| | | | TTU | CME | IC CA | CREI | P COT | JRSE | MAP | AND | LEA | RNIN | IG OU | J TCO | MES | | | |
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| Section II Standards | | Learning Outcome | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUNGOOO | TOTALS |
| FOUNDATION | | | | | | | | | | | | | | | | | | |
| | A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly | | | | | | | | | | | | | | | | | |
| | available and systematically | | | | | | | | | | | | | | | | | |
| | B. The program area objectives meet the following requirements: | | | | | | | | | | | | | | | | | |
| | B ₁ . Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic | | | | | | | | | | | | | | | | | |
| | B ₂ . Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies. | | | | | | | | | | | | | | | | | |
| | B ₃ . Are directly related to program activities. | | | | | | | | | | | | | | | | | |

| B ₄ . Are written | | | | | | | | | | | | | | | | | |
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| so that they can | | | | | | | | | | | | | | | | | |
| be evaluated. | | | | | | | | | | | | | | | | | |
| C. Students | | | | | | | | | | | | | | | | | |
| actively identify | | | | | | | | | | | | | | | | | |
| with the | | | | | | | | | | | | | | | | | |
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| professional | | | | | | | | | | | | | | | | | |
| organizations, | | | | | | | | | | | | | | | | | |
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| participating in | | | | | | | | | | | | | | | | | |
| seminars, | | | | | | | | | | | | | | | | | |
| workshops, or | | | | | | | | | | | | | | | | | |
| other activities | | | | | | | | | | | | | | | 1 | | |
| that contribute | | | | | | | | | | | | | | | 1 | | |
| to personal and | | | | | | | | | | | | | | | 1 | | |
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| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| | | <u>89</u> | <u> </u> | 163 | 163 | 163 | 79 | <u> 79</u> | 99 | 89 | 89 | 173 | 9/1 | 991 | 69 | 99 | 4 |
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| distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following: D ₁ . Content areas. D ₂ . Knowledge and skill outcomes. | | | | | | | | | | | | | | | | | |
| distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following: D ₁ . Content areas. D ₂ . Knowledge and skill outcomes. D ₃ . Methods of | | | | | | | | | | | | | | | | | |
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| | core curricular areas are required of all students in the | 16300 | 16320 | 16360 | 16362 | 16380 | 16410 | 16460 | 16670 | 16800 | 16820 | 17370 | 17600 | 16680 | 0669 | 000091 | ALS |
| | core curricular areas are required of all students in the | UN6300 | UN6320 | UN6360 | UN6362 | UN6380 | UN6410 | UN6460 | UN6670 | UN6800 | UN6820 | UN7370 | UN7600 | UN6680 | PY6930 | UN6000 | TALS |
| | core curricular areas are required of all students in the | 00E9NDC | 20UN6320 | 20UN6360 | 30UN6362 | 20UN6380 | 30UN6410 | 30UN6460 | 30UN6670 | 00N9800 | 20UN6820 | 30UN7370 | SOUN7600 | SOUN6680 | EDPY6930 | 200Ne000 | OTALS |
| | core curricular areas are required of all students in the program. | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNEBOO | COUNGB20 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. | COUNG300 | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNE800 | COUN6820 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION | COUNG300 | COUNG320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. | COUNB300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNEBOO | COUNGB20 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
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| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION | COUNG300 | COUN6320 | COUN6360 | COUNG362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL | COUNG300 | COUNG320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE- | COUNES | COUNG320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUNG670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that | COUNG300 | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGB00 | COUN6820 | COUN7370 | COUN7600 | COUNGE80 | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that provide an | COUNG300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNE800 | COUN6820 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
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| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that provide an understanding of all of the following aspects of professional | COUNG300 | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
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| | core curricular areas are required of all students in the program. G1. PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that provide an understanding of all of the following aspects of professional functioning: a. Students wil | | COUNG320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNG670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that provide an understanding of all of the following aspects of professional functioning: a. Students will a. history and describe the | | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNG670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that provide an understanding of all of the following aspects of professional functioning: a. history and philosophy of | | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUNG820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE- studies that provide an understanding of all of the following aspects of professional functioning: a. history and philosophy of the counseling of the counseling of the product of the counseling of the counseling of the product o | 1 | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNG670 | COUNEBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| | core curricular areas are required of all students in the program. G ₁ . PROFESSION AL ORIENTATION AND ETHICAL PRACTICE-studies that provide an understanding of all of the following aspects of professional functioning: a. history and philosophy of | 1 | COUNG320 | COUN6360 | COUN6362 | COUNE380 | COUNG410 | COUN6460 | COUNG670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | |

| b. professiona | ıl | | | | | | | | | | |
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| roles, functions | | | | | | | | | | | |
| and | | | | | | | | | | | |
| | b. Students will | | | | | | | | | | |
| relationships | describe the | | | | | | | | | | |
| with other | professional | | | | | | | | | | |
| human service | | | | | | | | | | | |
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| as members of | | | | | | | | | | | |
| an | c. Students will | | | | | | | | | | |
| interdisciplinary | explain | | | | | | | | | | |
| emergency | counselors' | | | | | | | | | | |
| management | roles and | | | | | | | | 1 | | 1 |
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| national crisis, | | | | | | | | | | | |
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| other trauma- | | | | | | | | | | | |
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| d. self-care | d. Students will | | | | | | | | | | |
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| role; | | | | | | | | | | | |
| | role. | | | | | | | | | | |
| | e. Students will | | | | | | | | | | |
| e. counseling | identify | | | | | | | | | | |
| supervision | counseling | | | | | | | | | | |
| models, | supervision | | | | | | | 1 | | | 1 |
| practices, and | models, | | | | | | | | | | - |
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| processes; | practices, and | | | | | | | | | | |
| | processes. | | | | | | | | | | |
| f. professional | f. Students will | | | | | | | | | | |
| organizations, | | | | | | | | | | | |
| including | join a | | | | | | | | | | |
| membership | professional | | | | | | | | | | |
| benefits, | organization | 1 | | | | | | | | | 1 |
| | that aligns with | 1 | | | | | | | | | 1 |
| activities, | their own | | | | | | | | | | |
| services to | professional | | | | | | | | | | |
| members and | | | | | | | | | | | |
| current issues; | identity. | | | | | | | | | | |
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| | g. Students will | | I | | I | | Ι | | | | | | | | 1 | | |
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| g. profession | | | | | | | | | | | | | | | | | |
| credentialing, | | | | | | | | | | | | | | | | | |
| including | credentialing, | | | | | | | | | | | | | | | | |
| certification, | including | | | | | | | | | | | | | | | | |
| licensure, and | | | | | | | | | | | | | | | | | |
| accreditation | licensure, and | 1 | | | | | | | | | | 1 | | | | | 2 |
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| standards, an | | | | | | | | | | | | | | | | | |
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| | n the effects of | | | | | | | | | | | | | | | | |
| these issues; | | | | | | | | | | | | | | | | | |
| | these issue h. Students will | | | | | | | | | | | | | | | | |
| h. the role ar | la symlain the role | | | | | | | | | | | | | | | | |
| process of the | and process of | | | | | | | | | | | | | | | | |
| professional | the professional | | | | | | | | | | | | | | | | |
| counselor | counselor | | | | | | | | | | | 1 | | | | | 1 |
| advocating on | advocating on | | | | | | | | | | | | | | | | |
| behalf of the | behalf of the | | | | | | | | | | | | | | | | |
| profession; | profession. | | | | | | | | | | | | | | | | |
| i. advocacy | i. Students will | | | | | | | | | | | | | | | | |
| processes | identify the | | | | | | | | | | | | | | | | |
| needed to | advocacy | | | | | | | | | | | | | | | | |
| address | processes | | | | | | | | | | | | | | | | |
| institutional ar | | | | | | 1 | | | | | | 1 | | | | | 2 |
| social barriers | | | | | | ' | | | | | | ' | | | | | 2 |
| that impede | barriers that | | | | | | | | | | | | | | | | |
| access, equity | | | | | | | | | | | | | | | | | |
| and success f | | | | | | | | | | | | | | | | | |
| clients; and | clients. | | | | | | | | | | | | | | | | |
| j. ethical | | | | | | | | | | | | | | | | | |
| standards of professional | | | | | | | | | | | | | | | | | |
| organizations | | | | | | | | | | | | | | | | | |
| and | j. Students will | | | | | | | | | | | | | | | | |
| credentialing | identify the | | | | | | | | | | | | | | | | |
| bodies and | ethical | 1 | | | | | | | | | | 1 | | | | | 1 |
| applications o | standards of | | | | | | | | | | | | | | | | |
| ethical and | ACA. | | | | | | | | | | | | | | | | |
| legal | | | | | | | | | | | | | | | | | |
| considerations | 5 | | | | | | | | | | | | | | | | |
| in professiona | I | | | | | | | | | | | | | | | | |
| | | 00 | 50 | 30 | 32 | 30 | 10 | 30 | 02 | 00 | 50 | 02 | 00 | 30 | 08 | 00 | TOTALS |
| | | 63(| 63, | 63(| 63(| 638 | ,49 | 64(| 199 | 98(| 789 | 73. | 76(| 399 | 269 |)09 | AL |
| | | N S | l S | S | <u> </u> | S | l S | N S | S | N S | S S | COUN7370 | COUN7600 | N S | EDPY6930 | Z S | T(|
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | 8 | 8 | COUN6680 | | COUN6000 | 0 |
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| Co. SOCIAL AMOUNT Co. | | | | | | | | | | |
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| AND DOLUMENT Part and we that a provide are provided as a | G. SOCIAL | | | | | | | | | |
| CULTURAL OVERFILITY POPERFILITY POPERF POPERFILITY POPERFILITY POPERFILITY POPERFILITY POPERFILITY POP | | | | | | | | | | |
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| Studies that Stud | CULTURAL | | | | | | | | | |
| Studies that | DIVERSITY - | | | | | | | | | |
| provide zon de control de control de la cont | | | | | | | | | | |
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| other cultural content of the states, and states and states are states and states are st | provide an | | | | | | | | | |
| other cultural content of content | understanding | | | | | | | | | |
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| relationships, losses, and multi-oblived society, mitheting at of multi-oblived society, mitheting at of multi-oblived society, mitheting at of multi-oblived society, mitheting at other society, mitheting at other society, and plantificate individual society, and plantificate individual society, and plantificate individual society, and plantificate individual society, and an analysis of society, and analysis of society, analysis of society, and analysis of society, and analysis of society, analysis of society, and analysis of society, and analysis of society, analysis of soc | | | | 1 | | | | | | 1 |
| Issues, and formits a a society, including all of the followings. a. multicultural will denoisy and pluralistic more plurali | | | | | | | | | | |
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| multicultural schools (and processes) as Students as multicultural schools (and processes) as Students as multicultural schools (and processes) as Students are multicultural schools (and processes) as Students are multicultural schools (and processes) and schools (and processes) an | | | | | | | | | | |
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| scorely, including all of the followings: a. multicultural will best by and justifies to the followings: and consense of the followings: characteristics and concerns of the followings: and | multicultural | | | | | | | | | |
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| a. Students a. Truticularian in file feeting including characteristics. and concerns and concern | | | | | | | | | | |
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| and pluralistic termis. Including trends. Includ | | | | | | | | - | | |
| and pluralistic termis. Including trends. Includ | a, multicultura | | | | | | | | | |
| Including characteristics of the characterist | | | | | | | | | | |
| including characteristics including characteristics 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | | | | | | | | | | |
| characteristics including and concerns within and among diverse properties and concerns within and internationally. b. attitudes, and describe the left of the properties and acculturative experiences, including specifical solutions of the properties and coulturative experiences including solutions of the properties of the pr | | | | | | | | | | |
| and concerns within and among diverse groups rationally and internationally colorised and among diverse groups rationally and internationally colorised and international colorised and in | | | | | | | | | | |
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| internationaly: nationally and internationally. b. attitudes, beliefs, and secrethe attitudes, understandings, beliefs, understandings, beliefs, including experiences, including experiences, including experiences designed to accitive beliefs forser students of experiences acculturative organization of the experience | | among diverse | | | | | | | | |
| internationaly: nationally and internationally. b. attitudes, beliefs, and secrethe attitudes, understandings, beliefs, understandings, beliefs, including experiences, including experiences, including experiences designed to accitive beliefs forser students of experiences acculturative organization of the experience | nationally and | groups | | | | | | | | |
| internationally b. stituteds, beliefs, understandings, beliefs, and understandings, and understandings, speliefs ondisting specific axperiential fearning activities designed to understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity development, and social specific spec | internationally: | nationally and | | | | | | | | |
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| beliefs, stitutudes, understandings, beliefs, understandings, loellefs, and understandings, and understandings, and soculturative experiences, specific including experiental | | h Studente will | | | | | | | | |
| beliefs, and authorises, understandings, beliefs, and acculturative experiences, including specific experiental specific experiental searing searing designed to foster students understanding of self and culturally diverse clients; collurally diverse clients; counseling, identity development, and social self-self-self-self-self-self-self-self- | L and La | | | | | | | | | |
| understandings, beliefs, understandings, acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity development, and social justice; and | | | | | | | | | | |
| and understandings, acculturative experiences, including experiences, including experiences, including experiences, including experiential learning activities designed to foster students' understanding of self and culturally diverse clients; culturally diverse clients; culturally diverse clients; culturally development, identity theories of multicultural counseling, identity development, and social justice; and social justice; and social s | beliefs, | attitudes, | | | | | | | | |
| and understandings, acculturative experiences, including experiences, including experiences, including experiences, including experiential learning activities designed to foster students' understanding of self and culturally diverse clients; culturally diverse clients; culturally diverse clients; culturally development, identity development, and social justice; and social justice; and social | understandings | s, beliefs, | | | | | | | | |
| acculturative experiences, acculturative experiences, specific experiences, specific experiences, specific experiential specific experiential specific experiential specific experiential searning experiential learning activities learning designed to foster students disaigned to foster students of the stu | and | understandings. | | | | | | | | |
| experiences, including specific experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; culturally diverse clients; culturally conseling, identify development, and social justice; and social justice; and social justice; and social s | | | | | | | | | | |
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| specific experiential specific specific experiential learning experiential learning experiential learning experiential learning experiential learning activities designed to foster students dunderstanding of self and culturally diverse clients; c. theories of will identify theories of counseling, identify development, and social justice; and social injustice; and social in | | | | | | | | | | |
| experiential learning activities designed to foster students' understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity development, and social justice; and social selections specific specific specific specific social selections specific specif | | | | | | | | | | |
| experiential learning activities designed to foster students' understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity development, and social justice; and social selections specific specific specific specific social selections specific specif | specific | including | | | | | | | | |
| learning experiential learning learn | | | | 1 | | | | | | 1 |
| activities learning designed to solver students' designed to understanding of self and understanding of self and culturally diverse clients; culturally diverse clients. 1 | | experiential | | · | | | | | | - |
| designed to foster students' designed to understanding foster students' understanding of self and culturally diverse clients; cuturally diverse clients. c. theories of multicultural counseling, identity counseling, identity and social development, justice; and social | | | | | | | | | | |
| foster students' understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity development, and social pustice; and social | | | | | | | | | | |
| understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity counseling, and social gleen by the ones of development, and social index to the ories of multicultural | | | | | | | | | | |
| understanding of self and culturally diverse clients; c. theories of multicultural counseling, identity counseling, and social gleen by the ones of development, and social index to the ories of multicultural | foster students' | designed to | | | | | | | | |
| of self and culturally of self and diverse clients; culturally diverse clients. c. theories of multicultural counseling, identity counseling, and social development, justice; and social self-self-self-self-self-self-self-self- | | | | | | | | | | |
| culturally diverse clients; c. theories of multicultural counseling, identity development, and social gustice; and social gustice gusting gusting gusting gustice gusting | | | | | | | | | | |
| diverse clients; culturally diverse clients. c. theories of multicultural counseling, identity development, and social development, justice; and social | | | | | | | | | | |
| diverse clients. c. theories of multicultural counseling, identity development, and social justice; and social | | | | | | | | | | |
| c. theories of multicultural counseling, identity counseling, and social development, justice; and social | diverse clients; | | | | | | | | | |
| c. theories of multicultural counseling, identity counseling, and social development, justice; and social | | | | | | | | | | |
| c. theories of multicultural theories of counseling, identity counseling, identity and social development, justice; and social | | | | | | | | | | |
| multicultural theories of multicultural counseling, identity counseling, and social development, justice; and social | c, theories of | | | | | | | | | |
| counseling, multicultural counseling, identity counseling, development, and social development, justice; and social | | | | | | | | | | |
| identity counseling, identity development, and social justice; and social | | | | | | | | | | |
| development, identity and social development, justice; and social justice; | | | | | | | | | | |
| and social development, justice; and social | | counseling, | | 1 | | | | | | 1 |
| and social development, justice; and social | development. | identity | | | | | | | | |
| justice; and social | | | | | | | | | | |
| | | | | | | | | | | |
| justice. | justice; | | | | | | | | | |
| | | justice. | | | | | | | | |

| d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural | d. Students will identify individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including | | | | | 1 | | | | | | | | | | | 1 |
|---|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| competencies; | multicultural competencies. | | | | | | | | | | | | | | | | |
| conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, | justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, | | | | | 1 | | | | | | | | | | | 1 |
| | f. Students will explain counselors' roles in eliminating biases, prejudices, processes of intentional and | | | | | 1 | | | | | | | | | | | 1 |
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |

| G ₃ . HUMAN | | | | | | | | | | |
|------------------------|--------------------|--|--|--|--|--|---|---|-----|---|
| GROWTH AND | | | | | | | | | | |
| DEVELOPMEN | | | | | | | | | | |
| T - studies that | | | | | | | | | | |
| | | | | | | | | | | |
| provide an | | | | | | | | | | |
| understanding | | | | | | | | | | |
| of the nature | | | | | | | | | | |
| and needs of | | | | | | | | | | |
| persons at all | | | | | | | | | | |
| developmental | | | | | | | | | | |
| levels and in | | | | | | | | | | |
| multicultural | | | | | | | | | | |
| contexts, | | | | | | | | | | |
| including all of | | | | | | | | | | |
| the following: | | | | | | | | | | |
| | a. Students will | | | | | | | | | |
| a. theories of | explain theories | | | | | | | | | |
| individual and | | | | | | | | | | |
| family | of individual | | | | | | | | | |
| development | and family | | | | | | | | 1 | 1 |
| and transitions | development | | | | | | | | , i | _ |
| across the life- | and transitions | | | | | | | | | |
| span; | across the | | | | | | | | | |
| | lifespan. | | | | | | | | | |
| b. theories of | | | | | | | _ | | | |
| learning and | b. Students will | | | | | | | | | |
| personality | identify theories | | | | | | | | | |
| | of learning and | | | | | | | | | |
| | personality | | | | | | | | | |
| | | | | | | | | | 1 | 1 |
| | development, | | | | | | | | | _ |
| understandings | including | | | | | | | | | |
| about | neurological | | | | | | | | | |
| neurobiological | behavior. | | | | | | | | | |
| behavior; | | | | | | | | | | |
| | c. Students will | | | | | | | | | |
| c. effects of | explain the | | | | | | | | | |
| crises, disaters, | effects of | | | | | | | | | |
| and other | crises, | | | | | | | | | |
| trauma-causing | | | | | | | | 1 | 1 | 2 |
| events on | trauma-causing | | | | | | | • | | 2 |
| | | | | | | | | | | |
| persons of all | events on | | | | | | | | | |
| ages; | individuals of all | | | | | | | | | |
| | ages. | | | | | | | | | |
| d. theories | d. Students will | | | | | | | | | |
| and models of | identify | | | | | | | | | |
| in dividual | theories/models | | | | | | | | | |
| | of individual, | | | | | | | 1 | 4 | 2 |
| cultural, couple, | culture, couple, | | | | | | | 1 | 1 | 2 |
| family, and | family, and | | | | | | | | | |
| community | community | | | | | | | | | |
| resilience; | resilience. | | | | | | | | | |
| | e. Students will | | | | | | | | | |
| e. a general | discuss a | | | | | | | | | |
| | | | | | | | | | | |
| framework for | general | | | | | | | | | |
| | framework for | | | | | | | | | |
| exceptional | understanding | | | | | | | | 1 | 1 |
| abilities and | exceptional | | | | | | | | ' | 1 |
| strategies for | abilities and | | | | | | | | | |
| differentiated | strategies for | | | | | | | | | |
| interventions; | differentiated | | | | | | | | | |
| intorvolutions, | interventions. | | | | | | | | | |
| | II NOT VOTRIOTIS. | | | | | | | | | |

| f. human behavior including an understanding of developmental crises, disability, psychopatholog y, and situational and environmental factors that affect both normal and abnormal behavior; | f. Students will explain human behavior in regards to developmental crises, disability, psychopatholog y, and situational and environmental factors that affect both normal and abnormal behavior. | | | | | | | | | | | | 1 | | | 1 | 2 |
|--|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention and treatment; and | and treatment. | | | | | | | 1 | | | | | | | | 1 | 2 |
| h. strategies for facilitating optimal development and wellness over the life span. | h. Students will describe strategies for facilitating optimal development and wellness over the lifespan. | | | | | | | | | | | | | | | 1 | 1 |
| | | COUNG300 | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGEBO | EDPY6930 | COUN6000 | TOTALS |
| G ₄ . CAREER DEVELOPMEN T - studies that provide an understanding of career development and related life factors, including all of the following: | | | | | | | | | | | | | | | | | |
| a. career development theories and decision- making models | a. Students will identify career development theories and decision-making models | | | | | | 1 | | | | | | | | | | 1 |

| h | b. Students will | | | | | | | | |
|-------------------|-------------------|---|--|---|--|-----|--|-----|---|
| b. career, | identify career, | | | | | | | | |
| avocational, | avocational, | | | | | | | | |
| educational, | | | | | | | | | |
| occupational | educational, | | | | | | | | |
| and labor | occupational | | | | | | | | |
| market | and labor | | | 1 | | | | | 4 |
| | market | | | ' | | | | | 1 |
| information | information | | | | | | | | |
| resources, and | resources, and | | | | | | | | |
| career | | | | | | | | | |
| information | career | | | | | | | | |
| systems; | information | | | | | | | | |
| dydicinio, | systems. | | | | | | | | |
| | c. Students | | | | | | | | |
| c. career | will discuss | İ | | | | | | | |
| development | career | 1 | | | | | | | |
| program | development | | | | | | | | |
| | | 1 | | | | | | | |
| | program | 1 | | 1 | | | | | 1 |
| | planning, | 1 | | • | | | | | - |
| implementation | organization, | | | | | | | | |
| administration, | implementation, | 1 | | | | | | | |
| and evaluation; | administration, | | | | | | | | |
| , | and evaluation. | | | | | | | | |
| | d. Students | | | | | | | | |
| d. | will identify | | | | | | | | |
| interrelationship | | | | | | | | | |
| s among and | interrelationship | | | | | | | | |
| between work, | s among and | | | | | | | | |
| | between work, | | | | | | | | |
| family, and | family, and | | | | | | | | |
| other life roles | other life roles | | | 1 | | | | | 1 |
| and factors, | and factors, | | | • | | | | | - |
| including the | | | | | | | | | |
| role of | including the | | | | | | | | |
| multicultural | role of | | | | | | | | |
| issues in career | multicultural | | | | | | | | |
| | issues in career | | | | | | | | |
| development; | development. | 1 | | | | | | | |
| | e. Students | | | | | | | | |
| e. career and | will discuss | İ | | | | | | | |
| educational | career and | 1 | | | | | | | |
| | | | | | | | | | |
| planning, | educational | İ | | 1 | | | | | 1 |
| placement, | planning, | | | | | | | | - |
| follow-up, and | placement, | İ | | | | | | | |
| evaluation; | follow-up, and | 1 | | | | | | | |
| | evaluation. | 1 | | | | | | | |
| | f. Students will | 1 | | | | | | | |
| f. assessment | | 1 | | | | | | | |
| instruments and | | 1 | | | | | | | |
| | | | | | | | | | |
| techniques | instruments and | İ | | | | | | | |
| relevant to | techniques | 1 | | 1 | | | | | 1 |
| career planning | relevant to | 1 | | | | | | | |
| and decision | career planning | ĺ | | | | | | | |
| | and decision | 1 | | | | | | | |
| making, and | making. | | | | | | | | |
| | manify. | 1 | | | | i l | | i l | |

| g. career counseling ca processes, cotechniques, and presources, including those applicable to specific ap populations in a global economy. | echniques, and esources, ncluding those upplicable to | | | | | | 1 | | | | | | | | | | 1 |
|--|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| G₅. HELPING RELATIONSHI PS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following: | | | | | | | | | | | | | | | | | |
| a. an orientation to wellness and prevention as desired counseling goals; | i. Students will lescribe an prientation of vellness and prevention. | 1 | | | | | | | | 1 | | | | | | | 2 |
| b. counselor characteristics and behaviors that influence helping processes; he | o. Students will dentify counselor characteristics und behaviors hat influence telping processes. | | | 1 | | | | | | | | | | | | | 1 |
| c. essential id interviewing and counseling in skills; ar | c. Students will dentify essential nterviewing and counseling skills. | | | 1 | | | | | | | | | | | | | 1 |

| G ₆ . GROUP | | | | | | | | | |
|------------------------|-------------------|---|--|--|--|--|--|---|---|
| WORK - | | | | | | | | | |
| | | | | | | | | | |
| studies that | | | | | | | | | |
| provide both | | | | | | | | | |
| theoretical and | | | | | | | | | |
| experiential | | | | | | | | | |
| understandings | | | | | | | | | |
| | | | | | | | | | |
| of group | | | | | | | | | |
| purpose, | | | | | | | | | |
| development, | | | | | | | | | |
| dynamics, | | | | | | | | | |
| | | | | | | | | | |
| theories, | | | | | | | | | |
| methods, skills, | | | | | | | | | |
| and other group | | | | | | | | | |
| approaches in a | | | | | | | | | |
| multicultural | | | | | | | | | |
| | | | | | | | | | |
| society, | | | | | | | | | |
| including all of | | | | | | | | | |
| the following: | | | | | | | | | |
| | a. Students will | | | | | | | - | |
| a. principles of | identify | | | | | | | | |
| group | principles of | | | | | | | | |
| dynamics, | group | | | | | | | | |
| | group | | | | | | | | |
| including group | dynamics, | | | | | | | | |
| process | including group | | | | | | | | |
| | process | | | | | | | | |
| | components, | | | | | | | | |
| | | 1 | | | | | | | 1 |
| stage theories, | | | | | | | | | _ |
| group | stage theories, | | | | | | | | |
| members' roles | group | | | | | | | | |
| and behaviors. | members' roles | | | | | | | | |
| and therapeutic | and hehaviors | | | | | | | | |
| | | | | | | | | | |
| | and therapeutic | | | | | | | | |
| work; | factors of group | | | | | | | | |
| | work; | | | | | | | | |
| b. group | b. Students will | | | | | | | | |
| leadership or | describe group | | | | | | | | |
| | leadership or | | | | | | | | |
| styles and | facilitation | | | | | | | | |
| | | | | | | | | | |
| approaches, | styles and | | | | | | | | |
| including | approaches, | 1 | | | | | | | 1 |
| characteristics | including | 1 | | | | | | | 1 |
| of various types | | | | | | | | | |
| of group | of various types | | | | | | | | |
| or group | of various types | | | | | | | | |
| | of group | | | | | | | | |
| | leaders and | | | | | | | | |
| styles; | leadership | | | | | | | | |
| | c. Students will | | | | | | | | |
| c. theories of | identify theories | | | | | | | | |
| group | of group | | | | | | | | |
| counseling, | or group | | | | | | | | |
| including | counseling, | | | | | | | | |
| commonalties, | including | | | | | | | | |
| | commonalties, | 1 | | | | | | | 1 |
| distinguishing | distinguishing | | | | | | | | _ |
| characteristics, | characteristics, | | | | | | | | |
| and pertinent | | | | | | | | | |
| research and | and pertinent | | | | | | | | |
| | research and | | | | | | | | |
| literature; | literature; | | | | | | | | |
| | | | | | | | | | |

| d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and | including group | | 1 | | | | | | | | | | | | | | 1 |
|---|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| which students participate as | e. Students will participate as group members in a small group pactivity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. | | 1 | | | | | | | | | | | | | | 1 |
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| G ₇ . ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of | | | | | | | | | | | | | | | | | |
| a. historical perspectives concerning the nature and meaning of assessment; | a. Students will describe historical | | | | | | | | 1 | | | | | | | | 1 |

| | 1 1 | b. Students will | | | | | | | | |
|---|--|--|--|--|--|---|--|--|--|---|
| | b. basic | identify basic | | | | | | | | |
| | concepts of | concepts of | | | | | | | | |
| | standardized | | | | | | | | | |
| | and | standardized | | | | | | | | |
| | nonstandardize | and | | | | | | | | |
| | | nonstandardize | | | | | | | | |
| | d testing and | d testing and | | | | | | | | |
| | other | other | | | | | | | | |
| | assessment | | | | | | | | | |
| | techniques | assessment | | | | | | | | |
| | | techniques | | | | | | | | |
| | including norm- | | | | | | | | | |
| | referenced and | referenced and | | | | | | | | |
| | criterion- | | | | | | | | | |
| | referenced | criterion- | | | | | | | | |
| | assessment, | referenced | | | | 1 | | | | 1 |
| | | assessment, | | | | | | | | |
| | environmental | environmental | | | | | | | | |
| | assessment, | assessment, | | | | | | | | |
| | performance | | | | | | | | | |
| 1 | assessment, | performance | | | | | | | | |
| | individual and | assessment, | | | | | | | | |
| | | individual and | | | | | | | | |
| | group test and | group test and | | | | | | | | |
| | inventory | inventory | | | | | | | | |
| | methods, | | | | | | | | | |
| | psychological | methods, | | | | | | | | |
| | testing, | psychological | | | | | | | | |
| | testing, | testing, | | | | | | | | |
| | behavioral | behavioral | | | | | | | | |
| | observations; | observations; | | | | | | | | |
| | | c. Students | | | | | | | | |
| | | | | | | | | | | |
| | | will identify | | | | | | | | |
| | c. statistical | will identify | | | | | | | | |
| | concepts, | statistical | | | | | | | | |
| | | statistical | | | | | | | | |
| | concepts, | statistical concepts, | | | | | | | | |
| | concepts, including scales of | statistical concepts, including scales | | | | | | | | |
| | concepts, including scales of measurement, | statistical s concepts, including scales of | | | | | | | | |
| | concepts, including scales of measurement, measures of | statistical s concepts, including scales of measurement, | | | | | | | | |
| | concepts, including scales of measurement, measures of central | statistical s concepts, including scales of measurement, measures of | | | | | | | | |
| | concepts, including scales of measurement, measures of central tendency, | statistical s concepts, including scales of measurement, measures of central | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, | statistical s concepts, including scales of measurement, measures of central | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of | statistical s concepts, including scales of measurement, measures of central tendency, | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, | statistical s concepts, including scales of measurement, measures of central tendency, indices of | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of | | | | | | | | |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models o | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of | | | | 1 | | | | 1 |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models o reliability, and | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of measurement error, models of | | | | | | | | |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models o reliability, and the use of | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and | | | | | | | | |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models o reliability, and the use of reliability | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and the use of | | | | | | | | |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models o reliability, and the use of | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and | | | | | | | | |
| | concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models o reliability, and the use of reliability | statistical s concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. d. Students will identify reliability (i.e., theory of f measurement error, models of reliability, and the use of | | | | | | | | |

| <u> </u> | | | | | | | | | | | | | | | | | |
|---|---|----------|----------|----------|----------|----------|----------|----------|---------------|----------|----------|----------|-------------|----------|----------|----------|-------------|
| | e. Students | | | | | | | | | | | | l i | ļ į | Ţ., | | |
| e. validity (i.e., | , will identify | | | | | | | | | | | | 1 | l l | \ . | | |
| evidence of | validity (i.e., | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| validity, types of | f evidence of | | | | | | | | | | | | 1 | ļ , | Ţ., | | |
| validity, and the | validity, types of | | | | | | | | 1 | | | | l i | | Ţ., | | 1 |
| relationship | validity, and the | | | | | | | | | | | | 1 | · | | l l | - |
| between | relationship | | | | | | | | | | | | 1 | · | | l l | l l |
| reliability and | between | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| validity); | reliability and | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| | validity). | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| | f. Students will | | | | | | | | | | | | | 1 | | | |
| f. social and | identify social | | | | | | | | | | | | 1 | · | | l l | l l |
| cultural factors | and cultural | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| related to the | factors related | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| assessment | to the | | | | | | | | | | | | 1 | · | | l l | l l |
| and evaluation | assessment | | | | | | | | 1 | | | | 1 | ļ , | | ļ | 1 |
| of individuals, | and evaluation | | | | | | | | | | | | 1 | · | | l l | - |
| groups, and | of individuals, | | | | | | | | | | | | 1 | ١ | | l l | l l |
| specific | | | | | | | | | | | | | l i | | Ţ., | | |
| populations; | groups, and | | | | | | | | | | | | l i | | | | |
| and | specific | | | | | | | | | | | | l i | | | | |
| | populations. | | | | | | | | | | | | | L | ļ | | |
| g. ethical | g. Students will | | | | | | | | | | | | l i | | Ţ., | | |
| strategies for | identify ethical | | | | | | | | | | | | l i | | | | |
| selecting, | strategies for | | | | | | | | | | | | l i | ļ į | l . | | |
| administering, | selecting, | | | | | | | | | | | | 1 | ١ | | l l | l l |
| and interpreting | administering, | | | | | | | | | | | | l i | ļ į | l . | | |
| | and interpreting | | | | | | | | 1 | | | | 1 | ļ , | | ļ | 1 |
| assessment | assessment | | | | | | | | | | | | 1 | ١ | | l l | _ |
| and evaluation | and evaluation | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| instruments and | instruments and | | | | | | | | | | | | 1 | ļ , | | ļ | l l |
| to obnig | | | | | | | | | | | 1 | | 1 . | | 1 . | 1 | |
| techniques in | techniques in | | | | | | | | | | | | 1 | 1 | 1 | 1 | |
| counseling. | techniques in | | | | | | | | | | | | ' | | l ' | | |
| | techniques in counseling. | 6 | | C | 2 | C | C | C | | C | C | C | | S | | 6 | (2) |
| | | 300 | 320 | 360 | 362 | 380 | 410 | 460 | 029 | 800 | 820 | 370 | 009 | 089 | 930 | 000 | ST |
| | | N6300 | N6320 | N6360 | N6362 | N6380 | N6410 | N6460 | 0.000 Nee 200 | N6800 | N6820 | N7370 | N7600 | N6680 | Y6930 | N6000 | rals |
| | | 00K900 |)UN6320 |)UN6360 |)UN6362 |)UN6380 |)UN6410 |)UN6460 |)UN6670 |)UN6800 |)UN6820 |)UN7370 |)UN7600 |)UN6680 |)PY6930 | 0009NDC |)TALS |
| | | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGEBO | EDPY6930 | COUNGOOO | TOTALS |
| counseling. | | COUNE300 | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUN6000 | TOTALS |
| counseling. | | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGEBO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGEBO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH | | COUNESOO | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUNG820 | COUN7370 | COUN7600 | COUNGG80 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM | counseling. | COUNE300 | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGE80 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION | counseling. | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUNT600 | COUNGE80 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM | counseling. | COUNG300 | COUN6320 | COUNE360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNG680 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION | counseling. | COUNE300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNGG70 | COUNGBOO | COUNG820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an | counseling. | COUNESCO | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding | counseling. | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research | counseling. | COUNESOO | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGG80 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, | counseling. | COUNE300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNEG70 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical | counseling. | COUNESCO | COUNG320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs | counseling. | COUNG300 | COUN6320 | COUNE360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, | counseling. | COUNESOO | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUNG670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGG80 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program | counseling. | COUNE300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNEG70 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, | counseling. | COUNESCO | COUNG320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of | counseling. | COUNESOO | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGG80 | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, | counseling. | COUNESOO | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNGG70 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNEOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | a. Students will | COUNE300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNEGTO | COUNGBOO | COUNGB20 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a. the | a. Students will identify the | COUNESOO | COUNG320 | COUNESGO | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUNT370 | COUN7600 | COUNGESO | EDPY6930 | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a. the importance of | a. Students will | COUNESOO | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGS00 | COUN6820 | COUN7370 | COUN7600 | COUNGG80 | EDPY6930 | COUNGOOO | |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a. the importance of research in | a. Students will identify the | COUNESOO | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUNGG70 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGESO | EDPY6930 | COUNEOOO | |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a. the importance of research in advancing the | a. Students will identify the importance of research in | COUNESCO | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGESO | | COUNGOOO | TOTALS |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a. the importance of research in advancing the counseling | a. Students will identify the importance of research in advancing the | COUNESOO | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGESO | | COUNGOOO | |
| G ₈ . RESEARCH AND PROGRAM EVALUATION studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: a. the importance of research in advancing the | a. Students will identify the importance of research in | COUNESOO | COUN6320 | COUNG360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUNG670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUNGG80 | | COUNEOOO | |

| | b. Students will | | | | | | | | | | | | | | | | |
|--|-----------------------------------|---------------|----------|------------|---------------|----------|---------------|----------|----------|----------|----------|----------|----------|---------------|-------------|----------|--------|
| b. research | idenitfy | | | | | | | | | | | | | | | | |
| methods such | | | | | | | | | | | | | | | | | |
| as qualitative, | | | | | | | | | | | | | | | | | |
| quantitative, | as qualitative, | | | | | | | | | | | | | | | | |
| single-case | quantitative, | | | | | | | | | | | | | | 1 | | 1 |
| designs, actio | n single-case | | | | | | | | | | | | | | | | |
| research, and | | | | | | | | | | | | | | | | | |
| outcome-base | | | | | | | | | | | | | | | | | |
| research; | outcome-based | | | | | | | | | | | | | | | | |
| 100001011, | research. | | | | | | | | | | | | | | | | |
| | c. Students | | | | | | | | | | | | | | | | |
| c. statistical | will identify | | | | | | | | | | | | | | | | |
| methods used | | | | | | | | | | | | | | | | | |
| in conducting | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | 1 | | 1 |
| research and | in conducting | | | | | | | | | | | | | | | | _ |
| program | research and | | | | | | | | | | | | | | | | |
| evaluation; | program | | | | | | | | | | | | | | | | |
| | evaluation. | | | | | | | | | | | | | | | | |
| | d. Students will | | | | | | | | | | | | | | | | |
| d. principles | | | | | | | | | | | | | | | | | |
| models, and | principles, | | | | | | | | | | | | | | | | |
| applications o | | | | | | | | | | | | | | | | | |
| needs | applications of | | | | | | | | | | | | | | | | |
| assessment, | needs | | | | | | | | | | | | | | | | |
| program | assessment, | | | | | | | | | | | | | | 1 | | 1 |
| | | | | | | | | | | | | | | | ' | | 1 |
| evaluation, ar | | | | | | | | | | | | | | | | | |
| use of finding | s evaluation, and | | | | | | | | | | | | | | | | |
| to effect | use of findings | | | | | | | | | | | | | | | | |
| program | to effect | | | | | | | | | | | | | | | | |
| modifications; | | | | | | | | | | | | | | | | | |
| | modifications. | | | | | | | | | | | | | | | | |
| e. the use of | e. Students will | | | | | | | | | | | | | | | | |
| research to | identify the use | | | | | | | | | | | | | | | | |
| | ce of research to | | | | | | | | | | | | | | 1 | | 1 |
| based practic | | | | | | | | | | | | | | | | | _ |
| and | based practice. | | | | | | | | | | | | | | | | |
| | f Ctudonto will | | | | | | | | | | | | | | | | |
| f. ethical and | identify ethical | | | | | | | | | | | | | | | | |
| culturally | | | | | | | | | | | | | | | | | |
| relevant | and culturally | | | | | | | | | | | | | | | | |
| strategies for | relevant | | | | | | | | | | | | | | | | |
| interpreting ar | strategies for | | | | | | | | | | | | | | | | |
| reporting the | interpreting and | | | | | | | | | | | | | | 1 | | 1 |
| | reporting the | | | | | | | | | | | | | | ľ | | 1 |
| results of | reculte of | | | | | | | | | | | | | | | | |
| research and/ | research and/or | | | | | | | | | | | | | | | | |
| program | program | | | | | | | | | | | | | | | | |
| evaluation | evaluation | | | | | | | | | | | | | | | | |
| studies. | studies. | | | | | | | | | | | | | | | | |
| | o.uuioo. | 0 | 0 | 0 | CI. | | | 0 | | 0 | | 0 | 0 | 0 | - | 0 | (0 |
| | | COUNE300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| | | 92 | 9 | 92 | 9 | .92 | 9 | 92 | 9 | 76 | 9 | 5 | È | 92 | , , , | 92 | A |
| | | ī, | Ž | Ž | Ž | Ď | Ž | Ď | ă | 'n | Į | Ž | Į į | Ď | é | Ď | 10 |
| CMHC Standards | | \mathcal{G} | ည | $^{\circ}$ | \mathcal{S} | S | \mathcal{S} | S | ပ္ပ | S | ဗ | \circ | ပ္ပ | \mathcal{S} | 日 | S | 7 |
| FOUNDATION | | | | | - | | - | | - | | - | | - | | | | |
| FOUNDATION A. Knowledg | 4 01 1 111 | | | | | | | | | | | | | | | | |
| 1. Understan | ds 1. Students will | | | | | | | | | | | | | | | | |
| the history, | understand the | | | | | | | | | | | | | | | | |
| tile ilistoly, | | | | | | | | | | | İ | | | | | | |
| philosophy on | history, | | | | | | | | | | | | | | | | |
| philosophy an | history, philosophy and | 1 | | | | | | | | | | | | | | | 1 |
| philosophy an trends in clinic | philosophy and | 1 | | | | | | | | | | | | | | | 1 |
| philosophy an trends in clinic mental health | philosophy and | 1 | | | | | | | | | | | | | | | 1 |
| philosophy an trends in clinic | philosophy and trends in clinical | 1 | | | | | | | | | | | | | | | 1 |

| 2. Understands | s 2. Students will | | | | | | | | | | |
|-------------------------------|--------------------|---|---|--|--|--|--|---|--|--|---|
| ethical and | understand | | | | | | | | | | |
| legal | ethical and | | | | | | | | | | |
| | | | | | | | | | | | |
| considerations | | | | | | | | | | | |
| specifically | considerations | 1 | | | | | | | | | 1 |
| related to the | specifically | | | | | | | | | | - |
| practice of | related to the | | | | | | | | | | |
| clinical mental | practice of | | | | | | | | | | |
| health | clinical mental | | | | | | | | | | |
| counseling. | health | | | | | | | | | | |
| • | 2 Ctudente will | | | | | | | | | | |
| Understands | 3. Students will | | | | | | | | | | |
| the roles and | understand the | | | | | | | | | | |
| functions of | roles and | | | | | | | | | | |
| clinical mental | functions of | | | | | | | | | | |
| | clinical mental | | | | | | | | | | |
| health | health | | | | | | | | | | |
| counselors in | counselors in | | | | | | | | | | |
| various practice | various practice | | | | | | | | | | |
| settings and the | | | | | | | | | | | |
| importance of | settings and the | | | | | | | | | | |
| relationships | importance of | 1 | | | | | | 1 | | | 2 |
| | relationships | | | | | | | | | | |
| between | between | | | | | | | | | | |
| counselors and | counselors and | | | | | | | | | | |
| other | other | | | | | | | | | | |
| professionals, | professionals, | | | | | | | | | | |
| including | | | | | | | | | | | |
| interdisciplinary | including | | | | | | | | | | |
| treatment | interdisciplinary | | | | | | | | | | |
| teams. | treatment | | | | | | | | | | |
| teams. | teams. | | | | | | | | | | |
| 4 16 | 4. Students will | | | | | | | | | | |
| 4. Knows | know | | | | | | | | | | |
| professional | professional | | | | | | | | | | |
| organizations, | | | | | | | | | | | |
| preparation | organizations, | | | | | | | | | | |
| standards, and | preparation | | | | | | | | | | |
| credentials | standards, and | 1 | | | | | | | | | 1 |
| relevant to the | credentials | | | | | | | | | | |
| | relevant to the | | | | | | | | | | |
| practice of | practice of | | | | | | | | | | |
| clinical mental | clinical mental | | | | | | | | | | |
| health | health | | | | | | | | | | |
| counseling. | | | | | | | | | | | |
| | counseling. | | | | | | | | | | |
| 5. Understands | 5. Students will | | | | | | | | | | |
| a variety of | understand a | | | | | | | | | | |
| models and | variety of | | | | | | | | | | |
| | models and | | | | | | | | | | |
| theories related | theories related | | | | | | | | | | |
| to clinical | to clinical | | | | | | | | | | |
| mental health | mental health | | | | | | | | | | |
| counseling, | | | | | | | | 1 | | | 1 |
| including the | counseling, | | | | | | | | | | |
| methods, | including the | | | | | | | | | | |
| models, and | methods, | | | | | | | | | | |
| | models, and | | | | | | | | | | |
| principles of | principles of | | | | | | | | | | |
| clinical | clinical | | | | | | | | | | |
| | | | ı | | | | | | | | |
| supervision. | supervision. | | | | | | | | | | |

| | 6. Recognizes | Students will | | | | | | | | | | | | | | | | |
|----------|-------------------|-----------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| | the material for | recognize the | | | | | | | | | | | | | | | | |
| | the potential for | potential for | | | | | | | | | | | | | | | | |
| | substance use | substance use | | | | | | | | | | | | | | | | |
| | disorders to | disorders to | | | | | | | | | | | | | | | | |
| | mimic and | | | | | | | | | | | | | 4 | | | | 2 |
| | coexist with a | mimic and | | | | | | | 1 | | | | | 1 | | | | 2 |
| | variety of | coexist with a | | | | | | | | | | | | | | | | |
| | | variety of | | | | | | | | | | | | | | | | |
| | medical and | medical and | | | | | | | | | | | | | | | | |
| | psychological | psychological | | | | | | | | | | | | | | | | |
| | disorders. | disorders. | | | | | | | | | | | | | | | | |
| | | 7. Student is | | | | | | | | | | | | | | | | |
| | 7. Is aware of | aware of | | | | | | | | | | | | | | | | |
| | professional | | | | | | | | | | | | | | | | | |
| | issues that | professional | | | | | | | | | | | | | | | | |
| | affect clinical | issues that | | | | | | | | | | | | | | | | |
| | mental health | affect clinical | | | | | | | | | | | | | | | | |
| | | mental health | | | | | | | | | | | | | | | | |
| | counselors | counselors | | | | | | | | | | | | | | | | |
| | (e.g. core | (e.g. core | | | | | | | | | | | 1 | | | | | 1 |
| | provider status, | provider status, | | | | | | | | | | | | | | | | - |
| | expert witness | | | | | | | | | | | | | | | | | |
| | status, access | expert witness | | | | | | | | | | | | | | | | |
| | | status, access | | | | | | | | | | | | | | | | |
| | privileges within | to and practice | | | | | | | | | | | | | | | | |
| | privileges within | to and practice privileges within | | | | | | | | | | | | | | | | |
| | manageu care | managed care | | | | | | | | | | | | | | | | |
| | systems). | systems). | | | | | | | | | | | | | | | | |
| | 8. Understands | | | | | | | | | | | | | | | | | |
| | the | understand the | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | management of | | | | | | | | | | | | | | | | |
| | mental health | mental health | | | | | | | | | | | | | | | | |
| | services and | services and | | | | | | | | | | | | | | | | |
| | programs, | programs, | | | | | | | | | | | 1 | | | | | 1 |
| | | including areas | | | | | | | | | | | | | | | | - |
| | such as | such as | | | | | | | | | | | | | | | | |
| | | administration, | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | finance, | finance, | | | | | | | | | | | | | | | | |
| | accountability. | accountability. | | | | | | | | | | | | | | | | |
| | 0 Understands | 9. Students will understand the | | | | | | | | | | | | | | | | |
| | J. Uniderstatios | understand the | | | | | | | | | | | | | | | | |
| | tne impact of | impact of | | | | | | | | | | | | | | | | |
| | crises, | crises, | | | | | | | | | | | | | | | | |
| | disasters, and | disasters, and | | | | | | | | | | | | | 1 | | | 1 |
| | other trauma- | | | | | | | | | | | | | | | | | |
| | causing events | other trauma- | | | | | | | | | | | | | | | | |
| | on people. | causing events | | | | | | | | | | | | | | | | |
| | | on people. | | | | | | | | | | | | | | | | |
| | 10. | 10. Students | | | | | | | | | | | | | | | | |
| | Understands | will understand | | | | | | | | | | | | | | | | |
| | | the operation of | | | | | | | | | | | | | | | | |
| | | an emergency | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | management | management | | | | | | | | | | | | | 1 | | | 1 |
| | system within | system within | | | | | | | | | | | | | | | | - |
| | clinical mental | clinical mental | | | | | | | | | | | | | | | | |
| | health agencies | health agencies | | | | | | | | | | | | | | | | |
| | and in the | and in the | | | | | | | | | | | | | | | | |
| | community. | community. | | | | | | | | | | | | | | | | |
| | | | - | _ | - | C. | 0 | | _ | - | - | 0 | - | - | - | _ | - | 10 |
| | | j | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| | | j | 9 | <u> </u> | 92 | , j | 92 | 9 | 9 | 99 | , Z | 197 | Ľ, | Ĕ | 797 | 39/ | 92 | Ā |
| | | | 5 | Ş | 5 | Ş | 5 | Ş | Ş | Ş | 5 | Ş | Ş | 5 | Ş | ģ | Ş | T |
| | | j | 8 | I 8 | 8 | <u> </u> | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | 8 | ٥ |
| | | | 3 | | J | | 3 | | 9 | | 3 |) | 3 | | 9 | | 9 | _ |
| | B. Skills and | | | | | | | | | | | | | | | | | |
| | Practices | 1 | | I | | I | | | | | | | | | | | | |

| | 1 4 | 14 00 1000 301 | | | 1 | | | | | | | 1 | | | | | | |
|-------------|-----------------------------|-------------------------------|----------|----------|----------|----------------|----------|----------|----------|----------|----------|----------------|----------|----------------|----------|----------|----------|--------|
| | 1. | 1. Students will | | | | | | | | | | | | | | | | |
| | Demonstrates the ability to | demonstrate the ability to | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | apply and | | | | | | | | | | | | | | | | |
| | | adhere to | | | | | | | | | 1 | 1 | | | | | | 2 |
| | | ethical and | | | | | | | | | | | | | | | | _ |
| | | legal standards | | | | | | | | | | | | | | | | |
| | in clinical | in clinical | | | | | | | | | | | | | | | | |
| | | mental health | | | | | | | | | | | | | | | | |
| | counseling. | counseling | | | | | | | | | | | | | | | | |
| | 2. Applies | 2. Students will | | | | | | | | | | | | | | | | |
| | knowledge of | apply | | | | | | | | | | | | | | | | |
| | public mental | knowledge of | | | | | | | | | | | | | | | | |
| | health policy, | public mental | | | | | | | | | | | | | | | | |
| | | health policy, | | | | | | | | | | | | | | | | |
| | financing, and | financing, and | | | | | | | | | | | | | | | | |
| | regulatory | regulatory | | | | | | | | | _ | | | | | | | |
| | processes to | processes to | | | | | | | | | 1 | 1 | | | | | | 2 |
| | improve service | improve service | | | | | | | | | | | | | | | | |
| | delivery | delivery | | | | | | | | | | | | | | | | |
| | opportunities in | opportunities in | | | | | | | | | | | | | | | | |
| | clinical mental | clinical mental | | | | | | | | | | | | | | | | |
| | health | health | | | | | | | | | | | | | | | | |
| | counseling. | counseling. | | | | | | | | | | | | | | | | |
| | _ | counseling. | | | | 0.1 | | | | | | | | | | _ | | 10 |
| | | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | 57 |
| | | | 92 | 92 | 9 | 92 | 92 | Ý | 9 N | 9 N | 92 | 9 | 2 | Z | 9 | γ69 | 9 N | ⋖ |
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| | | | ပိ | ö | ŏ | $\ddot{\circ}$ | \circ | ö | ပိ | ö | ö | $\ddot{\circ}$ | ö | $\ddot{\circ}$ | ၓ | Ш | ၓ | TOTALS |
| COUNSELING, | | | | | | | | | | | | | | | | | | |
| PREVENTION, | | | | | | | | | | | | | | | | | | |
| | C. Knowledge | C. Knowledge | | | | | | | | | | | | | | | | |
| INTERVENTIO | o | ooougo | | | | | | | | | | | | | | | | |
| N | | | | | | | | | | | | | | | | | | |
| | 1. Describes | 1. Students will | | | | | | | | | | | | | | | | |
| | | provide a | | | | | | | | | | | | | | | | |
| | the principles of | description of | | | | | | | | | | | | | | | | |
| | mental health, | the principles of | | | | | | | | | | | | | | | | |
| | including | mental health | | | | | | | | | | | | | | | | |
| | prevention, | (e.g. | | | | | | | | | | | | | | | | |
| | intervention, | prevention, | | | | | | | | | | | | | | | | |
| | consultation, | intervention, | | | | | | | | | | | | | | | | |
| | education, | consultation, | | | | | | | | | | | | | | | | |
| | advocacy, as | education, | | | | | 1 | | | | | | | | | | | 1 |
| | well as the | | | | | | | | | | | | | | | | | |
| | operation of | advocacy), as | | | | | | | | | | | | | | | | |
| | programs and | well as the | | | | | | | | | | | | | | | | |
| | networks that | operation of | | | | | | | | | | | | | | | | |
| | promote mental | programs and | | | | | | | | | | | | | | | | |
| | health in a | networks that | | | | | | | | | | | | | | | | |
| | | promote mental | | | | | | | | | | | | | | | | |
| | Imulticultural | I: | | | | | | | | | | | | | | | | |
| | multicultural society. | health in a multicultural | | | | | | | | | | | | | | | | |

| 2. Knows the etiology, the diagnostic process and | 2. Students will identify the etiology, the diagnostic process and | | | | | | | | | |
|---|---|---|--|--|---|--|--|---|--|---|
| nomenclature, treatment, | nomenclature, | | | | | | | 1 | | 1 |
| referral, and | treatment, referral, and | | | | | | | | | _ |
| prevention of | | | | | | | | | | |
| mental and | prevention of | | | | | | | | | |
| emotional | mental and | | | | | | | | | |
| disorders. | emotional | | | | | | | | | |
| | disorders. 3. Students | | | | | | | | | |
| 3. Knows the models, methods, and principles of program development and service delivery (e.g. support groups peer facilitation training, parent education, and self-help). | describe therapeutic factors of group work. Students describe the history of groups and factors impacting the evolution of group work. Students describe the principles of | 1 | | | | | | | | 1 |
| 4. Knows the disease concept and etiology of addiction and co-occurring disorders. | 4. Students will: a) explain the disease concept of addictions, b) demonstrate an understanding of the history of substance abuse and addictions counseling, including the development of legislation and laws associated with each, and c) define the terminology commonly associated with the field of chemical dependency. | | | | 1 | | | 1 | | 1 |

| mental health service delivery - such as inpatient, outpatient, partial treatment and aftercare - and the clinical mental health counseling services | identify the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services | | | | 1 | | | 2 |
|--|---|---|--|--|---|---|--|---|
| 6. Understands the principles of crisis intervention for people during cirses, disaters, and other trauma-causing events. | | | | | | 1 | | 1 |
| 7. Knows principles, models and documentation formats of biopsychosocial case conceptualizati on and treatment planning. | 7. A) Students will identify the principles, models, assessment and documentation formats of biopsychosocial case conceptualizati on and treatment planning. B) Students will also construct a multiaxial diagnostic assessment using the DSM. C) Students will devise treatment strategies for | | | | | 1 | | 1 |
| community i systems in the i treatment of f | 8. Students will describe the importance of involvement of family in treatment | 1 | | | | | | 1 |

| 9. Understands professional issues relevant to the practice of clinical mental health counseling. | professional | 1 | | | | | | | | | | 1 | | | | | 2 |
|--|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| D. Skills and Practices | | | | | | | | | | | | | | | | | |
| 1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain and terminate counseling. | 1. A) Students will identify etiology and diagnoses based on symptoms presented. B) Students will demonstrate and defend appropriate therapeutic counseling skills for various stages of the helping relationship. | | | | | | | | | | 1 | | 1 | | | | 2 |
| counseling involving case | gender, socioeconomic status, spirituality, and sexual orientation). | | | | | | | | | | 1 | | | | | | 1 |
| 3. Promotes optimal human development, wellness, and mental health through prevention, education and advocacy activities. | 3. Students will describe the promotion of optimal human development, wellness, and mental health via prevention, education, and advocacy activities | | | | | | | | | | 1 | | | | | | 1 |

| 4. Applies effective strategies promote c understan of and acc to a variet communit resources | to and defend appropriate therapeutic counseling skills for various stages | | | | | 1 | | | 1 |
|---|--|--|--|--|---|---|--|--|---|
| 5. Demonstr appropriat of cultural responsiv individual, couple, fa group, and systems modalities initiating, maintainir and termin counseling | de use le use ly impact how impact how initial interviewing skills are employed. B) Students will identify and interpret counselor behaviors and chaviors | | | 1 | | | 1 |
| 6. Demonstr the ability use proce for assess and mana suicide ris | to dures sing ging linear standing and mastery of essential | | | | 1 | 1 | | | 2 |

| | 7. Applies current record-keeping standards related to clinical mental health counseling. | 7. A) Students will construct multiaxial diagnostic assessment using the DSM. B) Students will devise treatment strategies for diagnoses. C) Students will apply current record-keeping standards related to clinical mental health counseling. | | | | | | | | | | 1 | | | | | | 1 |
|------------------------------|---|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| | 8. Provides appropriate counseling strategies wher working with clients with addiction and co-occurring disorders. | approaches of common treatment options for substance addiction. | | | | | | | | | | 1 | | | | | | 1 |
| | her own | health | | | | | | | | | | 1 | | | | | | 1 |
| | | | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| DIVERSITY AND ADVOCACY | E. Knowledge | | | | | | | | | | | | | | | | | |
| | 1. Understands how living in a multicultural society affectss clients who are seeking clinical mental health counseling services. | living in a multicultural society affectss | | | | | 1 | | | | | | | | | | | 1 |

| the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client. | privilege, and oppression on one's own life and career and those of the | | 1 | | | | | | 1 |
|--|--|--|---|--|--|--|--|---|---|
| current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. | 3. Students will sunderstand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional | | 1 | | | | | 1 | 2 |
| strategies to support client advocacy & influence public policy, gov't relations on local, state, & national levels | disorders. 4. Students will understand effective strategies to support client advocacy & influence public policy, gov't relations on local, state, & national levels to enhance equity, increase funding, & promote programs that affect the practice of clinical mental health counseling. | | 1 | | | | | | 2 |

| 5. Understand the implication of concepts such as internalized oppression an institutional racism, as we as the historic and current political climat regarding immigration, poverty, and | 5. Students will demonstrate an understanding and appication of consultation approaches to | | | | | 1 | | | | | | | | | | | 1 |
|---|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| 6. Knows public policies on local, state and national levels that affect the quality and accessibility o mental health services. | Students will demonstrate knowldege of public policies on the local, | | | | | 1 | | | | | | | | | | | 2 |
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| F. Skills and Practices | | | | | | | | | | | | | | | | | |
| Maintains information regarding community resources to make appropriate referrals. | 1. Students will maintain information regarding community resources to make appropriate referrals. | | | | | | | | | 1 | 1 | | | | | | 2 |
| 2. Advocates for policies, programs, and services that are equitable and responsiv to the unique needs of clients. | 2. Students will advocate for policies, programs, and services that | | | | | 1 | | | | 1 | 1 | | | | | | 3 |

| interventions | the ability to modify counseling systems, theories, and techniques, and interventions to | | | | | 1 | | | | 1 | 1 | | | | | | 3 |
|---|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| make them culturally appropriate fi diverse populations. | make them culturally appropriate for diverse populations. | | | | | | | | | | | | | | | | |
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| ASSESSMENT G. Knowledg | je | | | | | | | | | | | | | | | | |
| on, theories of human development and concepts normalcy and psychopatho y leading to diagnoses ar appropriate counseling treatment | and models of assessment, case conceptualizati of human development, of and concepts of normalcy and log yleading to diagnoses and appropriate counseling treatment | | | | | | | | | | | | 1 | | | | 1 |
| various mode and approaches t clinical evaluation ar their appropriate uses, includir diagnostic interviews, mental status examination, symptom inventories, a | approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, | | | | | | | | 1 | | | | | | | | 1 |

| 0.11.1 | 3. Students will | | | | | | | | | | | | | | | | |
|---|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|--------------|----------|------------|
| 3. Understands | understand | | | | | | | | | | | | | | | | |
| basic | basic | | | | | | | | | | | | | | | | |
| classifications, | classifications, | | | | | | | | | | | | | | | | |
| indications, and | | | | | | | | | | | | | | | | | |
| contraindication | indications, and | | | | | | | | | | | | | | | | |
| s of commonly | contraindication | | | | | | | | | | | | | | | | |
| s of confinionly | s of commonly | | | | | | | | | | | | | | | | |
| prescribed | procoribod | | | | | | | | | | | | | | | | |
| psychopharma | psychopharmac | | | | | | | | | | | | | | | | |
| ological | psychophannac | | | | | | | | | | | | | | | | |
| medications so | ological | | | | | | | | | | | | | | | | |
| that appropriate | | | | | | | | | | | | | 1 | | | | 1 |
| triat appropriate | that appropriate | | | | | | | | | | | | | | | | |
| referrals can be | referrals can be | | | | | | | | | | | | | | | | |
| made for | made for | | | | | | | | | | | | | | | | |
| medication | medication | | | | | | | | | | | | | | | | |
| evaluations and | | | | | | | | | | | | | | | | | |
| so that the side | evaluations and | | | | | | | | | | | | | | | | |
| effects of such | so that the side | | | | | | | | | | | | | | | | |
| ellects of such | effects of such | | | | | | | | | | | | | | | | |
| medications | medications | | | | | | | | | | | | | | | | |
| can be | can be | | | | | | | | | | | | | | | | |
| identified. | | | | | | | | | | | | | | | | | |
| | identified. | | | | | | | | | | | | | | | | |
| 4. Identifies | 4. Students will | | | | | | | | | | | | | | | | |
| standard | identify | | | | | | | | | | | | | | | | |
| | standard | | | | | | | | | | | | | | | | |
| screening and | screening and | | | | | | | | | | | | | | | | |
| assessment | assassment | | | | | | | | | | | | | | | | |
| instruments for | | | | | | | | | 1 | | | | | | | | 1 |
| substance use | instruments for | | | | | | | | | | | | | | | | _ |
| disorders and | substance use | | | | | | | | | | | | | | | | |
| | disorders and | | | | | | | | | | | | | | | | |
| process | process | | | | | | | | | | | | | | | | |
| addictions. | addictions. | | | | | | | | | | | | | | | | |
| | addictions. | | | | 0.1 | | | | | | | | | | _ | | 10 |
| | | Õ | 20 | 099 | 962 | 980 | 5 | 9 | 2,2 | o o | 20 | 02: | 00 | 980 | 30 | 000 | <u> </u> |
| | | | | (7) | 82 | 63 | 64 | 64 | 99 | 89 | 89 | 73 | 76 | 99 | 66 | Ö | |
| | | 63 | 63 | 9 | | | | | | | | | | | | 9 | |
| | | JN63 | Ne3 | 9NC | Ϋ́ | Σ | <u> </u> | 1 5 1 | 5 | _ | < | 1 5 | < | <u> </u> | 3 √ € | JN6 | 1 7 |
| | | OUN63 | OUNG | OUNG | OUNE | NNO | S S | Jno 1 |) O | NO NO | Nno |) No | NO NO | N O O | DPY6 | OUNG | 0T.⁄4 |
| | | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUNGEBO | EDPY6930 | COUNGOOO | TOTALS |
| H. Skills and | | COUNG3 | COUNE | COUNG | COUNE | COUN | COUN | COU | COU | COU | Nnoo | COU | COUN | COUN | EDPY6 | COUNE | TOT |
| H. Skills and | | COUN63 | COUNE | COUNG | COUNE | COUN | COUN | COUR | COUR | COU | COUN | COU | COUN | COUN | EDPY6 | COUNE | TOT |
| Practices | 1 Students will | COUN63 | COUNES | COUNG | COUNE | COUN | COUN | COUR | COUNT | COUNT | COUN | noo | COUN | COUN | ЕДРУЄ | COUNE | TOT |
| Practices | Students will | COUN63 | COUNE | COUNG | COUNE | COUN | COUN | COU | COUN | COUN | COUN | noo | COUN | COUN | ЕБРУ | COUNE | 101 |
| Practices 1. Selects | select | COUN63 | COUNES | COUNG | COUNE | COUN | COUN | COU | noo | COUN | COUN | COUN | COUN | COUN | EDPY6 | COUNE | 101 |
| Practices 1. Selects appropriate | select appropriate | COUN63 | COUNES | COUNG | COUNE | COUN | COUN | COU | CON | COUN | COUN | noo | COUN | COUN | EDPY6 | COUNE | итот |
| Practices 1. Selects appropriate comprehensive | select appropriate | COUNG | COUNG | COUNG | COUNE | COUN | COUN | COUN | noo | COUN | COUN | noo | COUN | COUN | EDPY6 | COUNE | 101 |
| Practices 1. Selects appropriate comprehensive assessment | select appropriate comprehensive | COUNG | COUNGS | COUNG | COUNE | COUN | COUN | COU | CON | COU | COUN | noo | COUL | COUN | EDPY6 | COUNE | тот |
| Practices 1. Selects appropriate comprehensive assessment interventions to | select appropriate comprehensive assessment | COUNG | COUNG | COUNG | COUNE | COUN | COUN | noo | COON | NOO) | COON | COO | OOO | COUN | EDPY6 | COUNE | тот |
| Practices 1. Selects appropriate comprehensive assessment | select appropriate comprehensive assessment interventions to | COUNG | COUNG | COUNG | COUNE | COUN | COUN | COU | noo | NOOO | COUN | CON | COUN | COUN | EDPY6 | COUNE | TOT |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in | select appropriate comprehensive assessment interventions to assist in | COUNES | COUNG | COUNG | COUNE | COUN | COUN | noo | noo | NOO | COUN | noo | COUN | COUN | EDPY6 | COUNE | TOT |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and | select appropriate comprehensive assessment interventions to assist in diagnosis and | COUNG | COUNG | COUNG | COUNE | COUN | COUN | noo | COUNT | COUNT | COUN | CON | COON | COUN | EDPY | COUNE | тот |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment | select appropriate comprehensive assessment interventions to assist in diagnosis and | COUNG | COUNG | COUNG | COUNE | COUN | COUN | COU | noo | | | COU | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment | COUNG | COUNG | COUNG | COUNE | COUN | COUN | noo | NOO | 1 | NOOO 1 | noo | COUNT | COUN | EDPY6 | COUNE | 7 4101 |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an | COUNG | COUNG | COUNG | COUNE | COUN | COUN | noo | COUNT | | | CON | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of | COUNG | COUNG | COUNG | COUNK | COUN | COUN | COU | COUNT | | | COUNT | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in | COUNG | COUNG | COUNG | COUNE | COUN | COUNT | noo | NOO | | | noo | COUNT | COUN | EDPY | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of cultural bias in the | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the | COUNG | COUNG | COUNG | COUNE | COUN | COUN | COU | COUNT | | | CON | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of cultural bias in the implementation | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in | COUNG | COUNG | COUNG | COUNK | COUN | COUN | COU | OOO | | | COUNT | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of cultural bias in the implementation and | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation | COUNG | COUNG | COUNG | COUNK | COUN | COUN | noo | NOO | | | noo | COUNT | COUN | EDPY | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of cultural bias in the implementation and interpretation o | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and | COUNGS | COUNG | COUNG | COUNE | COUN | COUN | noo | OON | | | CON | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of cultural bias in the implementation and | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and interpretation of | COUNES | COUNG | COUNG | COUNK | COUN | COUN | noo | COUNT | | | COUNT | COUN | COUN | EDPY6 | COUNE | |
| Practices 1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with a awareness of cultural bias in the implementation and interpretation o | select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning with an awareness of cultural bias in the implementation and | COUNG | COUNG | COUNG | COUNK | COUN | COUN | noo | NOO | | | OOO | COUNT | COUN | EDPY(| COUNE | |

| | 2. | 2. Students will | | | | | | | | | | | | | | | | |
|----------|------------------|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| | | demonstrate | | | | | | | | | | | | | | | | |
| | | skill in | | | | | | | | | | | | | | | | |
| | | conducting an | | | | | | | | | | | | | | | | |
| | intake | intake | | | | | | | | | | | | | | | | |
| | interview, a | interview, a | | | | | | | | | | | | | | | | |
| | mental status | mental status | | | | | | | | | | | | | | | | |
| | evaluation, a | evaluation, a | | | | | | | | | | | | | | | | |
| | biopsychosocial | biopsychosocial | | | | | | | | | 1 | 1 | | | | | | 2 |
| | | history, a | | | | | | | | | | | | | | | | _ |
| | | mental health | | | | | | | | | | | | | | | | |
| | history, and a | history, and a | | | | | | | | | | | | | | | | |
| | psychological | psychological | | | | | | | | | | | | | | | | |
| | assessment for | assessment for | | | | | | | | | | | | | | | | |
| | treatment | treatment | | | | | | | | | | | | | | | | |
| | planning and | planning and | | | | | | | | | | | | | | | | |
| | caseload | caseload | | | | | | | | | | | | | | | | |
| | 3. Screens for | 3. Students will | _ | | | | | | _ | | | | _ | _ | | | | |
| | addiction, | screen for | | | | | | | | | | | | | | | | |
| | aggression, | addiction, | | | | | | | | | | | | | | | | |
| | and danger to | aggression, | | | | | | | | | | | | | | | | |
| | colf and and/or | and danger to | | | | | | | | | 1 | 1 | | | | | | 2 |
| | others as well | self and and/or | | | | | | | | | · · | ' | | | | | | 2 |
| | as co-occurring | others, as well | | | | | | | | | | | | | | | | |
| | mental | as co-occurring | | | | | | | | | | | | | | | | |
| | disorders. | mental | | | | | | | | | | | | | | | | |
| | uisoruers. | disorders. | | | | | | | | | | | | | | | | |
| | 4. Applies the | 4. Students will | | | | | | | | | | | | | | | | |
| | assessment of | apply the | | | | | | | | | | | | | | | | |
| | a client's stage | assessment of | | | | | | | | | | | | | | | | |
| | of dependence | a client's stage | | | | | | | | | | | | | | | | |
| | change, or | of dependence, | | | | | | | | | | | | | | | | |
| | recovery to | change, or | | | | | | | | | | | | | | | | |
| | determine the | recovery to | | | | | | | | | | | | | | | | _ |
| | annronriato | determine the | | | | | | | | | 1 | 1 | | | | | | 2 |
| | treatment | appropriate | | | | | | | | | | | | | | | | |
| | modality and | treatment | | | | | | | | | | | | | | | | |
| | placement | modality and | | | | | | | | | | | | | | | | |
| | criteria within | placement | | | | | | | | | | | | | | | | |
| | the continuum | criteria within | | | | | | | | | | | | | | | | |
| | of core | the continuum | | | | | | | | | | | | | | | | |
| | o. Juio. | of care. | | | | | | | | | | | | | | | | |
| | | | 00 | 20 | 09 | 62 | 80 | 10 | 09 | 20 | 00 | 20 | 70 | 00 | 80 | 30 | 00 | S |
| | | | 163 | COUN6320 | 163 | COUN6362 | 163 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | 173 | 9/1 | 991 | EDPY6930 | 091 | A |
| | | | 5 | Ş | Ş | Ş | Ş | Ş | Ş | Ş | Ş | Į | Ş | Į | Ş | Ā | Ş | T |
| | | | COUN6300 | 00 | COUN6360 | 8 | COUNG380 | 00 | 00 | 00 | 8 | 8 | COUN7370 | COUN7600 | COUNGEBO | ED | COUN6000 | TOTALS |
| | | | | | | | | | | | | | | | | | | |
| RESEARCH | | | _ | | | | | | | | | | | | | | | |
| | I. Knowledge | | | | | | | | | | | | | | | | | |

| | | 1. A) Students | | | | | | | | |
|----------|-------------------|--------------------|---|----------|---|--|--|--|---|---|
| | | will explain the | | | | | | | | |
| | | importance of | | | | | | | | |
| | | research in | | | | | | | | |
| | | advancing the | | | | | | | | |
| | | | | | | | | | | |
| | | counseling | | | | | | | | |
| | | profession.B) | | | | | | | | |
| | | Students will | | | | | | | | |
| | | differentiate | | | | | | | | |
| | | | | | | | | | | |
| | | statistical | | | | | | | | |
| | | methods used | | | | | | | | |
| | | in conducting | | | | | | | | |
| | | research and | | | | | | | | |
| | | rescaren and | | | | | | | | |
| | 1. Understands | program | | | | | | | | |
| | how to critically | | | | | | | | | |
| | | Students will | | | | | | | | |
| | evaluate | evaluate ethical | | | | | | | | |
| | research | and culturally | | | | | | | | |
| | relevant to the | | | | | | | | 1 | 1 |
| | practice of | relevant | | | | | | | | - |
| | | strategies for | | | | | | | | |
| | clinical mental | interpreting and | | | | | | | | |
| | health | reporting the | | | | | | | | |
| | counseling. | | | | | | | | | |
| | | results of | | | | | | | | |
| | | research and/or | | | | | | | | |
| | | program | | | | | | | | |
| | | evaluation | | | | | | | | |
| | | | | | | | | | | |
| | | studies. D) | | | | | | | | |
| | | Students will | | | | | | | | |
| | | demonstrate | | | | | | | | |
| | | understanding | | | | | | | | |
| | | | | | | | | | | |
| | | of electronic | | | | | | | | |
| | | search | | | | | | | | |
| | | process. E) | | | | | | | | |
| | | Students will | | | | | | | | |
| | | | | | | | | | | |
| | | demonstrate | | | | | | | | |
| | | the ability to | | | | | | | | |
| | | 2. Students will | | | | | | | | |
| | | describe the | | | | | | | | |
| | 2. Knows | principles, | | | | | | | | |
| | | | | | | | | | | |
| | | models, and | | | | | | | | |
| | program | applications of | | | | | | | | |
| | evaluation for | needs | | | | | | | 1 | 1 |
| | clinical mental | assessment | | | | | | | | - |
| | health | and the use of | | | | | | | | |
| | | | | | | | | | | |
| | programs. | findings to | | | | | | | | |
| | | effect program | | | | | | | | |
| | | modifications | | | | | | | | |
| | | 3. A) Students | | | | | | | | |
| | | | | | | | | | | |
| | 3. Knows | will describe the | | | | | | | | |
| | evidence-based | use of research | | | | | | | | |
| | | to inform | | | | | | | | |
| | treatments and | avidonas basad | | | | | | | | |
| | basic strategies | | | | | | | | | |
| | for evaluating | practice. b) | | | | | | | | |
| | counseling | Students will | | | | | | | 1 | 1 |
| | | demonstrate | | | | | | | | |
| | outcomes in | the ability to | | | | | | | | |
| | clinical mental | | | | | | | | | |
| | health | review current | | | | | | | | |
| | | scholarly | | | | | | | | |
| | counseling. | literature on a | | | | | | | | |
| | | topic of interest. | | | | | | | | |
| H | J. Skills and | TOPIC OF ITTEREST. | | | | | | | | |
| | | | | | | | | | | |
| 1 | Practices | | 1 | I | 1 | | | | | |

| 1. Applies relevant research findings to inform the practice of clinical ments health counseling. | 1. A) Students will explain the importance of research in advancing the counseling profession. B) Students will describe the use of research to inform evidence-based practice. C) Students will evaluate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. D) Students will demonstrate understanding of electronic search process. E) Demonstrate the ability to review current scholarly literature on a 2. Students will | | | 1 | 1 | | | 2 |
|--|---|--|--|---|---|--|--|---|
| 2. Develops measurable outcomes for clinical mental health counseling programs, interventions and treatmer | describe the principles, models, and applications of needs assessment and the use of | | | 1 | 1 | | | 2 |

| | 3. A) Stu will desc research methods as qualit as single-ca to increase the effectiveness of clinical mental health counseling interventions and programs. 3. Analyzes arch quantitat single-ca designs, research outcome research Students statistica methods in condu research program evaluation. | pribe a such active, tive, ase action a, and b-based b. B) s will tiate al s used lcting a and | | | | | | | | 1 | 1 | | | | | | 2 |
|-----------|---|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------|
| | | COUNG300 | COUN6320 | COUN6360 | COUN6362 | COUN6380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |
| DIAGNOSIS | K. Knowledge | | | | | | | | | | | | | | | | |
| | 1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). | oribe the s of the circ and circ tools go the edition SM. B) s will what circ is is sis sis circle. | | | | | | | | | | | 1 | | | | 1 |
| | 2. Understands 2. Stude identify diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within of care. | tic or and al s, and ss tt ess and ent vithin | | | | | | | | | | | 1 | | | | 1 |

| 3. Students will | | | | | | | | | | | | | | | | |
|----------------------------------|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 3. Knows the | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Impact of co- | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| substance use | | | | | | | 1 | | | | | 1 | | | | 2 |
| | | | | | | | • | | | | | • | | | | 2 |
| modical and alsorders on | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| psychological psychological | | | | | | | | | | | | | | | | |
| disorders. | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| 4. Understands 4. Students will | | | | | | | | | | | | | | | | |
| the relevance identify the | | | | | | | | | | | | | | | | |
| and potential relevance and | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| commonly used of commonly | | | | | 1 | | | | | | | | | | | 1 |
| diagnostic tools used diagnostic | | | | | | | | | | | | | | | | |
| with tools with | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| multicultural multicultural | | | | | | | | | | | | | | | | |
| populations. populations. | | | | | | | | | | | | | | | | |
| E Studente will | | | | | | | | | | | | | | | | |
| 5. Understands | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| appropriate use | | | | | | | | | | | | | | | | |
| of diagnosis | | | | | | | | | | | | | | | | |
| during a crisis, during a crisis | | | | | | | | | | | | | 1 | | | 1 |
| | | | | | | | | | | | | | | | | |
| other trauma disaster, or | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| causing event. | | | | | | | | | | | | | | | | |
| loadoing event. | _ | | _ | | _ | _ | _ | _ | _ | _ | _ | _ | _ | | _ | |
| | 8 | 8 | 09 | 62 | 80 | 10 | 09 | 2 | 8 | 20 | 20 | 00 | 80 | EDPY6930 | 8 | OTALS |
| | 33 | 33 | 33 | 93 | 33 | 34 | 34 | 36 | 38 | 38 | 73 | 92 | 96 | 369 | 90 | 4 |
| | ž | ž | ž | ž | ž | ž | ž | ž | ž | ž | Ž | Ž | ž | ž | ž | 2 |
| | \supset | \geq | \geq | \geq | Z | \sim | \supset | \geq | \geq | \geq | \geq | \sim | \sim | ₽ | ⋛ | <u> </u> |
| | COUN6300 | COUN6320 | COUNG360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUNGBOO | COUN6820 | COUN7370 | COUN7600 | COUN6680 | 出 | COUN6000 | 7 |
| | - | | _ | - | _ | _ | _ | | _ | | _ | _ | _ | | _ | |
| L. Skills and | | | | | | | | | | | | | | | | |
| Practices | | | | | | | | | | | | | | | | |
| 1. 1. Students will | | | | | | | | | | | | | | | | |
| Demonstrates demonstrate | | | | | | | | | | | | | | | | |
| Demonstrates demonstrate | | | | | | | | | | | | | | | | |
| appropriate use the appropriate | | | | | | | | | | | | | | | | |
| of diagnostic use of | | | | | | | | | | | | | | | | |
| tools, including diagnostic | | | | | | | | | | | | | | | | |
| the current tools, including | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| edition of the the current | | | | | | | | | | | | | | | | |
| DSM, to edition of the | | | | | | | | | | | | | | | | |
| describe the DSM, to | | | | | | | | | | 1 | | | | | | 1 |
| uescribe trie DSW, to | | | | | | | | | | | | | | | | |
| symptoms and describe the | | | | | | | | | | | | | | | | |
| clinical symptoms and | | | | | | | | | | | | | | | | |
| presentation of clinical | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| clients with presentation of | | | | | | | | | | | | | | | | |
| mental and clients with | | | | | | | | | | | | | | | | |
| emotional mental and | | | | | | | | | | | | | | | | |
| impairments. emotional | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

| 2. Is able to conceptualize accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. | ial diagnosis disorders esented by a ent and scuss the ferential agnosis with illaborating ofessionals. | | | | | | | | | | 1 | | 1 | | | | 2 |
|--|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-------------|----------|----------|----------|----------|----------|--------|
| Differentiates difbetween diagnosis and developmentall y appropriate reactions during crises, disasters, and differentiates between diagnosis and disasters, and disasters differentiates between diagnosis and disasters differentiates between diagnosis and disasters differentiates between diagnosis and disasters differentiates different | appropriate actions during ses, sasters, and ner trauma- | | | | | | | | | | 1 | | 1 | | | | 2 |
| Total Star | ndards | 13 | 6 | 2 | 3 | 18 | 7 | 4 | 10 | 13 | 24 | 13 | 12 | 9 | 10 | 8 | 151 |
| COUR | SES | COUN6300 | COUN6320 | COUN6360 | COUN6362 | COUNG380 | COUN6410 | COUN6460 | COUN6670 | COUN6800 | COUN6820/21 | COUN7370 | COUN7600 | COUN6680 | EDPY6930 | COUN6000 | TOTALS |