around research methods courses – they responded that we had definitely listened to them and kept a strong focus in this area

• The attendees suggested that students be provided more training in advanced ethics, especially ethical decision-making models

• The attendees indicated that more theoretical conceptualization skills would be helpful

• The advisory board members encouraged us to have our students get involved in state and national committee work, saying that it looked really good for doctoral graduates to have this on their CVs

• A strength of the program noted by the attendees was training in supervision

• A suggestion was made to increase training in determining what practices are evidence-based and which are not

• The focus on social justice and advocacy was appreciated and we had a discussion of how that comes through the program and the graduates

As a result of discussion by the DCFT faculty of this feedback, the following plans were made:

• To continue our focus on social justice and advocacy in the program, as we consider that a strength of the program

• To increase our focus on ethics, potentially in both the Advanced Theory course (CNS ED 7000) and in the two Doctoral Practicum courses.

• Similarly, we plan to increase the emphasis on conceptualization skills and evidence-based practices in the practicum courses.

Regular Department of Counseling and Family Therapy (DCFT) meetings
The DCFT faculty members meet regularly during bi-monthly meetings to discuss program development, student training, and curricular issues. The program draws upon its assessment of student learning outcomes for the program area standards for purposes of program evaluation and modification through the following measures:

1. Commitment to maintaining CACREP standards: The Department revised the Clinical Mental Health Counseling requirements from a 48 to 60 credit hour program (August 2012).
2. Student outcomes on the 2014-2015 Missouri Content Assessment (MoCA) indicated that 11 out of 13 students passed the exam (84.62% pass rate).

3. Results and pass rates on the Missouri Praxis exam – indicate that 104 students completed the Praxis exam (2010 – 2014) with a pass rate ranging from 94-100% during the same years. Missouri Educator Gateway Assessment (MEGA), and the Missouri School Counselor Performance Assessment (MoSCPA).

4. Evaluation of student outcomes on the Counselor Placement Comprehensive Examination (CPCE) showed that over a five-year period (2010-2015), 286 out of 291 students have successfully passed the CPCE with a cumulative pass rate of 98.3%.

5. Evaluated student results on the National Counselor Examination (NCE). Currently DCFT students have a 100% pass rate. DCFT will continue to monitor results from one administration to the other and modify coursework as needed.

6. Continuous monitoring and evaluation of student cases referred to the DCFT Review Board.

7. Continued review of data on Student Exit Survey.


9. **Use of the Clinical Skills Evaluation Checklist (CSEC)**
   The use of the CSEC is the main assessment tool we use to measure students’ skills across three benchmark courses: CNS ED 6000, Personal and Professional Development in Counseling, CNS ED 6270/6370 Practicum, CNS ED 6280/6380 Field Experience. To this end, we conducted an analysis of all M.Ed. graduates who completed their degrees during 2014. We used the CSEC to provide a feedback loop to identify strengths and areas for growth in our M.Ed. Counseling programs. The table below illustrates statistical results followed by narrative results.

**Results on Clinical Skills Evaluation Checklist for M.Ed. Graduates (Spring 2014, Summer 2014, and Fall 2014)**
*Please note: The top number in each cell represents the mean score for that subscale at that time point, and the bottom number represents the standard deviation.*

<table>
<thead>
<tr>
<th>Subscales</th>
<th>CNS ED 6000 Personal and Professional Development in Counseling</th>
<th>CNS ED 6270/6370 Practicum</th>
<th>CNS ED 6280/6380 Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction (1)</td>
<td>19.5 2.7</td>
<td>22.9 1.9</td>
<td>23.2 1.9</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td><strong>Alliance (2)</strong></td>
<td>24.5</td>
<td>2.7</td>
<td>29.5</td>
</tr>
<tr>
<td><strong>Questioning (3)</strong></td>
<td>14.6</td>
<td>1.0</td>
<td>16.8</td>
</tr>
<tr>
<td><strong>Interaction (4)</strong></td>
<td>55.4</td>
<td>9.2</td>
<td>72.7</td>
</tr>
<tr>
<td><strong>Theory (5)</strong></td>
<td>8</td>
<td>0.0</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Supervision (6)</strong></td>
<td>14.2</td>
<td>2.4</td>
<td>17.9</td>
</tr>
<tr>
<td><strong>Diversity (7)</strong></td>
<td>12.9</td>
<td>5.0</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Ethics (8)</strong></td>
<td>6.9</td>
<td>6.7</td>
<td>28.6</td>
</tr>
<tr>
<td><strong>Assessment (9)</strong></td>
<td>---</td>
<td>28</td>
<td>---</td>
</tr>
<tr>
<td><strong>Administration (10)</strong></td>
<td>12.0</td>
<td>0.0</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Counseling (11)</strong></td>
<td>3</td>
<td>---</td>
<td>28</td>
</tr>
<tr>
<td><strong>Personal (12)</strong></td>
<td>29.8</td>
<td>6.3</td>
<td>34.7</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>2.9</td>
<td>.2</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>2.9</td>
<td>.2</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>177.28</td>
<td>16.7</td>
<td>259.7</td>
</tr>
</tbody>
</table>

Based on this sample, we drew the following conclusions regarding use of the Clinical Skills Evaluation Checklist:

a. Students’ clinical skills are developing positively as they progress through each clinical course;

b. While growth was evident in all areas from Introduction to Field Experience, students improved considerably on the Interaction (4) and Ethics (8) subscales.

c. Although students demonstrated growth in the area of Assessment from CNS ED 6000, the checklist data showed a reduction in clinical skills in the area of Assessment and Theories from their CNS ED 6270/6370 Practicum experience to their CNS ED 6280/6380 Field Experience. Recommendation: Although we cover these areas during the Field Experience class, we will need to reinforce and enhance our focus on Assessment and Theories in Field Experience classes.
d. These outcomes are from both Clinical Mental Health and School Counseling student files. We will develop a specialized CSEC specifically geared toward school counseling environments.

e. Although the Clinical Skills Evaluation Checklist is used regularly in CNS ED 6000, CNS ED 6270/6370, and CNS ED 6280/6380, not all evaluators in the sample used the checklist in the same manner. For example, some instructors, particularly in the initial evaluation, skipped sections like Assessment (9) entirely. The variation in the degree to which the checklist was completed may contribute to some of the trends that are incongruent with the rest of the data, i.e. that student skill level in Diversity (7) declined between Introduction and Practicum.

As a result of the above information regarding the CSEC we have concluded the following:

- Continue to evaluate the use of the CSEC and make modifications as needed.
- Revise the CSEC to include more of a school counseling context,
- Consider adding more discussion about assessment to the field experience classes since students scores appeared to be lower among students enrolled in Field Experience courses than Introduction course,
- Provide Cns Ed 6000, 6270/6370, and 6280/6380 instructors/supervisors with instructions on how to evaluate students in order to ensure that all instructors are using the CSEC in the same manner. A caption will be included on the checklist that reads: “Please evaluate this student based on skills expected of a new M.Ed. counseling graduate.”

10. Graduate Student Survey:

The Department of Counseling and Family Therapy surveys graduates of our M.Ed. programs for their perceptions of the training they received in our programs and we ask them to provide us with contact information for their employers so that we may survey employers and obtain their feedback on the training our students receive. Our most recent graduate survey data comes from 2012. Our 2012 survey was a new survey that was designed by the faculty during 2010-2011. Previous surveys had been conducted by the UMSL Graduate Education office and were not tailored to our specific program goals and objectives.

The 2012 survey was sent to approximately 244 students for whom we had accurate email addresses (an additional 86 were sent but returned for invalid email addresses) and 105 were returned for a response rate of 43%. About 57% of respondents were from the Community Counseling program and 45% were from School Counseling (a few respondents completed both programs). By gender, 7.5% of the sample was male and 92.5% was female. About 82% of the sample was white, 14% African American, 3% Asian/Pacific Islander, 2% Hispanic/Latino(a) and 1% Native American/American Indian. Looking at age,
38% of the sample was 20-30 years old, 29% was 31-40, 17% was 41-50, and 16% was 51 and older.

In terms of preparation in our program (assessed on a 1-4 Likert-type scale, with options ranging from not at all prepared to very prepared), graduates were asked to rate their training in 14 areas. The means for the areas ranged from a low of 2.72 (knowledge of appraisal instrument and test interpretation) to a high of 3.72 (knowledge about ethical issues). Other highly rated items were sensitivity to multicultural issues with clients (3.71), valuing learning as a lifelong process (3.66), enhancing skills and effectiveness (3.41) and functioning effectively as a professional counselor (3.31). Other items ranked lower included knowledge of career development and resources (2.86) and skill in applying theory and techniques to groups (2.98). The overall mean response for the preparation items was 3.25, a score between prepared and very prepared.

Participants were asked about the qualities demonstrated by the program faculty and rated 10 items using a 5-point Likert-type scale ranging from 1 (not at all) to 5 (consistently). The highest rated quality was modeling respect for diversity (4.70) and the lowest rated quality was discussing research findings and their implications (3.99). The other highest ranked qualities were: modeling ethical practice (4.57), knowledge of content areas (4.55) and modeling professional identity (4.51). The overall mean for these faculty quality items was 4.36, a score between a lot and consistently.

Respondents were asked to rate their satisfaction with graduate study at UMSL on 7 items ranging from skill development to scheduling courses. These items reflect those asked in previous surveys and are more about the mechanics of our program. Items were responded to on a 4-point Likert-type scale ranging from 1 (very unsatisfied) to 4 (very satisfied). The item means ranged from 3.21 (variety of courses offered) to 3.51 (skill development). The quality of courses offered mean was 3.41. Overall, the mean for the group of items was 3.32, a rating between satisfied and very satisfied.

Finally, participants were asked if they would recommend graduate study in our program to a prospective graduate student. Ninety-seven percent of respondents replied Yes. We also asked about employment. Approximately 91% of respondents reported being employed, with the majority (81%) being employed in a counseling-related field. The top five job types were: school counselor (23%), community agency (21%), teaching (16%), private practice (15%), and college/university counseling center (8%).

11. Use of an Employer Survey:
The DCFT also administered a 2013 Employer Survey to elicit feedback from employers of our program graduates. The survey was sent to approximately 47 employers for whom we had accurate email addresses (4 were sent but returned for invalid email addresses) and seven were returned for a response rate of 15%.
All of the respondents were employers or supervisors of students. Three respondents (42.9%) were from community-based agencies, three respondents (42.9%) were from schools (k-12), one (14.2%) was from a hospital setting, and one (14.2%) was from a marriage and family therapy practice. The majority of these agencies served children (71.4%), families (71.4%), adolescents (57.1%), ethnic minority (57.1%) and sexual minority (57.1%) populations. The average number of UMSL graduates that these employers hired or supervised in the last five years was three.

In terms of preparation (assessed on a 1-4 Likert-type scale ranging from not at all prepared to very prepared), employers rated the extent to which the counseling program prepared them in 8 different areas. The means for these areas ranged from 3.1 to 3.8. Highly ranked areas included group work (3.8), research (3.6), and assessment (3.5). Areas that ranked lower included career development (3.1) and helping relationships (3.2). A total of 14 items assessed these 8 different areas. Looking at the means of each individual item, the highly rated items were knowledge of group dynamic and theories of group counseling (3.8), application of ethical principles and decision making (3.8), knowledge and use of the professional literature and research methods (3.6), and knowledge of appraisal instruments and test interpretation (3.6). Items that ranked lower included application of career development (2.8), knowledge of the history and philosophy of the counseling profession (3.2), and functioning effectively as a professional counselor (3.2). The overall mean response for the preparation items or the 14 items was 3.4, a score between prepared and very prepared.

In addition, employers were also asked to rate on a scale of 1-4 ranging from disagree to agree the extent to which they agree that the UMSL program focused on (1) training students to be open to the supervision process, (2) providing students with adequate clinical training and supervision by faculty supervisors, (3) helping students understand and apply their understanding of the counseling process, and (4) providing students with adequate opportunities to serve diverse communities. The means for these four emphases ranged from 3.8 to 4, indicating that the employers agreed that UMSL’s CMHC program focused on these four areas.

Core Counselor Education faculty discussed the results of the graduate survey. Results of the 2013 Employer Survey were distributed via email for discussion among core faculty. Overall findings of these two surveys suggests our program is doing an excellent job of training students in the eight core areas. Further, these findings indicate our program is also doing an excellent job of preparing students in developing good clinical skills to meet the needs of diverse clients.

Areas for Overall Continuous Development in all Programs
Below is a list of M.Ed. program changes that are currently being addressed by the DCFT:
1. Development of a revised course sequencing for CMHC and School Counseling students to follow. For example, due to site supervisors’ feedback over the years, it was determined that CMHC students should not enroll in Practicum until their third semester in the program which would allow them to complete Cns Ed 6000 – Personal and Professional Issues in Counseling, Cns Ed 6010 - Theories in Counseling, Cns Ed 6020 - Ethical and Professional Issues in Counseling, and Cns Ed 6030 - Foundations for Multicultural Counseling;

2. The use of SCOPE: The System for Comprehensive Ongoing Preparation of Educators. This data collection tool is designed to help track student growth and development as counselors-in-training. It can also be used to inform program development;

3. Consideration of the use of the Duncan Session Rating Scale (SRS) to track and assess client satisfaction of therapeutic services offered by counseling students in the Counseling and Social Advocacy Center @ UMSL; and

4. Identification of grants to support program development and clinical training.

The DCFT regularly uses electronic means to share information with students. The DCFT regularly uses its MyGateway electronic listserv notification system to alert students of important program and graduate deadlines (e.g., M-4 forms, application for graduation forms, application procedures and deadlines for CPCE, NCE, and School Certification).

1. The DCFT annually publishes its CACREP VITAL STATISTICS report on the Department’s website:


2. In addition, the DCFT maintains a social media page on FaceBook that serves as a venue for students, alumni, and faculty to share current events, student successes, and job opportunities.

   https://www.facebook.com/UMSLCounselingAlumni/
Doctoral Standards
Counselor Education and Supervision

Doctoral students receive supervision from program faculty. The doctoral program solicits feedback from site supervisors during several points of a doctoral student’s program:

1. All doctoral students must enroll in Cns Ed 7770 Doctoral Practicum I and II. Site Supervisors/Instructors of the course complete a Narrative Evaluation of the doctoral student’s progress at the end of the semester.

2. All doctoral students must complete 600 hours of supervised internship experience. These experiences are monitored and evaluated by site supervisors/program faculty who provide program feedback.

3. All doctoral students are reviewed annually by faculty at end of the Spring semester.

4. The DCFT holds regular faculty meetings to discuss student development and program issues;

5. The DCFT is drawing upon its assessment of student learning outcomes for the doctoral program area standards for purposes of program evaluation and modification through the use of the Doctoral Comprehensive Assessment Plan.

6. The DCFT holds an annual Doctoral Advisory Board meeting comprised of current doctoral students, doctoral program graduates, employers, and professional community members;

7. The Coordinator of Doctoral Programs holds a student meeting designed to gather qualitative data regarding the strengths and weaknesses of the program.

8. In addition, the DCFT utilizes the following program assessment strategies:

a. Doctoral student outcomes on their Qualifying Experience (QE). The purpose of the QE is to provide doctoral students with an opportunity to meet with their doctoral committee and design their program (i.e., course selection, internship activities, comprehensive exam, and professional goals);

b. Student outcomes on doctoral Comprehensive Examination. The comprehensive examination is a rigorous exam that allows doctoral students to show their depth of knowledge in three key areas: Theories, Research Methods, and Content Specialty area. The comprehensive exam is given when the doctoral student is completing all course work. Students
must successfully pass this examination in order to moved into All But Dissertation (ABD) status;

c. Student’s successful completion and defense of dissertation;

d. Analysis of any doctoral student cases referred to the Departmental Review Board;

e. Continuous evaluation of course offerings and sequencing;

f. Use of data from Doctoral Student Exit Survey; and

g. Use of data from Employer Survey.

As a result of the above data the DCFT made the follow modifications to the doctoral program:

1. As of August 2015 the Doctoral program was revised based on direct feedback from students, faculty evaluation of program and trends in counselor education.

2. Addition of grant writing opportunities through CSAC;

3. Doctoral students are routinely invited to the College Of Education- sponsored Brown Bag Seminars on grant writing and research. Several doctoral students have attended;

4. Continued mentoring of doctoral students through research teams and grant-writing with faculty.

5. Faculty will consider implementing grant-writing activities as part of a doctoral student’s internship experience (e.g., leadership & advocacy and research).

Dissemination of Information

1. All evaluation results and ensuing programmatic changes are included in the semiannual newsletter. Newsletters are sent electronically to faculty, students, alumni, site supervisors, and community members and are posted on the DCFT website;

2. The DCFT will develop and publish an official report outlining items in Standards AA.5 in the Spring 2016 upcoming Newsletter;

3. The DCFT annually publishes its CACREP VITAL STATISTICS report on the Department’s website:
4. The DCFT regularly uses its MyGateway electronic listserv notification system to alert students of important program and graduate information (e.g., application and deadlines for graduation procedures.)
PH.D. IN EDUCATION with an emphasis in COUNSELING
Effective date: Fall, 2015

FOUNDATIONS (12 semester hours minimum required)
- Personal and Professional Development in Counseling/Introduction to Counseling Skills
- Theories of Counseling
- Ethical and Professional Issues in Individual and Relationship Counseling
- Cns Ed 7075 Teaching, Learning, and Technology in Counselor Education

RESEARCH METHODS (18 semester hours minimum required)
- Education Research Methods and Design – Master’s level
- CNS ED 7020 Seminar in Counseling Research
- ED REM 7771 Quantitative Research Methods I
- ED REM 7781 Qualitative Methods in Educational Research I
- One of the following:
  - ED REM 7772 Quantitative Research Methods II
  - ED REM 7782 Qualitative Methods in Educational Research II
- One of the following:
  - ED REM 7772 Quantitative Research Methods II (if not taken above)
  - ED REM 7782 Qualitative Methods in Educational Research II (if not taken above)
  - ED REM 7740 Methods of Historical Research
  - ED REM 6730 Program Evaluation
  - ED REM 7712 Discourse Analysis
  - ED REM 7773 Quantitative Research Methods III

MAJOR SPECIALIZATION (48 semester hours minimum required)
- Foundations of Multicultural Counseling
- Group Procedures in Counseling
- Individual Inventory/Assessment
- Psychopathology and Diagnosis
- School Counseling Practicum or Clinical Mental Health Counseling Practicum
- School Counseling Field Experience [6 semester hours] or Clinical Mental Health Counseling Field Experience [6 semester hours]
- Career Information and Development
- Cns Ed 6410 Advanced Career Development
- Cns Ed 7000 Advanced Theories of Counseling and Family Therapy
- Cns Ed 7010 Advanced Multicultural Counseling
- Cns Ed 7030 Counselor Education and Supervision
- Cns Ed 7035 Counselor Education and Supervision Practicum
- Cns Ed 7040 Advanced Group Procedures in Counseling
- Cns Ed 7770 Doctoral Practicum [6 semester hours]

MINOR SPECIALIZATION (12 semester hours minimum required)
- Ed Rem 6718 Psychoeducational Assessment and Intervention II
- The minor specialization is to include at least 9 semester credit hours that represent a focused emphasis approved by the student’s doctoral advisory committee.

RESEARCH INTERNSHIP (6 semester hours minimum required)
- Cns Ed 7780 Doctoral Internship (6 hrs)

EXIT COURSE (3 semester hours minimum required)
- Cns Ed 7025 Advanced Counseling Research

DISSERTATION (12 semester hours minimum required)
- Educ 7999 Dissertation Research
| Semester Credit Hours Total | 111 |
# Doctoral Program Suggested Sequencing

## Doctoral Program Sequence (5-year Plan):

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 7000</td>
<td>CNS ED 6410/7010</td>
<td>CNS ED 7780 Emphasis Course</td>
</tr>
<tr>
<td>CNS ED 7770</td>
<td>CNS ED 7770</td>
<td>CNS ED 7770</td>
</tr>
<tr>
<td>CNS ED 7020</td>
<td>CNS ED 7025</td>
<td>CNS ED 7780 Emphasis Course</td>
</tr>
<tr>
<td>CNS ED 7030</td>
<td>CNS ED 7035</td>
<td>CNS ED 7780 Emphasis Course</td>
</tr>
<tr>
<td>ED REM 7771/7782</td>
<td>ED REM 7772/7782</td>
<td></td>
</tr>
<tr>
<td>CNS ED 7075</td>
<td>CNS ED 6410/7010</td>
<td>Emphasis Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 4</th>
<th>Spring Year 4</th>
<th>Summer Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED REM 7771/7782</td>
<td>4th Methods Course</td>
<td>CNS ED 7780</td>
</tr>
<tr>
<td>CNS ED 7040</td>
<td>ED REM 6718</td>
<td>CNS ED 7780</td>
</tr>
<tr>
<td>CNS ED 7780</td>
<td>CNS ED 7780</td>
<td>CNS ED 7780</td>
</tr>
</tbody>
</table>

## Doctoral Program Sequence (4-year Plan):

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 7000</td>
<td>CNS ED 6410/7010</td>
<td>CNS ED 7780 Emphasis Course</td>
</tr>
<tr>
<td>CNS ED 7770</td>
<td>CNS ED 7770</td>
<td>CNS ED 7770</td>
</tr>
<tr>
<td>ED REM 7771/7781</td>
<td>ED REM 7772/7782</td>
<td></td>
</tr>
<tr>
<td>CNS ED 7075</td>
<td>CNS ED 6410/7010</td>
<td>Emphasis Course</td>
</tr>
</tbody>
</table>

## Doctoral Program Sequence (3-year Plan):

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 7000</td>
<td>CNS ED 6410/7010</td>
<td>CNS ED 7780 Emphasis Course</td>
</tr>
<tr>
<td>CNS ED 7770</td>
<td>CNS ED 7770</td>
<td>CNS ED 7770</td>
</tr>
<tr>
<td>ED REM 7771/7781</td>
<td>ED REM 7772/7782</td>
<td></td>
</tr>
<tr>
<td>CNS ED 7075</td>
<td>ED REM 6718</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS ED 7020</td>
<td>CNS ED 7025</td>
</tr>
<tr>
<td>CNS ED 7030</td>
<td>CNS ED 7035</td>
</tr>
<tr>
<td>CNS ED 7040</td>
<td>4th Methods Course</td>
</tr>
<tr>
<td>ED REM 7771/7781</td>
<td>CNS ED 6410/7010</td>
</tr>
<tr>
<td>EDUC 7999</td>
<td>EDUC 7999</td>
</tr>
<tr>
<td>CNS ED 7780</td>
<td>CNS ED 7780</td>
</tr>
</tbody>
</table>