Counseling, MS

Program Review - General Standards
2022

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services.* Washington, DC.

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Counseling, MS

2022

Standard 1: Mission

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 1: Mission

Overview Questions:

1. How does the program mission embrace student learning and development?
    a. Students will learn and develop professional competencies in the helping profession.
2. In what ways does the academic program mission complement the mission of the institution?
    a. Students will develop competencies with a collaborative approach to counsel from a spiritual perspective for the glory of God through Jesus Christ and applied behavioral science
3. To what extent is the program mission used to guide practice?
    a. Students will develop professional competencies that are demonstrated within professional helping counseling dispositions guiding them to identify with and implement these skills in the counseling profession.

1.1 Mission Statement

- Minimum requirement to meet substandard: A one sentence explaining why the program exists and how it supports the MACU Mission.
    - In Folder as Counseling Program Mission Statement 02182022
        - **The Master of Science in Counseling degree program** prepares students to acquire the capacities for professional competencies demonstrated within professional helping counseling dispositions. The program prepares students to identify with the counseling profession, to ethically practice professional counseling with sensitivity to diversity and spirituality, and to develop strong results-oriented proficiencies in clinical mental health counseling; marital, couples, and family counseling; clinical mental health, addictions counseling; or a collaborative approach to counsel from a spiritual perspective for the glory of God through Jesus Christ and applied behavioral science.
        -
- Additional information about the substandard:
        - Students will learn and develop professional competencies in the helping profession.
    - The mission statement references student learning, development, and success.
        - Students will develop competencies with a collaborative approach to counsel from a spiritual perspective for the glory of God through Jesus Christ and applied behavioral science
    - The program mission is consistent with the mission of the department, college, division, institution, and applicable professional standards.
        - Students will develop professional competencies that are demonstrated within professional helping counseling dispositions guiding them to identify with and implement these skills in the counseling profession.
    - The program mission is appropriate for the institution's students and other constituents.

1.2 Summary Statement

- Minimum requirement to meet substandard:

- The School Chair will make a summary statement about the Program based on the data collected for the Program Review.
- The statement should cover the program's past three years and what the Chair's vision for the program is for the next three years.
- The statement should be no longer than two pages.

Suggested Evidence and Documentation:

1. Current mission statement, brief description of how it was developed, and date of last review
    a. in folder as Mission Statement Development and Revisions 02242022
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/divisional mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by academic program organizations)
6. Institutional demographics, description of student population served, and information about community setting
7. Chair Summary Statement

OLD

The Master of Science in Counseling degree program prepares students to acquire the capacities for professional competencies demonstrated within professional helping counseling dispositions to identify with the counseling profession, to ethically practice professional or pastoral counseling with sensitivity to diversity and spirituality, and to develop strong results-oriented proficiencies in clinical mental health counseling; marital, couples, and family counseling/therapy; clinical mental health addictions counseling; pastoral counseling and spiritual direction; or applied behavioral science.

REVISED

The Master of Science in Counseling degree program prepares students to acquire the capacities for professional competencies demonstrated within professional helping counseling dispositions. The program prepares students to identify with the counseling profession, to ethically practice professional counseling with sensitivity to diversity and spirituality, and to develop strong results-oriented proficiencies in clinical mental health counseling; marital, couples, and family counseling; clinical mental health, addictions counseling; or a collaborative approach to counsel from a spiritual perspective for the glory of God through Jesus Christ and applied behavioral science.

Facebook

More info

About

Mid-America Christian University is a private, Christian liberal arts college in Oklahoma City. MACU prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God. **See less**

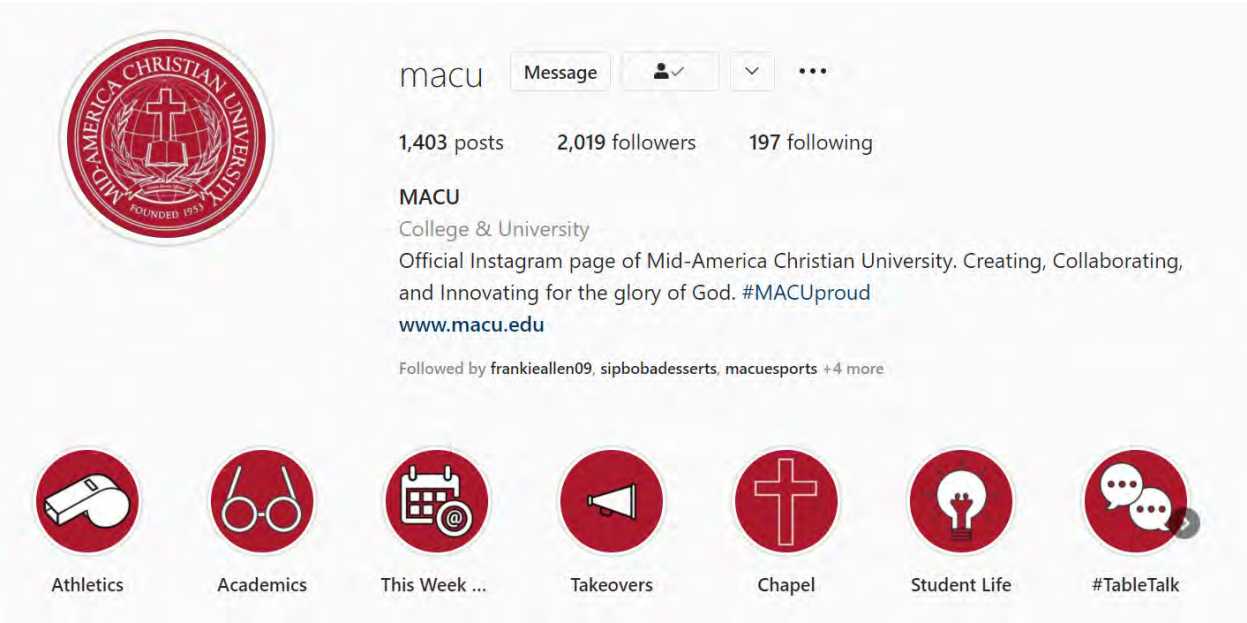
Additional information

We will delete comments that contain vulgar or abusive language, graphic or obscene imagery, personal attacks of any kind, offensive terms that target specific ethnic, religious or racial groups or incite violence. We will also delete comments that are spam, clearly off topic or that promote services or products.

If you are featured in a photo we posted on this page and do not wish to be, or have an issue with any content displayed on the MACU Facebook page, please email communications@macu.edu.

Thank you for your support! Go Evangels! **See less**

Instagram


macu
Message
1,403 posts
2,019 followers
197 following
MACU
College & University
Official Instagram page of Mid-America Christian University. Creating, Collaborating, and Innovating for the glory of God. #MACUproud
www.macu.edu
Followed by frankieallen09, sipbobadesserts, macuesports +4 more
Athletics
Academics
This Week ...
Takeovers
Chapel
Student Life
#TableTalk

Twitter

Mid-America Christian University
2,944 Tweets
MID-AMERICA CHRISTIAN UNIVERSITY
FOUNDED 1953
EVANGEL
SOCCER
Follow
Mid-America Christian University
@MAChristianUniv
The official Twitter account of Mid-America Christian University. Creating, Collaborating, and Innovating for the glory of God. #MACUproud
Oklahoma City, OK
macu.edu
Joined April 2014
114 Following
1,970 Followers

Current mission statement, brief description of how it was developed, and date of last review

The development of the Master of Science of Counseling mission statement was developed and adjusted as the program aspired to meet CACREP standards. During the development, the committee working on the project met and developed the mission statement that aligned with the University's mission while demonstrating the program's mission to develop professionally, ethically, and spiritually competent counselors.

During the development and adapting of the program mission statement, great care has been employed to ensure the statement reflects the program's objective of preparing students professionally and spiritually in the field.

The most recent revision of the program's mission statement was completed February 18, 2022 because of some changes to the areas of counseling the program no longer offers for training and development of students in the program.

Counseling, MS

2022

Standard 2: Programs and Services

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 2: Program and Services

Overview Questions:

1. What are the goals and objectives of the academic program? This is the intent of the program.
2. To what extent does the academic program structure allow it to be effective? Do you have what you need?
3. What are the key programs, services, and resources offered by the academic program?
4. How does the academic program contribute to the student experience?

2.1 Program and Services Goals

- Minimum requirement to meet substandard: The program's Wildly Important Goals (WIGs) for the past three years.
    - Asked LaDonna for this. She has the one for 2020-2021 Asked Dr. D for the one from 2021-2022 Emailed about this 02252022 - ***Have not received updated one from Dr. D 03182022 **** Sent another email 03182022 to Dr. D requesting this Sent another email early April requesting this
        - The Masters of Mental Health Counseling has Wildly Important Goals (WIGS) to improve communication between the administration and the faculty and ensure that all faculty feel equipped and encouraged in their role within the teaching of the program courses. ** This includes improved communication between the Chair, Program Director, Core Faculty, other departments in the University, and adjunct faculty. The improvement plan includes weekly emails from the Program Director to all faculty, ongoing professional development training offered on a quarterly basis. Part of that ongoing Professional Development is to include teachings to the program faculty by other departments in the university to learn more about some of the other department roles for the students at MACU
            - In 2021-2022 - Student Services shared with the faculty, and the Curriculum Services Department.
            - Goals for the 2022-2023 school year are to have other departments to share with faculty to increase collaboration and insight of the operating level of the university.
- Additional information about the substandard:
    - The program's Wildly Important Goals (WIGs) are written, aligned with the program's mission statement, and support institutional priorities and expectations of the program.
        - **The objectives to this program are:**

Objective #1: CUSTOMER EXPERIENCE – We will create a "Remarkable" customer experience for our students and employees. - Measured by End of Course Evaluations

Objective #2: PRODUCT DIVERSIFICATION – We provide relevant degree programs, certificates, credentials, and job-related curricula that meet the emerging workplace knowledge and skills.

Objective #3: MARKET ACCELERATION – We will grow student enrollments by employing innovative and expanded market penetrations.

Objective #4: CUSTOMER RETENTION – We will employ data analytics to increase retention, persistence, and graduation rates.

Objective #5: RESOURCES – We create learning and work environments that are sustainable and dynamic.

- The program regularly develops, reviews, evaluates, and revises its WIGs.
- The program communicates WIGs and progress toward achievement to appropriate constituents.

2.2 Program Design, Structure, and Framework

- Minimum requirement to meet substandard: The program has clearly stated, current, relevant, and documented policies and procedures
  - In folder MSC Resource - Provided to Students in Program by Support Specialists
- Additional information about the substandard:
  - The program has clearly stated, current, relevant, and documented responsibilities and performance expectations for personnel, and organizational charts demonstrating clear channels of authority. Asked Dorothy for this 02252022 and 03182022 In folder - (old one from 2017-2018)
  - The program works in close consultation and collaboration with others with expertise and departments across the institution to meet the needs and interests of students.
  - The program is intentionally designed to incorporate research and theories on student learning, achieve predetermined student learning, and development outcomes.

2.3 Program Documentation

- Minimum requirement to meet substandard: Show the program's documentation to MACU's internal and external constituencies.
- Additional information about the substandard:
  - Insert a copy of the Program Sheet from the latest version of the Academic Catalog.
    - In the folder as MSC Program Sheet (pdf)
  - Provide evidence of the Program's curriculum reviews in the last three years.
    - Entire program was rewritten in 2020 and 2021 - reducing the courses from seven to six weeks. Asked Christie Smith for a letter to support this as evidence on 02252022 Christie provided a spreadsheet that shows the conversions that the Counseling Program completed. It is in the folder under COUN Conversion

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
	February 2022				
Science	Curriculum Change - Expand Course Offerings for Biology Degree Program	N/A	N/A	Feb 1, 2022	
STE	Proposal to Develop: Masters of Education School Counseling	Feb 23, 2022	N/A	N/A	
STE	New Program: Final Approval -Change the Master's in Educational Leadership and Administration to include a person becoming certified in both site-level and district-level administration.	Nov 17, 2021	Feb 23, 2022	Feb 23, 2022	
	January 2022				
	No Items to Senate				
	December 2021				
	No Items to Senate				
	November 2021				
STE	Curriculum Revision: Replace the required ENGL 2403 World Literature Survey with ENGL 4803 Form and Genre in Literature for Elementary Education and Early Childhood Education.	N/A	Nov 17, 2021	Jan 1, 2022	
	October 2021				
STE	Curriculum Proposal: Change the Master's in Educational Leadership and Administration to include a person becoming certified in both site-level and district-level administration.	Jan 1, 2022	N/A	N/A	
	September 2021				
ASAS	Curriculum Revision: Add Psychology concentration to CAGS/Criminal Justice Management and Ethics degree	N/A	Sep 22, 2021	Jan 1, 2022	
SBL	Curriculum Revision: Offer Communication Emphasis in the MBA and ML Degree	N/A	Sep 22, 2021	Jan 1, 2022	
	August 2021				
	No Items to Senate				

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
	July 2021				
ASAS	Curriculum Revision: Expanding Options among COMM electives and produce minor alterations to realign existing curriculum	N/A	July 28, 2021	July 28, 2021	
	June 2021				
	No Items to Senate				
	May 2021				
	No Items to Senate				
	April 2021				
MATH	Curriculum Revision: Add Data Analytics Option to the Multidisciplinary Degree	N/A	Apr 28, 2021	Apr 28, 2021	
STE	Curriculum Revision: Adding more options to the Curriculum & Instruction Certificate	N/A	Apr 28, 2021	Apr 28, 2021	
SBL	Proposal to Develop: Accounting and Ethics, BBA Data Analytics Concentration	Apr 28, 2021	N/A	N/A	
MIN	New Program: Final Approval: B.S. in Ministry Leadership: Christian Worship Concentration	Oct 28, 2020	Apr 28, 2021	Aug 1, 2021	
SBL	Curriculum Revision: Revise the Accounting and Ethics, BBA required courses and add courses to sit for the CMA License	N/A	Apr 28, 2021	Aug 1, 2021	
	March 2021				
	No Items to Senate				
	February 2021				
STE	Memorandum: Catalog Changes to the Masters in Educational Leadership and Administration Program			Feb 24, 2021	
	January 2021				
	No Items to Senate				
	December 2020				

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
SBL	New Program: Final Approval: A.S. Network Management and Security	Oct 28, 2020	Dec 9, 2020	June 1, 2021	
SBL	New Program: Final Approval: B.S. Cyber Security program	Oct 28, 2020	Dec 9, 2020	June 1, 2021	
SBL	New Program: Final Approval: Digital Marketing (MKT) Concentration for the existing Management and Ethics (MGMT) and Business Administration and Ethics (BBA) programs	Aug 26, 2020	Dec 9, 2020	Jan 1, 2021	
SBL	New Program: Final Approval: Communication (COMM) Concentration for the existing Management and Ethics (MGMT) and Business Administration and Ethics (BBA) programs	Aug 26, 2020	Dec 9, 2020	Jan 1, 2021	
	November 2020				
	No Items to Senate				
	October 2020				
SBL	Proposal to Develop: A.S. Network Management and Security	Oct 28, 2020	N/A	N/A	
SBL	Proposal to Develop: B.S. Cyber Security program	Oct 28, 2020	N/A	N/A	
STE	Revision to Curriculum: Curriculum and Instruction Certificate program	N/A	Oct 28, 2020	Oct 28, 2020	
STE	Curriculum Proposal: Professional Education Option for Multidisciplinary options (CAS Undergraduate)	N/A	Oct 28, 2020	Oct 28, 2020	
MIN	Proposal to Develop: B.S. in Ministry Leadership: Worship Ministry Concentration	Oct 28, 2020	N/A	N/A	

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
	September 2020				
	No Items to Senate				
	August 2020				
SBL/ Math	Curriculum Proposal: Change required core courses: Interdisciplinary Studies, BS	N/A	Aug 26, 2020	Aug 26, 2020	N/A
SBL	Proposal to Develop: Communication (COMM) Concentration for the existing Management and Ethics (MGMT) and Business Administration and Ethics (BBA) programs	Aug 26, 2020	N/A	N/A	
SBL	Proposal to Develop: Digital Marketing (MKT) Concentration for the existing Management and Ethics (MGMT) and Business Administration and Ethics (BBA) programs	Aug 26, 2020	N/A	N/A	
STE	Curriculum Change (add course): Master in Education Curriculum and Instruction Program	N/A	Sept 1, 2020	Sept 1, 2020	
	July 2020				
STE	Curriculum Proposal: Master of Educational Leadership and Administration program	N/A	July 22, 2020	July 22, 2020	
STE	Curriculum Proposal: Master of Education Curriculum and Instruction program	N/A	July 22, 2020	Sept 1, 2020	
	June 2020				
SBL	New Program: Final Approval: Digital Marketing Multidisciplinary Option in Undergraduate Programs	Nov 27, 2019	June 24, 2020	July 1, 2020	
Music	School of Music: Music Ministry, and Recording Arts; Elementary/Secondary Vocal Music Education	N/A	N/A		June 24, 2020
	May 2020				
	No Items to Senate				
	April 2020				

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
Min.	Curriculum Proposal: Move BINT 2103, Basic Principles of Inductive Bible Study to Prior to Major Courses	N/A	Apr 23, 2020	Mar 1, 2020	
STE	New Program: Final Approval: Certificate for Paraprofessionals in Early Childhood and Elementary Education	Apr 23, 2020	Apr 23, 2020	June 2, 2020	
SBL/ Math	New Program: Final Approval: B.S. Interdisciplinary Studies	Dec 13, 2019	Apr 23, 2020	Aug 1, 2020	
STE	Pre-Professional Track Offerings - CAS	N/A	Apr 23, 2020	Apr 23, 2020	
	March 2020				
Math	New Program-Final Approval: B.S. in Data Analytics with Business Administration concentration	Dec 13, 2019	Mar 25, 2020	Apr 1, 2020	
ASAS	Criminal Investigations Certificate	N/A	N/A		Mar 25, 2020
ASAS	Victim Advocacy Certificate	N/A	N/A		Mar 25, 2020
Min.	New Program: Final Approval: Ministry Leadership-Children's Ministry Concentration	Dec 13, 2019	Mar 25, 2020	Aug 1, 2020	
SBL	Curriculum Changes: Business Administration and Ethics-Addition of two new internship courses	N/A	Mar 25, 2020	Apr 1, 2020	
STE	B.A. Elementary, Secondary Education, Area of Specialization in Instrumental Music Education	Feb 26, 2020	Mar 25, 2020	Aug 17, 2020	
English	New Program: Final Approval: English Literary and Cultural Studies B.A. with Pre-Law Track	Feb 26, 2020	Mar 25, 2020	Aug 17, 2020	
	February 2020				
BS&C	Curriculum Proposal: Changes to Admissions Criteria for the Masters of Science in Counseling	N/A	Feb 26, 2020	Feb 15, 2020	
English	Proposal to Develop: English Literary and Cultural Studies B.A. with Pre-Law Track	Feb 26, 2020	See Mar 2020	Aug 17, 2020	

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
	January 2020				
SBL	New Program: Final Approval: Business Administration and Ethics (BBA) Data Analytics Concentration	Nov 27, 2019	Jan 22, 2020	Feb 1, 2020	
SBL	New Program: Final Approval: Business Administration and Ethics (BBA) Health Care Management and Ethics (HCM) Concentration	Nov 27, 2019	Jan 22, 2020	Feb 1, 2020	
	December 2019				
STE	Curriculum Proposal: Change Program and Course Descriptions in MEd Educational Leadership and Administration	N/A	Dec 13, 2019	Jan 1, 2020	
SBL/ Math	Proposal to Develop: B.S. Interdisciplinary Studies	Dec 13, 2019	Apr 23, 2020	Aug 1, 2020	
Math	Proposal to Develop: B.S. in Data Analytics with Business Administration concentration	Dec 13, 2019	N/A	N/A	
Math	Proposal to Develop: MISE and Data Analytics Concentration for B.S. in Mathematics	Oct 23, 2019	N/A	N/A	
SBL	Proposal to Approve: 4+1 option for MBA and ML Programs	Nov 27, 2019	Dec 13, 2020	Jan 1, 2020	
STE	Curriculum Changes: School of Teacher Education Program Sheets	N/A	Dec 13, 2019	Jan 15, 2020	
	November 2019				
SBL	Proposal to Develop: 4+1 option for MBA and ML Programs	Nov 27, 2019	Dec 13, 2020	Jan 1, 2020	
SBL	Curriculum Proposal: Management and Ethics to be offered as a Multidisciplinary Option in Undergraduate Programs, except for the BBA	N/A	Dec 13, 2020	Jan 1, 2020	
English	Proposal to Change: Requirements for Secondary English Education Major	N/A	Nov 27, 2019	Aug 17, 2020	

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
VPAA	New Program: Final Approval: Communications, Media, and Ethics Multi- Disciplinary Option for Undergraduate Students	Sept 25, 2019	Nov 27, 2019	Jan 1, 2020	
	October 2019				
SBL	Proposal to Develop: Master of Public Health, MS	Oct 23, 2019	N/A		
VPAA	Proposal to Develop: Communications, Media, and Ethics Multi-Disciplinary Option for Undergraduate Students	Sept 25, 2019	Nov 27, 2019	Jan 1, 2020	
Math	Proposal to Develop: MISE and Data Analytics Concentration for B.S. in Mathematics	Oct 23, 2019	Dec 13, 2019	Jan 15, 2020	
SBL	New Program: Final Approval: Four Certificate Programs Based on Master of Business Administration (MBA) Emphases Courses	Sept 25, 2019	Oct 23, 2019	Jan 7, 2020	
	September 2019				
SBL	Proposal to Develop: Four Certificate Programs Based on Master of Business Administration (MBA) Emphases Courses	Sept 25, 2019	Oct 23, 2019	Jan 7, 2020	
	August 2019				
Math	New Program: Final Approval: B.S. in Data Analytics	July 24, 2019	Aug 28, 2019	Mar 1, 2020	
	July 2019				
Math	Proposal to Develop: B.S. in Data Analytics	July 24, 2019	Aug 28, 2019	Mar 1, 2020	
	June 2019				
ASAS	Proposal to Change: Program Outcome Changes: Criminal Justice and Ethics	N/A	June 26, 2019	July 1, 2019	
BS&C	Curriculum Revisions: ASPC Undergraduate Program Outcomes	N/A	June 26, 2019	July 1, 2019	
	May 2019				

School	Degree, Certificate, Concentration, Emphasis, or Track	Proposal To Develop Date	Final Approval Date	Effective Date	Sunset Date
STE	New Program: Final Approval: Graduate Certificate in Curriculum and Instruction	Apr 24, 2019	May 22, 2019	June 1, 2019	
SBL	Curriculum Revision: Add ML Courses Econ 5223; MGMT 5113	N/A	May 22, 2019	June 1, 2019	
BS&C	Curriculum Revision: Consolidate Program Outcomes for the Master of Science in Counseling Program	N/A	May 22, 2019	June 1, 2019	
English	Curriculum Revision: Divide ENGL 4313, Life and Teachings of CS Lewis, into two new courses.	N/A	May 22, 2019	Jan 1, 2020	
SBL	New Program: Final Approval: Financial Core Accounting Certificate	Apr 24, 2019	May 22, 2019	June 1, 2019	

For questions, please see the Vice-President of Academic Affairs 405.691.3190

School Key

ASAS	Adult School of Arts and Sciences
BS&C	School of Behavioral Science and Counseling
SBL	School of Business Leadership
English	School of English
Gen Ed	School of General Education
Math	School of Math
Min.	School of Ministry
Music	School of Music
Science	School of Science
STE	School of Teacher Education

MID-AMERICA CHRISTIAN UNIVERSITY

Master of Science in Counseling Resource

State Licensure:

Oklahoma links:

- Oklahoma Board of Behavioral Health Forms: Click here.
- LPC, LMFT Forms: Click here.
- Oklahoma Board of Licensed Alcohol and Drug Counselors (LADC): Click here.

Things to note:

- State requirements for licensure can change over the course of a degree program. It is the student's responsibility to know what their state requirements are at the time of graduation, so stay updated regularly.
- For Licensure Requirements in your state check the Board of Behavioral Health websites for your state.

Note: Some states will have separate websites for each type of licensure.

Field Work Experience:

Practicum:

The practicum course is separate from the Practicum experience itself. Students can begin the Practicum course and not be established at a Practicum site. The Practicum course is a 6 week course to learn about the Practicum experience.
For more information, review these Videos From Dr. Pullen

Practicum Hours Required:

- Total Program Requirement: 700 hours. Contact your state board to determine the field experience requirement for your state.
- Some states may allow 300 hours. If this is a track you would like to pursue, please contact your program coordinator to sign a waiver.
- Hours are a mix of administrative and direct client hours.
- Practicum Field Experience is made up of the first 100 hours.

7 steps to eligibility to begin Practicum and Internship:

- Completed your 10th course
- Minimum 3.0 GPA
- 100% score on the Practicum exam. You are eligible to take this exam at any point after your 10th course.
- Join the American Counseling Association (https://www.counseling.org). The ACA will provide you a copy of your liability insurance that you will provide to MACU.
- Complete a background check. A link for this will be provided by the program coordinator.
- Complete the Ethics course
- The program coordinator will provide you a copy of the Practicum Agreement. You will complete this agreement in order to move to the next stage of your field work experience.

Students are provided a Field Work Experience Handbook when they gain access to the Practicum portal, Tavera.

School of Behavior Science and Counseling - Course Conversion Report

Course Number	Course Name	SME\Content Specialist	Start Date	# Weeks	Reviewed By	Review Date	The grading scale point values are appropriate to assignment effort.	The course outcomes align with program outcomes and accurately reflect the course level.	The weekly scriptures are appropriately used and originate from acceptable versions of the Bible.	Weekly topics are presented in a logical progression.	Weekly topics align with course outcomes.	Weekly readings and resources are relevant to the course outcomes and weekly objectives.	Weekly readings and resources reflect contemporary issues in both topic relevancy and publishing dates.	Weekly workload is reasonable for course level.	Program-specific materials (resources, rubrics, etc.) are used, if applicable.	Instructional equivalency hours are appropriately assigned.	Comments or Suggestions?
COUN 5113	Psychopathology	Leon DeSecottier	6/22/2021	6													
COUN 5123	Career Counseling and Development	Leon DeSecottier	6/22/2021	6	annette.pullen@macu.edu	5/27/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This looks like a great course. One that will be a benefit to the students in the program.
COUN 5213	Theories of Counseling and Psychotherapy	Leon DeSecottier	9/21/2021	6	annette.pullen@macu.edu	7/15/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Progression and flow of the course look good. There are some due dates that do not unify with what we have done on all other courses.
COUN 5233	Alcohol and Drug Addiction	Annette Pullen	6/22/2021	6	leon.desecottier@macu.edu	1/28/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	looks good, thanks
COUN 5313	Individual Counseling and Psychotherapy Techniques	Leon DeSecottier	8/10/2021	6	annette.pullen@macu.edu	6/10/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course looks great. Looks like a lot of fun for the students to learn these complex subjects. Great work!
COUN 5333	Addiction in the Family and Assessment Theory	Annette Pullen	8/10/2021	6	leon.desecottier@macu.edu	5/17/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5413	Interpersonal Communication in Counseling and Relationships	Paul Silvestri	6/22/2021	6	annette.pullen@macu.edu	2/12/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Well done! Very creative!
COUN 5433	Addiction in the Family Counseling	Annette Pullen	6/22/2021	6	leon.desecottier@macu.edu	2/4/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5513	Marriage and Family Systems and Treatment	Paul Silvestri	9/21/2021	6	annette.pullen@macu.edu	8/12/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5533	Pharmacology of Drugs of Abuse	Leon DeSecottier	6/22/2021	6													
COUN 5563	Clinical Psychopharmacology in Counseling	Carol Armstrong	6/22/2021	6	annette.pullen@macu.edu	3/9/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Looks like a great course.
COUN 5613	Marital and Family Treatment Techniques	Paul Silvestri	6/22/2021	6	annette.pullen@macu.edu	4/1/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Course looks great. Only question I have is, would it work to combine the quizzes weeks one through three - as a mid-term quiz? And then weeks 4-6 as a final quiz?
COUN 5643	Addiction and Substance Abuse Counseling Theory and Techniques	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	4/22/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5713	Human Development	Constance DelGiudice	6/22/2021	6													
COUN 5813	Tests and Measurement	Leon DeSecottier	9/21/2021	6													
COUN 5913	Research Methods	Leon DeSecottier	6/22/2021	6													
COUN 6133	Multicultural Treatment Planning for Individuals and Families	Paul Silvestri	6/22/2021	6	annette.pullen@macu.edu	4/1/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	I wonder if the quizzes can be combined in week three for 1 to 3? And for week six from 4 to 6? A mid-term quiz and final quiz?
COUN 6233	Ethics and Professional Studies	Constance DelGiudice	8/10/2021	6	annette.pullen@macu.edu	7/1/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	I made a couple comments on here. I see Dr. D is listed as final reviewer. I still reviewed. EXCELLENT work on this course. It looks amazing.
COUN 6333	Advanced Counseling and Psychotherapy Techniques	Leon DeSecottier	9/21/2021	6	annette.pullen@macu.edu	7/2/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course is very well done!
COUN 6353	Human Sexuality in Counseling	Constance DelGiudice	8/10/2021	6	annette.pullen@macu.edu	7/12/2021	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	A lot to this course. It looks good. Only feedback I might have is if there are resources that are similar to what is shared here, that are not 20 years old? Some more modern-day resources might bring another level of relevancy to the course. Thoughts?
COUN 6363	Community Counseling	Constance DelGiudice	TBA	6	annette.pullen@macu.edu	9/10/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course is well done. Looking forward to those students who get to take this revised course. I think it is much better than what it was.
COUN 6433	Assessment of Individuals and Families in Counseling	Annette Pullen	8/10/2021	6	leon.desecottier@macu.edu	7/16/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	course is appropriate
COUN 6463	Clinical Issues of Aging, Death and Dying	Constance DelGiudice	9/21/2021	6	annette.pullen@macu.edu	9/3/2021	Yes	Yes	Yes	Yes	Yes	Yes, I made one comment about	Yes	Yes	Yes	Yes	
COUN 6533	Intervention for Individuals and Families in Crisis and Trauma	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	8/19/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 6633	Addiction and Chemical Dependency Counseling	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	6/2/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 6733	Child/Adolescent Psychopathology and Counseling	Leon DeSecottier	6/22/2021	6	annette.pullen@macu.edu	4/20/2021	I did comment on	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Great course. Couple changes in scoring. Some minor comments in the course
COUN 6833	Group Dynamics and Counseling	Leon DeSecottier	8/10/2021	6	annette.pullen@macu.edu	6/21/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course looks great. One week does not have the same words "set up as post-first" for the instructions to the builders. Nice clean course! Excellent work!
COUN 6863	Psychopathology Diagnostics and Treatment Design	Leon DeSecottier	TBA	6	annette.pullen@macu.edu	10/22/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The Case Study template does not align with 7th edition APA for the title page in particular. I made comments on the case study template. Really like the change in the wording on the steps if turnitin reports come back high. I made a few minor changes to some of the case study wordings and some suggestions. This course looks great.
COUN 6973	Practicum	Annette Pullen	6/22/2021	6	leon.desecottier@macu.edu	3/22/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 6983	Internship	Annette Pullen	4/13/2021	6	leon.desecottier@macu.edu	3/20/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	looks good
COUN 6993	Advanced Internship	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	8/20/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Counseling, M.S.

Effective: 11/01/2018

Graduate study in the field of counseling is designed to strengthen the academic and professional competence of the student by developing the capacity for independent study, mastering research skills appropriate to the field of study and building the analytical creative, integrative, and evaluative techniques as applied to a specialized field of study.
Each of the counseling program's four emphases are designed to instruct students in the scientific method, to enhance professional counseling skills, to integrate knowledge of the discipline along with a Christian faith-based perspective and to prepare students for success in the workplace and in ministry settings.

DEGREE REQUIREMENTS

See the Academic Program Requirements section of this Catalog for additional requirements.

M.S. Counseling Core requirements (42 Hrs)

*COUN 5113 Psychopathology
*COUN 5123 Career Counseling and Development
COUN 5213 Theories of Counseling and Psychotherapy
COUN 5313 Indiv. Counsel & Psychotherapy Techniques
COUN 5513 Marriage and Family Systems and Treatment
*COUN 5713 Human Development
*COUN 5913 Research Methods
COUN 6133 Multicultural Counseling and Treatment Planning for Individuals and Families
COUN 6233 Ethics and Professional Studies
COUN 6433 Assessment of Individuals/Families in Counseling
COUN 6533 Interventions for Individuals and Families in Crisis and Trauma
COUN 6833 Group Dynamics and Counseling
COUN 6973 Practicum
COUN 6983 Internship

***These courses are approved to take as dual credit or electives for students approved for a 4+3 Accelerated Program plan of study. Requires completion of five PSYC courses prior to beginning Master of Science Counseling courses. Students should apply for the Accelerated Program during their junior year of their bachelor's degree.**

Students must choose one of the following emphases. The courses listed above will be required in addition to the courses listed under the emphasis chosen. Students must complete 18 semester hours of the Counseling Core requirements with a 3.0 GPA to be eligible for admission to the Licensure track of Clinical Mental Health Counseling Emphasis, the Clinical Mental Health Counseling in Addiction and Substance Abuse Emphasis, or the Marital, Couples, and Family Counseling Emphasis. Students will request permission of the Chair for admission to these programs at that time.

M.S. Counseling Optional Emphases

Clinical Mental Health Counseling Emphasis (18 Hrs)

COUN 5563 Clinical Psychopharmacology in Counseling
COUN 5613 Marital and Family Treatment Techniques
COUN 5813 Tests and Measurement
COUN 6333 Advanced Counseling and Psychotherapy Techniques
COUN 6633 Addiction and Chemical Dependency Counseling
COUN 6733 Child/Adolescent Psychopathology and Counseling

Total Clinical Mental Health Counseling Emphasis Required Hrs – (60)

Note: *The following courses may be required for your state licensure. They are in addition to the courses required above and will add 3-12 hrs. to the required course total.*

COUN 6353 Human Sexuality in Counseling
COUN 6363 Community Counseling
COUN 6863 Psychopathology Diagnostics and Treatment Design
COUN 6993 Advanced Internship

Total Clinical Mental Health Counseling with Possible Add'l State Required Hrs – (63-72)

Addiction & Substance Abuse Couns. Emphasis (18 Hrs)

COUN 5233 Alcohol and Drug Addiction
COUN 5333 Addiction in the Family & Assess. Theory
COUN 5433 Addiction in the Family Counseling
COUN 5533 Pharmacology of Drugs of Abuse
COUN 5643 Addiction and Substance Abuse Counseling Theory & Techniques
COUN 6333 Advanced Counseling and Psychotherapy Techniques

Total Addiction and Substance Abuse Counseling Emphasis Required Hrs – (60)

Marital, Couples, and Family Counseling/Therapy Emphasis (18 Hrs)

COUN 5413 Interpersonal Communication in Counseling and Relationships
COUN 5613 Marital and Family Treatment Techniques
COUN 6353 Human Sexuality in Counseling
COUN 6463 Clinical Issues of Aging, Death and Dying
COUN 6633 Addiction and Chemical Dependency Counseling
COUN 6733 Child/Adolescent Psychopathology/Counseling

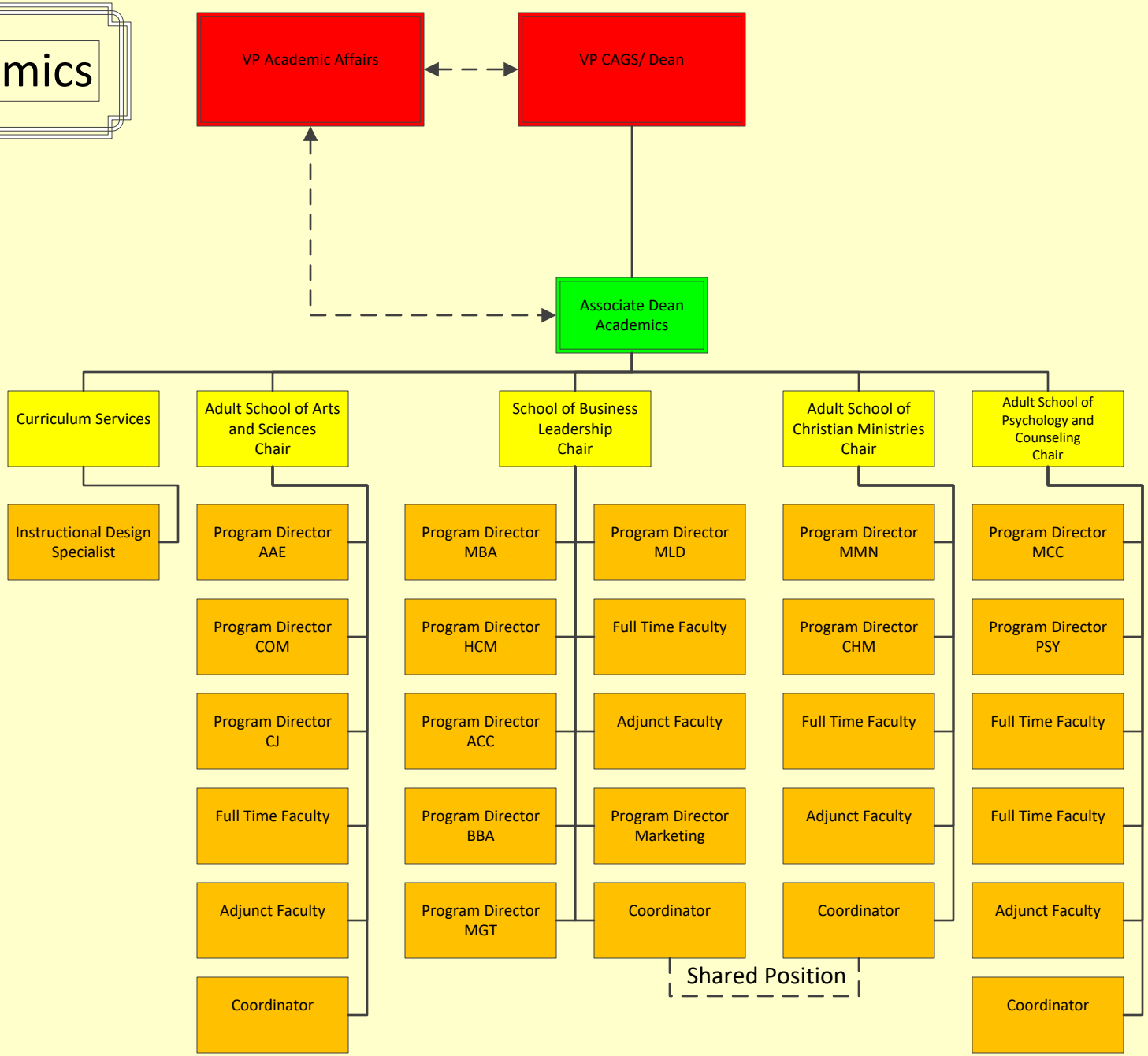
Total Marital, Couples, and Family Counseling/Therapy Emphasis Required Hrs – (60)

Applied Behavioral Science Emphasis

This is a non-licensure emphasis in which students complete all M.S. Counseling Core requirements excluding Practicum and Internship courses.

Total Applied Behavioral Science Emphasis Required Hrs – (36)

CAGS Academics



MID-AMERICA CHRISTIAN UNIVERSITY

Thank you for your participation.
If you would like a copy of your results, please click the download pdf option. If you have any questions feel free to contact Institutional Effectiveness.

Below is a summary of your responses Download PDF

To fill out your Student Learning Outcomes or Operational Outcomes, make the following selections.

Select college or co-curricular: CAGS

Select school or department: Adult School of Psychology and Counseling

Select program: Counseling, M.S.

Program Outcome 1: Demonstrate and integrate thorough and cohesively organized professional level knowledge for the discipline of counseling through positive engagement in learning processes which enhance learning capacities in the domains of counseling and helping relationships, human growth and development, and mental health.

Student Learning Outcome 1.1. Counseling and Helping Relationships: Students will demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology.

Students - Failed to achieve 19

# Students - Partially achieved	5
# Students - Achieved	54
# Students - Exemplary achievement	406
Total	484

Student Learning Outcome 1.2. Human Growth and Development: Students will enhance client resolution of issues, resilience, and optimum develop by incorporating the application of differential interventions based on the comprehension, explanation, and application of theories and research regarding human lifespan development, psychopathology and abnormality, and the impact of trauma.

# Students - Failed to achieve	20
# Students - Partially achieved	9
# Students - Achieved	54
# Students - Exemplary achievement	408
Total	491

Student Learning Outcome 1.3. Career Development and Career: Counseling: Students will utilize occupational information, career assessment, group work, relationships, career planning, and client skill development in applying theories and models of career development and counseling for life roles and factors impacting the well-being that influences clients throughout the lifespan.

# Students - Failed to achieve	2
# Students - Partially achieved	0
# Students - Achieved	9
# Students - Exemplary achievement	30
Total	41

Program Outcome 2: Demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in professional setting in the domains of reasoning, professional communication, and integrated levels of learning.

Student Learning Outcome 2.1. Disciplined Thinking and Professional Communication: Students will demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking ability.

# Students - Failed to achieve	27
# Students - Partially achieved	7
# Students - Achieved	55
# Students - Exemplary achievement	459
Total	548

Student Learning Outcome 2.2. Integrated Levels of Learning: Students will internalize, personalize, and synthesize academic knowledge for practical results-oriented application through active involvement with instructors.

# Students - Failed to achieve	28
# Students - Partially achieved	8
# Students - Achieved	55
# Students - Exemplary achievement	478
Total	569

Program Outcome 3: Demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice development, supervised professional practice, and case analysis.

Student Learning Outcome 3. Counseling Skill Practice and Development: Under supervision in

Student Learning Outcome 3: Counseling Skill Practice and Development: Under supervision in laboratory settings and field experiences, students will demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assessment of mental health issues, assessment of risk, and assessment of trauma and abuse.

# Students - Failed to achieve	28
# Students - Partially achieved	9
# Students - Achieved	55
# Students - Exemplary achievement	478
Total	570

Program Outcome 4: Demonstrate the utilization of evidence-based counseling practices informed by research, systematic assessment, testing, and program evaluation oriented towards obtaining effective and efficient counseling results and to advance the counseling profession.

Student Learning Outcome 4.1 Research: Students will access, comprehend, and evaluate research in order to apply validated knowledge in case analyses, treatment design, and evidence-based therapeutic interventions along with ethically designing professional research through formulating appropriate research hypotheses and designing workable research studies.

# Students - Failed to achieve	21
# Students - Partially achieved	8
# Students - Achieved	51
# Students - Exemplary achievement	426
Total	506

Student Learning Outcome 4.2 Assessment and Testing: Students will demonstrate the systematic evaluation of clients for diagnosis and treatment design involving mental status evaluation, a range of mental health and family assessment instruments, and clinical interviewing based on the

comprehension of the history and conceptual foundations of assessment and testing allowing for the accurate interpretation of assessed data.

# Students - Failed to achieve	20
# Students - Partially achieved	8
# Students - Achieved	51
# Students - Exemplary achievement	437
Total	516

Student Learning Outcome 4.3. Program Development and Evaluation: Students will formulate evaluation systems for developing programs to include determining program needs, outcome measures, and impact assessment of the counseling interventions and processes.

# Students - Failed to achieve	3
# Students - Partially achieved	4
# Students - Achieved	2
# Students - Exemplary achievement	158
Total	167

Program Outcome 5: Demonstrate the professional roles and responsibilities in the ethical practice of counseling portraying professional counselor dispositions in being an affirmative leadership presence in the profession.

Student Learning Outcome 5.1. Professional Counselor Dispositions: Students will demonstrate strategies and values for professional counselor dispositions and positive mental health to be an affirmative leadership presence in the profession.

# Students - Failed to achieve	23
# Students - Partially achieved	6
# Students - Achieved	52

# Students - Exemplary achievement	408
Total	489

Student Learning Outcome 5.2. Ethical Practice: Students will demonstrate their professional identity by explaining, justifying, reasoning with, utilizing, and exhibiting ethical standards consistent with professional counseling organizations and credentialing bodies in performing individual, group, marital, couples, family, and addiction counseling in professional settings.

# Students - Failed to achieve	28
# Students - Partially achieved	9
# Students - Achieved	55
# Students - Exemplary achievement	484
Total	576

Student Learning Outcome 5.3. Professional Roles and Responsibilities: Students will explain the history and philosophy of the counseling profession by distinguishing the multiple professional roles and functions of counselors across specialty areas and integrated behavioral health care systems as a member of the interdisciplinary community and emergency outreach to include participating in professional organizations and services.

# Students - Failed to achieve	26
# Students - Partially achieved	8
# Students - Achieved	55
# Students - Exemplary achievement	401
Total	490

Program Outcome 6: Demonstrate the qualities of a positive presence in a professional context through responsiveness to diversity, multiculturalism, advocacy for the profession and the

client, and the ethical responsiveness to client's spirituality and application of spiritual interventions.

Student Learning Outcome 6.1. Social and Cultural Diversity: Students will utilize multicultural theories and models, research on cultural identity development, principles of social justice and advocacy, and multicultural and pluralistic characteristics within and among groups nationally and internationally to describe the impact of cultural and social differences related to heritage, attitudes, beliefs, understandings, and acculturation on individuals in order to appropriately adapt counseling practices – case analyses, treatment, assessment strategies and interpretations for individual clients.

# Students - Failed to achieve	28
# Students - Partially achieved	9
# Students - Achieved	55
# Students - Exemplary achievement	448
Total	540

Student Learning Outcome 6.2. Spirituality: Students will ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns that involve spiritual and religious beliefs, values, and issues.

# Students - Failed to achieve	18
# Students - Partially achieved	6
# Students - Achieved	48
# Students - Exemplary achievement	352
Total	424

Powered by Qualtrics

Objective #1: CUSTOMER EXPERIENCE – We will create a “Remarkable” customer experience for our students and employees.

Objective #2: PRODUCT DIVERSIFICATION – We provide relevant degree programs, certificates, credentials, and job-related curricula that meet the emerging workplace knowledge and skills.

Objective #3: MARKET ACCELERATION – We will grow student enrollments by employing innovative and expanded market penetrations.

Objective #4: CUSTOMER RETENTON – We will employ data analytics to increase retention, persistence, and graduation rates.

Objective #5: RESOURCES – We create learning and work environments that are sustainable and dynamic.

Increase the communication opportunities between professors and students to increase the retention rate by 10% by May 1, 2021.

Lead Measure One

A. Professors will communicate with students through email or other means 3-5 days prior to course start.
B. Professors will communicate weekly expectations on the first day of each week.
C. Professors will reach out to students who are behind in any work/project on a weekly basis to offer assistance and communicate needs.
D. Weekly wig meetings will be held to track these communications and responses.

Lead Measure Two

E. Periods of enrollment will be monitored to use data to analyze increases or decreases in retention and follow up on the results of this data

Create a learning environment which meets the needs of the students for their career path while allowing them the opportunity to sustain an adult life outside of their studies by May 1, 2021

Lead Measure One

A. Professors will analyze each course that they are teaching and the content to determine that the content is meeting the needs of the students.

B. Professors will communicate with students by incorporating career paths into all psychology courses.

Lead Measure Two

C. Professors will interact with students one on one at least twice per month.

D. Student satisfaction surveys will show positive increases on academic preparedness

Counseling, MS

2022

Standard 3: Student Learning, Development, and Success

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 3: Student Learning, Development, and Success

Overview Questions:

1. What are the most significant student learning, development, and success outcomes of the academic program?

2. What is the demonstrated impact of the academic program on student learning, development, and success?

The demonstrated impact of the program is evidenced by the feedback provided from Site Supervisors of the Practicum and Internship sites where our students completed their Practicum and Internship Field Experience. (found in folder)

The evaluation average for the last three years has shown students on a four scale rating come out of their field experience averaging 3.54-3.63 on the overall impact of their field experience. Comments that Site Supervisors make about the students range from they are a good researcher to they are able to apply counseling skills effectively. Overall, it appears that the students are able to have an overarching all encompassing approach to the counseling they are doing at these sites due to their training and experiences prior to going to their sites.

3.1 Program Curriculum Map

- Minimum requirement to meet substandard: Provide a copy of the program's Curriculum Map. The Curriculum Map shows what student learning outcomes (SLOs) or Operational Outcomes (OOs) could be measured in each course within the program to support the program's outcomes (POs).
  - The Curriculum Map is in the folder
    - The Curriculum Map demonstrates the areas that students' learning outcomes have been measured over the last three years. There were no major changes over the last three years. They were measured through the courses listed on the Curriculum Map and reviewed in the Spring and Fall of each year, providing insight as to how the students are doing in each of the outcome areas.
      - A plan is being established and will begin by September of 2022 for the next three years to incorporate the electronic record keeping software, Tevera, to track the outcomes for the courses and have the Professors complete the learning outcomes when they teach the courses.
- Additional information about the substandard: If a major change to the program's curriculum or POs occurred in the last three years, provide evidence and explanations of why those changes were made.

3.2 Assessment of Student Learning and Development

- Minimum requirement to meet substandard: The program uses evidence to create strategies for improving student learning, development, and success through Learning Reports.
  - In 2020 the process to implement the revision of courses in the Master of Mental Health Counseling Program began through ongoing discussions and planning between the Chair and Program Director. The plan to revise the courses began and was completed in 2021 for the Master of Mental Health Counseling Program. The Program revised the courses from seven weeks to six weeks. In the process of this revision, courses were written to meet the rigorous requirements of a Master in Mental Health Counseling Program without eliminating important

details to meet standards of the Higher Learning Commission. Careful consideration was given to this process to ensure a quality education for Master in Mental Health Counseling students.

- Additional information about the substandard:
  - The program has POs that guide what program graduates should know and/or do.
    - **The PO and SLO are noted:**
    - Program Outcome 1: Demonstrate and integrate thorough and cohesively organized professional level knowledge for the discipline of counseling through positive engagement in learning processes which enhance learning capacities in the domains of counseling and helping relationships, human growth and development, and mental health.
    -
    - Student Learning Outcome 1.1. Counseling and Helping Relationships: Students will demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology.
    - Program Outcome 2: Demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in professional settings in the domains of reasoning, professional communication, and integrated levels of learning.
    - Student Learning Outcome 2.1. Disciplined Thinking and Professional Communication: Students will demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking ability. -
    - Program Outcome 3: Demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice development, supervised professional practice, and case analysis.
    - Student Learning Outcome 3. Counseling Skill Practice and Development: Under supervision in laboratory settings and field experiences, students will demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assessment of mental health issues, assessment of risk, and assessment of trauma and abuse. -
    - Program Outcome 4: Demonstrate the utilization of evidence-based counseling practices informed by research, systematic assessment, testing, and program evaluation oriented towards obtaining effective and efficient counseling results and to advance the counseling profession.
    -
    - Student Learning Outcome 4.1 Research: Students will access, comprehend, and evaluate research in order to apply validated

knowledge in case analyses, treatment design, and evidence-based therapeutic interventions along with ethically designing professional research through formulating appropriate research hypotheses and designing workable research studies. -

- Program Outcome 6: Demonstrate the qualities of a positive presence in a professional context through responsiveness to diversity, multiculturalism, advocacy for the profession and the client, and the ethical responsiveness to client's spirituality and application of spiritual interventions.
- Student Learning Outcome 6.1. Social and Cultural Diversity: Students will utilize multicultural theories and models, research on cultural identity development, principles of social justice and advocacy, and multicultural and pluralistic characteristics within and among groups nationally and internationally to describe the impact of cultural and social differences related to heritage, attitudes, beliefs, understandings, and acculturation on individuals in order to appropriately adapt counseling practices "case analyses, treatment, assessment strategies and interpretations for individual clients. -
- The program provides evidence of the extent to which SLOs are achieved, through measurement, ensuring POs are met.

- The program aligns predetermined student learning and development outcomes with recognized models and institutional framework.
  - Based on the COUN6983 Assessment document - the outcomes XXX

3.3 Program Contribution to Student Learning, Development, and Success

- Minimum requirement to meet substandard: Demonstrate how program graduates have used the degree in the past three years.
  - In the folder is a report on the Site Supervisors Evaluations of the program for the last three years. On a four point scale, the program averages 3.52 for all the areas assessed by Site Supervisors.The program has a goal to improve that average to 3.60
- Additional information about the substandard:
  - The program helps students and designated clients prepare for their careers and meaningful contributions to society.
  - Provide numbers, graduate feedback, and other quantifiable data. See in folder information about the Practicum and Internship field experience management system.

Suggested Evidence and Documentation:

1. Program student learning and development outcomes, and brief description of how they were developed Sent email to Dorothy for clarification., 03012022
2. Program student learning, development, and success outcomes and related assessment data
3. List of current collaborations across the institution that facilitate student learning, development, and success
4. Map of program activities and ways they connect to student learning, development, and success outcomes
5. Curriculum Map In folder MS MH Curriculum Map 2021
6. Student Learning Outcome Measurements In folder under ReportSummary for Spring 2021
7. Student Learning Reports
8. Information about Program Graduates

Counseling – MS Program Curriculum Map

Course Number			COUN5113	COUN5213	COUN5313	COUN5413	COUN5513	COUN5613	COUN5713	COUN5813	COUN5913	COUN5123	COUN5233	COUN5333	COUN5433	COIUN5533	COUN5563	COUN5643	COUN6133	COUN6233	COUN6333	COUN6433	COUN6533	COUN6633	COUN6733	COUN6833	COUN6363	COUN6863	COUN6993	COUN6353	COUN6463	COUN6973	COUN6983
Course Name			Psychopathology	Theories of Counseling and Psychotherapy	Ind Counseling and Psychotherapy Techniques	Psychology of Interpersonal Communication and Relationships	Marriage and Family Systems and Treatment	Marital and Family Tretment and Techniques	Human Development	Tests and Measurement	Research Methods	Career Counseling and Development	Alcohol and Drug Addiction	Addiction in the Family and Assessment Theory	Addiction in the Family Counseling	Pharmacology and Drugs of Abuse	Clinical Phramacology in Counseling	Addiction and Substance Abuse Counseling Theory and Techniques	Multi-cultural Treatment Planning	Ethics and Professional Studies	Advanced Counseling and Psychotherapy Techniques	Assessment of Individuals and Families in Counseling	Interventions of Individuals and Families in Crisis and Trauma	Addiction and Chemical Dependency Counseling	Child and Adolsescent Psychopathology and Treatment	Group Dynamics and Counseling	Community Counseling	Psychopathology Diagnostics and Treatment Design	Advanced Internship	Human Sexuality in Counslein	Clinical Issues in Aging, Death, and Dying	Practicum	Internship
Number of PO	Program Outcomes	SLO																															
1	Students will demonstrate Integrated Professional Counselor Capabilities	1.1 1.2 1.3	1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2		1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2		1.1, 1.2		1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2	1.1, 1.2
2	Demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in professional setting in the domains of reasoning, professional communication, and integrated levels of learning.	2.1 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2	2.1, 2.2
3	Demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice development, supervised professional practice, and case analysis.	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1
4	Demonstrate the utilization of evidence-based counseling practices informed by research, systematic assessment, testing, and program evaluation oriented towards obtaining effective and efficient counseling results and to advance the counseling profession.	4.1 4.2 4.3	4.1, 4.2	4.1, 4.2	4.1, 4.2	4.1, 4.2	4.1, 4.2	4.1	4.1 4.2 4.3	4.1, 4.2, 4.3	4.1, 4.2	4.1, 4.2, 4.3	4.1, 4.2	4.1	4.1, 4.2, 4.3	4.1, 4.2	4.1	4.1, 4.2	4.2	4.1, 4.3	4.1, 4.2	4.1, 4.2, 4.3	4.1, 4.2	4.1, 4.2	4.1, 4.2, 4.3	4.1, 4.2	4.1, 4.2	4.1, 4.2, 4.3	4.1	4.1, 4.2	4.1, 4.2, 4.3	4.1, 4.2, 4.3
5	Demonstrate the professional roles and responsibilities in the ethical practice of counseling portraying professional counselor dispositions in	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.2	5.2, 5.3	5.1 5.2	5.1 5.2	5.2, 5.3	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.2, 5.3	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2	5.1 5.2
6	Demonstrate the qualities of a positive presence in a professional context through responsiveness to diversity, multiculturalism, advocacy for the profession and the client, and the ethical responsiveness to client's spirituality and application of spiritual interventions.	6.1 6.2 6.3	6.1, 6.2, 6.3	6.1, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1	6.1	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.3	6.1, 6.2, 6.3	6.1, 6.3	6.1, 6.2, 6.3	6.1, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.3	6.1, 6.2, 6.3	6.1, 6.2	6.1, 6.2	6.1, 6.2	6.1, 6.2, 6.3	6.1, 6.2, 6.3	6.1, 6.2, 6.3

SLO	Student Learning Outcomes
1.1	Counseling and Helping Relationships: Students will demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology.
1.2	Human Growth and Development: Students will enhance client resolution of issues, resilience, and optimum develop by incorporating the application of differential interventions based on the comprehension, explanation, and application of theories and research regarding human lifespan development, psychopathology and abnormality, and the impact of trauma.
1.3	Career Development and Career Counseling: Students will utilize occupational information, career assessment, group work, relationships, career planning, and client skill development in applying theories and models of career development and counseling for life roles and factors impacting the well-being that influences clients throughout the life-span.
2.1	Disciplined Thinking and Professional Communication: Students will demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking ability.
2.2	Integrated Levels of Learning: Students will internalize, personalize, and synthesize academic knowledge for practical results-oriented application through active involvement with instructors.
3.1	Counseling Skill Practice and Development: Under supervision in laboratory settings and field experiences, students will demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assesment of mental health issues, assessment of risk, and assessment of trauma and abuse.
4.1	Research: Students will access, comprehend, and evaluate research in order to apply validated knowledge in case analyses, treatment design, and evidence based therapeutic interventions along with ethically designing professional research through formulating appropriate research hypotheses and designing workable research studies.
4.2	Assessment and Testing: Students will demonstrate the systematic evaluation of clients for diagnosis and treatment design involving mental status evaluation, a range of mental health and family assessment instruments, and clinical interviewing based on the comprehension of the history and conceptual foundations of assessment and testing allowing for the accurate interpretation of assessed data.
4.3	Program Development and Evaluation: Students will formulate evaluation systems for developing programs to include determining program needs, outcome measures, and impact assessment of the counseling interventions and processes.
5.1	Professional Counselor Dispositions: Students will demonstrate strategies and values for professional counselor dispositions and positive mental health to be an affirmative leadership presence in the profession.
5.2	Ethical Practice: Students will demonstrate their professional identity by explaining, justifying, reasoning with, utilizing, and exhibiting ethical standards consistent with professional counseling organizations and credentialing bodies in performing individual, group, marital, couples, family, and addiction counseling in professional settings.

5.3	Professional Roles and Responsibilities: Students will explain the history and philosophy of the counseling profession by distinguishing the multiple professional roles and functions of counselors across specialty areas and integrated behavioral health care systems as a member of the interdisciplinary community and emergency outreach to include participating in professional organizations and services.																																
6.1	Social and Cultural Diversity: Students will utilize multicultural theories and models, research on cultural identity development, principles of social justice and advocacy, and multicultural and pluralistic characteristics within and among groups nationally and internationally to describe the impact of cultural and social differences related to heritage, attitudes, beliefs, understandings, and acculturation on individuals in order to appropriately adapt counseling practices – case analyses, treatment, assessment strategies and interpretations for individual clients.																																
6.2	Spirituality: Students will ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns that involve spiritual and religious beliefs, values, and issues.																																
6.3	Advocacy: Students will advocate for clients and the counseling profession by demonstrating the engagement of educational and advocacy strategies and models designed to eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination that impede access, equity, and success for clients which impact the availability of community-based resources, educational development, and employment opportunities.																																

MID-AMERICA CHRISTIAN UNIVERSITY

Thank you for your participation.
If you would like a copy of your results, please click the download pdf option. If you have any questions feel free to contact Institutional Effectiveness.

Below is a summary of your responses Download PDF

To fill out your Student Learning Outcomes or Operational Outcomes, make the following selections.

Select college or co-curricular: CAGS

Select school or department: Adult School of Psychology and Counseling

Select program: Counseling, M.S.

Program Outcome 1: Demonstrate and integrate thorough and cohesively organized professional level knowledge for the discipline of counseling through positive engagement in learning processes which enhance learning capacities in the domains of counseling and helping relationships, human growth and development, and mental health.

Student Learning Outcome 1.1. Counseling and Helping Relationships: Students will demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology.

Students - Failed to achieve 19

# Students - Partially achieved	5
# Students - Achieved	54
# Students - Exemplary achievement	406
Total	484

Student Learning Outcome 1.2. Human Growth and Development: Students will enhance client resolution of issues, resilience, and optimum develop by incorporating the application of differential interventions based on the comprehension, explanation, and application of theories and research regarding human lifespan development, psychopathology and abnormality, and the impact of trauma.

# Students - Failed to achieve	20
# Students - Partially achieved	9
# Students - Achieved	54
# Students - Exemplary achievement	408
Total	491

Student Learning Outcome 1.3. Career Development and Career: Counseling: Students will utilize occupational information, career assessment, group work, relationships, career planning, and client skill development in applying theories and models of career development and counseling for life roles and factors impacting the well-being that influences clients throughout the lifespan.

# Students - Failed to achieve	2
# Students - Partially achieved	0
# Students - Achieved	9
# Students - Exemplary achievement	30
Total	41

Program Outcome 2: Demonstrate and communicate a professional level of disciplined thinking models by effectively applying mental health knowledge in professional setting in the domains of reasoning, professional communication, and integrated levels of learning.

Student Learning Outcome 2.1. Disciplined Thinking and Professional Communication: Students will demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking ability.

# Students - Failed to achieve	27
# Students - Partially achieved	7
# Students - Achieved	55
# Students - Exemplary achievement	459
Total	548

Student Learning Outcome 2.2. Integrated Levels of Learning: Students will internalize, personalize, and synthesize academic knowledge for practical results-oriented application through active involvement with instructors.

# Students - Failed to achieve	28
# Students - Partially achieved	8
# Students - Achieved	55
# Students - Exemplary achievement	478
Total	569

Program Outcome 3: Demonstrate practical skills applied in professional settings utilizing supervised experiences, case studies, and performance exercises in the domains of skill practice development, supervised professional practice, and case analysis.

Student Learning Outcome 3. Counseling Skill Practice and Development: Under supervision in

Student Learning Outcome 3: Counseling Skill Practice and Development: Under supervision in laboratory settings and field experiences, students will demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assessment of mental health issues, assessment of risk, and assessment of trauma and abuse.

# Students - Failed to achieve	28
# Students - Partially achieved	9
# Students - Achieved	55
# Students - Exemplary achievement	478
Total	570

Program Outcome 4: Demonstrate the utilization of evidence-based counseling practices informed by research, systematic assessment, testing, and program evaluation oriented towards obtaining effective and efficient counseling results and to advance the counseling profession.

Student Learning Outcome 4.1 Research: Students will access, comprehend, and evaluate research in order to apply validated knowledge in case analyses, treatment design, and evidence-based therapeutic interventions along with ethically designing professional research through formulating appropriate research hypotheses and designing workable research studies.

# Students - Failed to achieve	21
# Students - Partially achieved	8
# Students - Achieved	51
# Students - Exemplary achievement	426
Total	506

Student Learning Outcome 4.2 Assessment and Testing: Students will demonstrate the systematic evaluation of clients for diagnosis and treatment design involving mental status evaluation, a range of mental health and family assessment instruments, and clinical interviewing based on the

comprehension of the history and conceptual foundations of assessment and testing allowing for the accurate interpretation of assessed data.

# Students - Failed to achieve	20
# Students - Partially achieved	8
# Students - Achieved	51
# Students - Exemplary achievement	437
Total	516

Student Learning Outcome 4.3. Program Development and Evaluation: Students will formulate evaluation systems for developing programs to include determining program needs, outcome measures, and impact assessment of the counseling interventions and processes.

# Students - Failed to achieve	3
# Students - Partially achieved	4
# Students - Achieved	2
# Students - Exemplary achievement	158
Total	167

Program Outcome 5: Demonstrate the professional roles and responsibilities in the ethical practice of counseling portraying professional counselor dispositions in being an affirmative leadership presence in the profession.

Student Learning Outcome 5.1. Professional Counselor Dispositions: Students will demonstrate strategies and values for professional counselor dispositions and positive mental health to be an affirmative leadership presence in the profession.

# Students - Failed to achieve	23
# Students - Partially achieved	6
# Students - Achieved	52

# Students - Exemplary achievement	408
Total	489

Student Learning Outcome 5.2. Ethical Practice: Students will demonstrate their professional identity by explaining, justifying, reasoning with, utilizing, and exhibiting ethical standards consistent with professional counseling organizations and credentialing bodies in performing individual, group, marital, couples, family, and addiction counseling in professional settings.

# Students - Failed to achieve	28
# Students - Partially achieved	9
# Students - Achieved	55
# Students - Exemplary achievement	484
Total	576

Student Learning Outcome 5.3. Professional Roles and Responsibilities: Students will explain the history and philosophy of the counseling profession by distinguishing the multiple professional roles and functions of counselors across specialty areas and integrated behavioral health care systems as a member of the interdisciplinary community and emergency outreach to include participating in professional organizations and services.

# Students - Failed to achieve	26
# Students - Partially achieved	8
# Students - Achieved	55
# Students - Exemplary achievement	401
Total	490

Program Outcome 6: Demonstrate the qualities of a positive presence in a professional context through responsiveness to diversity, multiculturalism, advocacy for the profession and the

client, and the ethical responsiveness to client's spirituality and application of spiritual interventions.

Student Learning Outcome 6.1. Social and Cultural Diversity: Students will utilize multicultural theories and models, research on cultural identity development, principles of social justice and advocacy, and multicultural and pluralistic characteristics within and among groups nationally and internationally to describe the impact of cultural and social differences related to heritage, attitudes, beliefs, understandings, and acculturation on individuals in order to appropriately adapt counseling practices – case analyses, treatment, assessment strategies and interpretations for individual clients.

# Students - Failed to achieve	28
# Students - Partially achieved	9
# Students - Achieved	55
# Students - Exemplary achievement	448
Total	540

Student Learning Outcome 6.2. Spirituality: Students will ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns that involve spiritual and religious beliefs, values, and issues.

# Students - Failed to achieve	18
# Students - Partially achieved	6
# Students - Achieved	48
# Students - Exemplary achievement	352
Total	424

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Students demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology	Students enhance client resolution of issues, resilience, and optimum develop by incorporating the application of differential interventions based on the comprehension, explanation, and application of theories and research regarding human lifespan development, psychopathology and abnormality, and the impact of trauma.	Students utilize occupational information, career assessment, group work, relationships, career planning, and client skill development in applying theories and models of career development and counseling for life roles and factors impacting the well-being that influences clients throughout the life-span.	Students demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assessment of mental health issues, assessment of risk, and assessment of trauma and abuse.	Comment:	Students demonstrate strategies and values for professional counselor dispositions and positive mental health to be an affirmative leadership presence in the profession.	Students demonstrate their professional identity by explaining, justifying, reasoning with, utilizing, and exhibiting ethical standards consistent with professional counseling organizations and credentialing bodies in performing individual, group, marital, couples, family, and addiction counseling in professional settings.	Students can explain the history and philosophy of the counseling profession by distinguishing the multiple professional roles and functions of counselors across specialty areas and integrated behavioral health care systems as a member of the interdisciplinary community and emergency outreach to include participating in professional organizations and services.	Students ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns that involve spiritual and religious beliefs, values, and issues.	Students advocate for clients and the counseling profession by demonstrating the engagement of educational and advocacy strategies and models designed to eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination that impede access, equity, and success for clients which impact the availability of community-based resources, educational development, and employment opportunities.	Comment:	Students demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking ability.	Students internalize, personalize, and synthesize academic knowledge for practical results-oriented application through active involvement with supervisors.
3.48	3.45	3.51	3.51		3.6	3.56	3.45	3.59	3.51		3.54	3.52

Date Created	Student:	Agency:	Evaluator:	Students demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology.	Students enhance client resolution of issues, resilience, and optimum develop by incorporating the application of differential interventions based on the comprehension, exploration, and application of theories and research regarding human lifespan development, psychopathology and abnormality, and the impact of trauma.	Students utilize occupational information, career assessment, group work, relationships, career planning, and client skill development in applying theories and models of career development and counseling for life roles and factors impacting the well-being that influences clients throughout the life span.	Students demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assessment of mental health issues, assessment of risk, and assessment of trauma and abuse.	Comment:	Students demonstrate strategies and values for professional counselor dispositions and positive mental health to be an affirmative leadership presence in the profession.	Students demonstrate their professional identity by exploring, justifying, reasoning with, utilizing, and exhibiting ethical standards consistent with professional counseling organizations and credentialing bodies in performing individual, group, marital, couples, family, and addiction counseling in professional settings.	Students can explain the history and philosophy of the counseling profession by distinguishing the multiple professional roles and functions of counselors across specialty areas and integrated behavioral health care systems as a member of the interdisciplinary community and emergency outreach to include participating in professional organizations and services.	Students ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns that involve spiritual and religious beliefs, values, and issues.	Students advocate for clients and the counseling profession by demonstrating the engagement of educational and advocacy strategies and models designed to eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination that impede access, equity, and success for clients which impact the availability of community-based resources, educational development, and employment opportunities.	Comment:	Students demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking ability.	Students internalize, personalize, and synthesize academic knowledge for practical results-oriented application through active involvement with supervisors.	Comment:
1/3/2020	Courtney Harris	The Prevention Center, LLC	Trina House, LPC	3.00	3.00	3.00	3.00	3.00	Courtney has been able to adequately demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues.	3.00	3.00	3.00	3.00	3.00	Courtney has been able to ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns to various populations in the community.	3.00	4.00	Courtney has demonstrated her desire to learn and grow in the field. She uses her supervision time effectively.
1/13/2020	Cross Newberry	Pivot	Jackson Tecnore	4.00	4.00	4.00	4.00	4.00	Exceeding expectations	4.00	4.00	4.00	4.00	4.00	No ethical concerns	4.00	4.00	No concerns. Cess will make a fantastic counselor
1/17/2020	Rebekah Williams	Serenity Counseling, Inc	Cassandra Cummins	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
1/23/2020	Deb Lyons	Samaritan Counseling Center of East Texas	thoggle@tscnet.org License 18074	3.00	3.00	3.00	3.00	3.00	None	3.00	3.00	3.00	3.00	3.00	None	3.00	3.00	None
2/6/2020	Nicole Lang	CommunityWorks	Tracy Spurgeon, LPC	3.00	3.00	3.00	3.00	3.00	Nicole was eager to learn about counseling and how to utilize the skills learned in school with clients. Nicole was creative and came prepared to work with our youth on building goals, career goals, and general counseling skills.	3.00	3.00	3.00	3.00	3.00	Nicole utilized weekly supervision to discuss relevant counselors. Nicole seemed to demonstrate an ability to follow ethical standards.	3.00	3.00	Nicole utilized supervision to explore various ways to look at problems in a counseling setting. Nicole was open to new interpretation and brought strategic and theoretical thinking to better understand the therapeutic dynamic and relationship.
2/12/2020	Courtney Harris	Mid-Del Youth and Family	Gabby Evans	3.00	3.00	3.00	3.00	3.00	Courtney's counseling skills are appropriate to her current professional level. She is open to feedback and is able to apply the skills that she has learned in class or from other colleagues.	3.00	3.00	3.00	NA	3.00	Courtney appears to take ethical standards very seriously. She is able to demonstrate this in her interaction with clients and their families.	3.00	3.00	Courtney appears to be a critical thinker. She is non-judgmental with her clients and their families. She is able to take feedback from supervisors and colleagues and utilize this information in practice.
2/15/2020	Elizabeth Moir-Moore	Faith Based Counseling, LLC	Cecilia Miller M.Ed., LPC	4.00	4.00	4.00	4.00	4.00	Student, Elizabeth Moore Moir has demonstrated exceptional knowledge and skills in counseling adults and children as well as problem solving with family's.	4.00	4.00	4.00	4.00	4.00	Student, Elizabeth Moore Moir maintains the highest of ethical standards while also holding true to her own ethical values and beliefs, while being able to maintain healthy boundaries with respect to multi-cultures.	4.00	4.00	Student, Elizabeth Moore Moir expresses excellent practice in professional counseling, while being able to utilize beneficial creative and theoretical thinking that benefits clients she works with.
2/2/2020	Tara Hatcher	OCCS Counseling Services, Inc.	Dr. Sherleen H. Jackson	4.00	4.00	4.00	4.00	4.00	Ms Hatcher exceeded expectations in these categories.	4.00	4.00	4.00	4.00	4.00	Ms Hatcher was very professional in her internship and performance and worked well with clients and counseling professionals alike	4.00	4.00	Ms Hatcher demonstrated exceptional skills in the application of her professional counseling abilities during this phase of her training.
2/28/2020	Jennifer Coleman Wilson	Family Recovery Counseling Center	Beverly G. Nicholas, LPC, CADC	4.00	4.00	4.00	4.00	4.00	Great job. She confidence and attitude in her professionalism and skills.	4.00	4.00	4.00	4.00	4.00	Great job throughout practicum and internship. She had a can-do attitude and worked well with the clients.	4.00	4.00	Always thinking of ways to make the process run smoother and more efficient- great job.
3/4/2020	Stephanie Mayes	Byte & Associates	Andrew Byte	3.00	3.00	3.00	3.00	3.00	Meets expectations of a student during internship.	3.00	3.00	3.00	3.00	3.00	Doing well and willing to accept guidance	3.00	3.00	Introducing her to different approaches and she is doing well.
3/5/2020	Tara Hatcher	Crooks	Brandi Ricketts	4.00	3.00	4.00	4.00	4.00	Tara comptentely participated in assessments, treatment planning, and therapy of various consumers and types of therapy. Tara builds rapport quickly, advocates and empoerstered knowledge of SMH through communiction with supervisors and staff about treatment provided and case staffings.	4.00	4.00	4.00	4.00	4.00	Tara was knowledgeable in modalities participated in observation, learning and practicing any type of therapy she was about to gain exposure to. Always had great questions and intents out supervisor with any concerns.	4.00	4.00	Tara has been wonderful to work with. She has been open to ethical, critical, and creative quality care to consumers and staff she has worked with.
3/5/2020	Stephanie Mayes	Options Counseling Service, Inc.	Pam Rieker, LPC, LADC	3.00	3.00 NA	3.00	3.00	3.00	None	3.00	3.00	3.00	3.00	3.00	None	3.00	3.00	None
3/31/2020	Melinda Mccoll	Rolling Hills Hospital	Nancy Wilkison	4.00	4.00	3.00	4.00	4.00	N/A	4.00	4.00	4.00	4.00	4.00	Melinda had good rapport with the patients	4.00	4.00	Melinda did an excellent job while with us
4/28/2020	Derek Lancaster	Purposeful Play Family Enrichment Center	Trudy Ruminer, LCSW	3.00	3.00	3.00	3.00	3.00	Derek has demonstrated a clear knowledge of counseling. He has completed multiple intake assessments and written treatment plans and is also for every client has has seen	3.00	3.00	3.00	3.00	3.00	Derek appears to be client centered in his work with interns and goal oriented He has demonstrated a good balance between care and concern for his client's well being and with setting good boundaries	3.00	3.00	Derek has been a pleasure to work with.
4/3/2020	Ronda Shocks	Mid-Del Youth and Family	Gabby Evans	3.00	3.00	3.00	3.00	3.00	Ronda is knowledgeable in assessment of clients' needs and is able to taylor treatment to the client's need out and family.	4.00	3.00	3.00	3.00	3.00	Ronda has always been professional, responsible, and genuine. Her clients have come to know her as knowledgeable and kind.	4.00	4.00	Ronda is very active in supervision, as well as in seeking guidance from colleagues. She is very open about her needs and quick to accept feedback.
4/3/2020	Gentry Jones	Red Rock Behavioral Health- Jordan's Crossing	Callie Gruenwald, LPC	4.00	3.00 NA	4.00	4.00	4.00	Tiked to observe career counseling with my trainee Gentry. Gentry has demonstrated knowledge that it is difficult for a student to grasp all needed theories or interventions that would be appropriate to use in sessions at this point in development. MACU helped build a solid foundation for th is. Continue to build her career on.	4.00	4.00	4.00	3.00	4.00	Thieve displayed some knowledge of function sof the counselor in different areas. MACU seemed to have done or received job teaching basic counseling skills and expectations of a therapist to this trainee.	4.00	4.00	Trainee was able to work appropriately with supervisor to ask questions, meet her own needs, and meet the needs of her clients.
4/13/2020	Danette Kirk	Red River Youth Academy	Amy Steely, CEO	3.00	3.00 NA	3.00	3.00	3.00	No use of career counseling	3.00	3.00	4.00	NA	3.00	Danette is very affirming and professional.	4.00	4.00	Danette regularly uses critical thinking skills and showcases various situations with her supervisor.
4/13/2020	Amanda Willenzon	Crossroads Youth and Family Services, Inc.	Christabel Suthers, LPC, M. Ed.	3.00	3.00	3.00	3.00	3.00	Amanda met these expectations.	3.00	3.00	3.00	3.00	3.00	Amanda met these expectations.	3.00	3.00	Amanda met these expectations.
7/10/2020	John Horner	Silver Linings Counseling	Dr. Lori Crowson, DBH, LPC	3.00	3.00 NA	3.00	3.00	3.00	He is keen on picking up nonverbal cues and adjust his conversation accordingly.	3.00	3.00	3.00	NA	3.00	He participated in offsite monthly workshops and reportedly participated in the conversation thus showing great leadership potential	3.00	3.00	He is very good at receiving constructive criticism without taking it to heart. He then takes that criticism and adjusts if necessary
7/13/2020	Consuelo Kindricks	Community Care Mental Health Services	Usha Oxley M.S., LPC	4.00	4.00	4.00	4.00	4.00	Mrs. Kindricks enjoys working with clients. She demonstrates empathy and compassion and the clients feel comfortable with her. Her soft tone makes them comfortable and at ease to where opening into a session they are ready'd work on their goals.	4.00	4.00	4.00	4.00	4.00	Coming into our agency I told Mrs. Kindricks that I would be observing her and that I would not be in the front door immediately. I gave her a thorough orientation on ethical conduct and client rights upon her first day with us. She hadal ways demonstrated good ethical practices and never hesitated to ask as many questions as it took to be clear on the answers or her understanding of what she was doing. Very thorough student and it was a great pleasure to have supervised her through her internship journey.	4.00	4.00	Mrs. kindricks got so much better with strategic thought processing and strategizing skills towards the end of her stay with our agency. She continues to actively look at developing effective treatment plans which I have been proud of her for utilizing what she has learned with us. She's not afraid to ask questions and she is a quick learner. It was a great pleasure to have her with us and we actually hope she will consider working with us upon her completion of your program.
7/15/2020	Victoria Whaley	Life Recovery Services	Cody Shoemaker	3.00	3.00	3.00	3.00	3.00	Good job	4.00	4.00	3.00	3.00	3.00	Good job	4.00	4.00	Good job
8/5/2020	Shadia Luke	Discovering You, Inc.	Beverly G. Nicholas, LPC, CADC	4.00	4.00	4.00	4.00	4.00	Shadia was always ahead of the game finding resources, providing education, and keeping a tight schedule for the clients she provided services for.	4.00	4.00	4.00	4.00	4.00	Shadia demonstrated respect and professionalism towards all staff and clients. She was always ready to help clients find resources and work through their issues.	4.00	4.00	Shadia is an attitude and organizational skills are head and shoulders above the rest. She is a go-getter and ready for any challenge.
8/20/2020	Joe Maple	Rob's Ranch	Dennis Maddox	3.00	3.00	3.00	3.00	3.00	Good	3.00	3.00	3.00	3.00	3.00	Good	3.00	3.00	Joe is really passionate and has done a good job adapting to a new environment.
8/19/2020	Angela Barnes	Rochwode Hicks, LPC	Rochwode Hicks, LCMHCS	3.00	3.00	3.00	3.00	3.00	None	3.00	3.00	4.00	4.00	4.00	None	4.00	4.00	None
10/2/2020	Joseph Barchue	Southern Plains Treatment Services/Cove Counseling Mental Health Services	MaryDawn Jenkins	4.00	4.00	4.00	4.00	4.00	Joseph has always been professional, ethical, and can work with a treatment team.	4.00	4.00	4.00	4.00	4.00	Joseph used his supervision time wisely. When he had a concern he would staff his client with another professional to even greater treatment.	4.00	4.00	Joseph is a critical thinker and shows the ability to be very teachable.
11/7/2020	Madison Warren	Red River Youth Academt	Amy Sunseri	3.00	3.00	4.00	4.00	3.00	Madison is able to use the concepts she has learned in her graduate coursework and apply it to her clinical practice.	3.00	4.00	4.00	4.00	3.00	Madison is able to use good decision making when working with clients. She also asks ethical questions when necessary to expand her skills.	3.00	3.00	Although discussions regarding researching have been limited, Madison is able to speak to concepts she has learned and how they apply to counseling at Red River.
12/11/2020	Addie Cross	Metro Family Therapy	Crystal Rios	4.00	4.00	4.00	4.00	4.00	Reflect	4.00	4.00	4.00	4.00	4.00	Could it ot ask for better	4.00	4.00	Addie was absolutely amazing! She will make a great counselor and employee. I wish I had a whole team of Addie's
2/3/2021	Timothy Harless	Frontier Hospice	Shunda Shorts, LCSW	3.00	3.00	4.00	4.00	3.00	More education on assessment tools and their application.	4.00	4.00	4.00	4.00	3.00	Continued access to interdisciplinary teams and counselors. Access to professional organizations and meetings for students is an important "foot in the door" and allows for establishing mentor type relationships within the profession.	4.00	3.00	Some students will benefit from increased instruction on how to effectively utilize supervision
2/9/2021	Jeremy White	Crooks Behavioral Health	Michelle Ogan, LCSW, RPT	3.00	3.00	2.00	3.00	2.00	2.00	3.00	4.00	3.00	3.00	2.00	3.00	3.00	3.00	Jeremy is a good student who is willing to learn and needs and appears familiar with modalities we are using in to of client.
2/17/2021	Jeremy White	Crooks Behavioral Health	Michelle Ogan, LCSW, RPT	3.00	3.00	3.00	3.00	3.00	Jeremy demonstrated progress throughout his practicum. Jeremy is motivated, personable and ethical. Jeremy will be a great asset to mental health services.	4.00	4.00	4.00	3.00	3.00	Jeremy demonstrates insight when he is staffing client cases. Jeremy does a great job of advocating for clients and and delivery of community based resources.	4.00	3.00	Jeremy does well verbally with professional communication. Jeremy recognizes he needs to continue working on written communication. Jeremy appears to have a good foundational understanding of theoretical thinking and decision-making strategies.
2/19/2021	Deanna Martinez	YES (YouthCare of Oklahoma)	Tonya E. Boots MS LPC-S, RPT-S	3.00	3.00	3.00	3.00	3.00	Deanna continues to try to learn new treatment modalities. Deanna uses her knowledge gained in college and consultations to use with her clients.	4.00	4.00	4.00	3.00	4.00	Deanna as a case management background that helps with her giving clients advocacy and resources. Deanna is also very supportive and positive accomplishments and no supportive.	4.00	3.00	Deanna easily reaches out for consultation. She is creative with techniques. She is wanting to work with children and has shown much advancement and becoming a registered play therapist.
3/5/2021	Rachel Richardson	The Sequoyah Group	Natasha L E	4.00	4.00	4.00	4.00	4.00	Student displayed competence regarding interventions and additional information for clients to utilize	4.00	4.00	4.00	4.00	4.00	Student advocates for clients, asks questions as needed, attempts to link, refer and locate community services when needed. Student has demonstrated ethically and professional behaviors at all times while in office and interacting with clients.	4.00	4.00	Student is well-prepared and not afraid to ask for help if needed. Student is a non-judgmental and open for redirection . Student consults with other staff and welcomes new techniques and assistance
3/19/2021	Matthew Hawe	Douglas Place	Jackie Hanson	3.00	3.00	3.00	3.00	3.00	Student overall did a great job of wanting to learn and implement counseling techniques	3.00	3.00	3.00	3.00	3.00	Always open to feedback	3.00	3.00	Met every expectation set before him when working with patients in a MACU residential program
3/21/2021	Wendell Hammonds	Roadback, Inc.	Chyntria Erman	4.00	4.00	4.00	4.00	4.00	Wendell has shown appropriate skills in his level of knowledge in addiction related practices and treatment.	4.00	4.00	4.00	4.00	4.00	Wendell was eager to learn new skills and techniques. He is eager to work with clients and make a difference in their lives.	4.00	4.00	Wendell was able to successfully demonstrated learned skills in clinical practice situations and should be able to maintain the duties of the job he has been training for.
3/24/2021	Heather Miller	The Harris Center for Mental Health and IDD	Jenni Musick	4.00	3.00	4.00	4.00	4.00	None	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	None
4/19/2021	Clint Hardesty	Restore Behavioral Health	Gina L. Glass	3.00	4.00	4.00	4.00	4.00	Clint is a great counselor	4.00	4.00	4.00	4.00	4.00	Clint practices ethical skills in best practice.	3.00	4.00	Clint goes beyond in seeking out best practice.
4/26/2021	Shanna Schoeller	Sanford Home Based Services	Shirley, A. Pry	4.00	4.00	4.00	4.00	4.00	Shanna carries herself professionally in every setting she is in.	3.00	4.00	3.00	4.00	4.00	Shanna definitely understand the theories and how to apply them with their clients. Since she is still developing, it is difficult to give her a it in leadership abilities. She advocates for her clients and seeks supervision when working in the professional capacity. Department of Social Services - Ladies.	3.00	4.00	Shanna's written and oral discussions are non-judgmental and objective. She has demonstrated an ability to utilize her academic knowledge to enhance client growth, seeking supervision as necessary.
5/5/2021	Brandon Trueblood	Metro Family Therapy	Crystal Rios	3.00	3.00	3.00	3.00	3.00	Brandon is a great counselor	3.00	3.00	3.00	3.00	3.00	Brandon is very ethical	3.00	3.00	Brandon is very knowledgeable and a great team player
5/23/2021	Shane Hunter	Frontline Family Services	Kayla Wiser	3.00	3.00 NA	3.00	3.00	3.00	All expectations have been met	3.00	3.00	3.00	NA	3.00	All expectations have been met	3.00	3.00	Acceptable level
5/24/2021	Kathy Hayden	Rolls Ranch	Dennis Maddox	4.00	4.00	4.00	4.00	4.00	Solid functions while interning at our agency.	4.00	4.00	4.00	4.00	4.00	Solid was knowledgeable and willing to execute all 12 core functions while interning at our agency.	4.00	4.00	Solid was knowledgeable and willing to execute all 12 core functions while interning at our agency.
5/24/2021	Heather Reed	Integrated Therapy Solutions of Oklahoma, LLC	Shay Espinoza	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	None
6/2/2021	Madelin Rogelio	Southern Plains Treatment Services	MaryDawn Jenkins	4.00	4.00	4.00	4.00	4.00	Madeline is prepared for graduation	4.00	4.00	4.00	4.00	4.00	Madeline is exceeding all expectations.	4.00	4.00	Madeline is going to be a great addition to the mental health field!!!
6/10/2021	Brenda Hurley	Red Rock Behavioral Health Services	Cyd Dikes, LADC	3.00	2.00	3.00	3.00	3.00	The only thing needing improvement would be for Brenda to learn more about integrated modalities of treatment and evidence-based practices which she will obtain on the job.	4.00	3.00	3.00	3.00	3.00	Brenda demonstrated professionalism, ethical behaviors, and was an excellent advocate for clients when discussing the need of client barriers.	3.00	3.00	Brenda demonstrated non-judgmental written and oral communication with all clients. She always interacted with supervisor and easily consulted with other staff when needed.
6/24/2021	Courtney Hoops	Phoenix Counseling Services, LLC	Krista Baird	4.00	4.00	4.00	4.00	4.00	Courtney has worked very diligently and will make a good counselor.	4.00	4.00	4.00	4.00	4.00	Courtney adheres to the ethical guidelines and is happy to ask for clarification, as needed.	4.00	4.00	Courtney is eager to learn new things and implement them.
6/29/2021	Jaleesee Nuzum	CHOOS	Brandi Ricketts	4.00	4.00	4.00	4.00	4.00	Jaleesee has been a great student to work with and has shown competence in all areas.	4.00	4.00	4.00	4.00	4.00	Jaleesee demonstrates ethical judgement and values, is an advocate for consumersand and makes sure she follows standards of state and agency.	4.00	4.00	Jaleesee has been a great student to work with in all areas. She is also agile her knowledge in the real world and clearly communicate her questions with others, seeking out supports/sites to continue to grow as a therapist.
7/7/2021	AnnMarie Gray	New Life Addiction Medical Services	Kimberly Pilarch	3.00	3.00	3.00	3.00	3.00	Student demonstrated proficiency with clients during assessments.	3.00	3.00	3.00	3.00	3.00	Student was ethical during her practices here.	3.00	3.00	Student was able to use evidence based practices during group and individual sessions.
7/12/2021	Jerry Pancha'er	Chickasaw Nation	Amanda Harrington, Ph.D.	3.00	3.00	3.00	3.00	3.00	Ithink he is at a developmentally appropriate knowledge level to this area but would benefit from more training in trauma and working with high risk patients. Jerry is a good student.	3.00	3.00	3.00	3.00	3.00	I saw Jerry make attempts to adapt his approach to the needs of his patients. He tried very hard to identify the mental health needs of his patients and properly utilized the DSM in doing so. An opportunity for growth in this area is for Jerry to continue to listen to his patients.	3.00	3.00	Jerry seemed to work very hard to utilize his Academic training in the therapy setting.
8/16/2021	Shelby Emmert	Southern Plains Treatment Services	MaryDawn Jenkins	4.00	4.00	4.00	4.00	4.00	Shelby has done a great job of learning the needs of a very traumatized population. She has worked to seek out knowledge when she needed to learn more.	4.00	4.00	4.00	4.00	4.00	Shelby is very ethical. She advocated for her clients wonderfully regardless of the politics when working with DHS.	4.00	4.00	Shelby is ready and will be a great addition to the mental health field.
9/7/2021	Alisha Ortiz	Roadback, Inc.	Christina Erman	4.00	3.00	3.00	4.00	4.00	Alisha has good skill in assessing the situation with the clients and working with them to develop goals and objectives to treatment. She could use more confidence in offering conflict.	4.00	4.00	4.00	4.00	4.00	Alisha is very competent and has a high standard of ethics.	4.00	4.00	Alisha has a good work ethic and shown eagerness to help co-workers and clients achieve their goals.
9/17/2021	Louis Ejiofor	New Life Youth and Family Services Inc	Jeo Inyang	4.00	3.00	3.00	4.00	4.00	Student was able to applu his theoretical knowledge practically while working with clients	4.00	4.00	4.00	4.00	4.00	Student was able to identify his own personal bias and learn to keep it out of his practical application during his counseling sessions.	4.00	4.00	Student was able to justify his use of different modalities while dealing with clients.
9/30/2021	Gloria Hopson	Northeast Middle School	Tersa Pittman	3.00	4.00	4.00	4.00	3.00	Gloria is able to demonstrate integrated professional counselor capabilities	3.00	3.00	4.00	4.00	3.00	Gloria demonstrated professional identity consistent with ethical counseling practices.	4.00	4.00	Gloria has been an asset having Gloria as an intern. Her willingness to learn have allowed me the opportunity to pour a great deal of knowledge into her.
10/1/2021	Angie Gage	Cornerstone Counseling & Consulting Inc.	Christy VanderSith-Pela	3.00	3.00	3.00	3.00	3.00	Students presented in a professional manner adhering to ethical best practices in counseling	3.00	3.00	3.00	3.00	3.00	Students are appropriately adapt in advocating for clients	3.00	3.00	Students demonstrated highly professional and knowledgeable communication with supervisors allowing cohesive collaborations in working with clients.
10/1/2021	Ruth Bakare	FOUNDATION FAMILY COUNSELING SERVICES PLLC	Femi Fafunmi	4.00	4.00	4.00	4.00	4.00	Ms. Lenzen demonstrates the ability to establish rapport while at the same time getting his assigned student load complete.	4.00	4.00	4.00	4.00	4.00	Ms Lenzen demonstrated ethical principles throughout his practicum experience. He would frequently consult with me when he had questions that had to do with ethical principles.	4.00	4.00	Students demonstrated highly professional and knowledgeable communication with supervisors allowing cohesive collaborations in working with clients.
10/26/2021	Leeann Nashire	SSM Health St. Anthony Hospital	John A. Meissner	3.00	3.00	3.00	3.00	3.00	None	3.00	3.00	3.00	3.00	3.00	None	3.00	3.00	Ms. Nashire demonstrated professionalism and an empathetic attitude toward patient while interacting with staff and patients at SSM St. Anthony Hospital Behavioral Medicine Center.
10/26/2021	Caitlin Mackay	Integrated Therapy Solutions of Oklahoma, LLC	Shay Espinoza, MS LPC-S	2.00	3.00	3.00	2.00	3.00	None	3.00	3.00	3.00	3.00	3.00	None	2.00	3.00	None
11/16/2021	Sharon Johnson	Spring Eternal	Mariechia Palmer	4.00	3.00	3.00	4.00	4.00	No issues of concern in this area.	4.00	3.00	3.00	3.00	3.00	She did not discuss in detail students knowledge of the history, but this was demonstrated in her practice with clients and discussed during supervision.	3.00	4.00	No issues of concern in this area.
11/29/2021	April Scott	Cove Counseling	MaryDawn Jenkins	4.00	4.00	4.00	4.00	4.00	April is a great at advocating for the unique needs of her clients. She was very ethical in every aspect of her work.	4.00	4.00	4.00	4.00	4.00	April was a great at advocating for the unique needs of her clients. She was very ethical in every aspect of her work.	4.00	4.00	April applied knowledge very well.
12/6/2021	Dedrill Ramsey	Owen Clinic	Kevin Owen	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	None
12/13/2021	Niki Mabry	Southwest Youth and Family Services, Inc.	Shanna Rice	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	4.00	4.00	4.00	None	4.00	4.00	None
1/18/2022	Susan Clark	Grand Lake Mental Health Center	Allie Craig	4.00	4.00	4.00	4.00	4.00	The student was prepared for and given adequate knowledge in this area to assist her in practicing effectively	4.00	4.00	4.00	4.00	4.00	The student was prepared for and given adequate knowledge in this area to assist her in practicing effectively	4.00	4.00	The student was prepared for and given adequate knowledge in this area to assist her in practicing effectively

Date Created	Student:	Agency:	Evaluator:	Students demonstrate proper assessment, diagnostic processes, and evidence-based counseling skills and strategies to address mental health issues, psychopathology, crises, and trauma in the areas of individual, group, marital and couples, families, career, and addictions counseling and psychotherapy conveying appropriate counselor dispositions and use of technology.	Students enhance client resolution of issues, resilience, and optimum develop by incorporating the application of differential interventions based on the comprehension, explanation, and application of theories and research regarding human lifespan development, psychopathology and abnormality, and the impact of trauma.	Students utilize occupational information, career assessment, group work, relationships, career planning, and client skill development in applying theories and models of career development and counseling for life roles and factors impacting the well-being that influences clients throughout the life span.	Students demonstrate the professional practice of counseling skills and interventions with clients fully integrating the knowledge from the Master of Science in Counseling Program to include performing case analyses, treatment planning, assessment of mental health issues, assessment of risk, and assessment of trauma and abuse.	Comment:	Students demonstrate strategies and values for professional counselor dispositions and positive mental health to be an affirmative leadership presence in the profession.	Students demonstrate their professional identity by explaining, justifying, reasoning with, utilizing, and exhibiting ethical standards consistent with professional counseling organizations and credentialing bodies in performing individual, group, marital, couples, family, and addiction counseling in professional settings.	Students can explain the history and philosophy of the counseling profession by distinguishing the multiple professional roles and functions of counselors across specialty areas and integrated behavioral health care systems as a member of the interdisciplinary community and emergency outreach to include participating in professional organizations and services.	Students ethically and appropriately adapt counseling theories and the counseling process to assess and address mental health problems and concerns that involve spiritual and religious beliefs, values, and issues.	Students advocate for clients and the counseling profession by demonstrating the engagement of educational and advocacy strategies and models designed to eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination that impede access, equity, and success for clients which impact the availability of community-based resources, educational development, and employment opportunities.	Comment:	Students demonstrate high-quality thinking, in supportive and non-judgmental written and oral professional communication, utilizing counseling and mental health knowledge that applies a range of mental disciplined thinking models to include theoretical thinking, creative thinking, decision-making, strategic thinking, systems thinking, and meta-cognitive thinking skills.	Students internalize, personalize, and synthesize academic knowledge for practical results-oriented application through active involvement with supervisors.	Comment:
1/26/2022	Christopher Williams	Eastern Oklahoma Mental Health & Counseling Lic	John Coulbourn	3.00	4.00	4.00	3.00	Christopher follows DHCA, OSMHSAS guideline on mental health assessment process and is able to identify which areas of treatment he needs to focus and which models of therapy our company follows such as CBT, motivational interviewing , and psychosocial analysis.	4.00	4.00	3.00	4.00	4.00	Christopher Williams show strengths in utilizing state and local ethical guidelines to make su re his clients confidentiality and safety are met prior and in middle of therapy, Chris shows strengths into being able to ask questions when needed	3.00	3.00	Christopher shows a good understanding of the material ahead of him in treatment and therapeutic practice but shows hesitation d ue to inexperien ce in the counseling profession in being able to ask questions on how to properly treat clients of this age group. regarding research chris shows an ability to do extensive research regarding techniques to use but would like to see variety in techniques being used, however he uses evidence based practices that best fit his clients needs at the time
2/1/2022	Ashley Mayfield	Restore Behavioral Health	Gina Dixon	3.00	3.00	NA	3.00	I did not get the opportu ni ty to hear any core where he was utilizing occupational or career counseling theories. Most of her cases were adolescents.	3.00	3.00	NA	3.00	3.00	Ashley displayed excellent client centered approach with her clients. She utilized various models such as CBT, Art, Mindfulness, and relaxation strategies. She focused on effective communication with many of her clients.	3.00	4.00	Ashley was very involved in her supervision , staffing many cases and asking questions. I would like to see her become more confident in her communication with others.
2/11/2022	Mary Solan	Metro Family Therapy	Crystal Rios	4.00	3.00	3.00	4.00	Intern demonstrats great knowledge and comfort when executing skills necessary to be a competent counselor.	4.00	4.00	4.00	4.00	4.00	The intern shows that she is concerned with the care of the clients by actively engaging in their needs through psychoeducation, ethical comnotment to the client, and an understanding of support th rough explaining necessary resources to clients in need.	4.00	4.00	Intern actively pertuers involvement with supervisors to further educate and identify ways to further her knowlege and competency as a counselor.
2/15/2022	Amy Juarez	The Prevention Center, LLC	Deridra Jackson, LPC	4.00	4.00	4.00	4.00	Client was very professional in the process. Client demonstrated great awareness with treatment planning, assessment process. Client was able to provide counseling alternative skill providing with exith services. Intern was very dedicated to existing client make positive progress within the counseling relationship.	4.00	4.00	4.00	4.00	4.00	Intern showed good demonstration and knowledge of herself and what she wants to accomplish in this field. She was very open to constructive and learning her professional biases. She ha ssrecognized the respect for others and confidentiality. She was exceptional in implemented different models and therapeutic methods in which she wanted to utilize in her profession al practice. She has grown tremendously through out the process of the intern.	4.00	4.00	Amy Juarez was an exceptional student and learner. She has learned new techniques and implement them into her daily sessions. Her willingness and eagerness to learn and grow in this field. She has the capacity to grow and be an exceptional therapist. I am excited to see her grow and become a licensed Professional and colleague.
2/15/2022	Dilbac Durham	The Renaissance Center	Carla Debrann	4.00	4.00	4.00	4.00	Student is devoce strating the practical skills necessary to facilitate and assist change.	4.00	4.00	4.00	4.00	4.00	Student is able to consolidate the information and provide professional and inclusive making sure they get the resources and help to achieve their goals.	4.00	4.00	Student was able to communicate effectively with clients and provided and non judgmental therapeutic atmosphere.
2/15/2022	Stephen Tucker	Thompson Counseling and Family Therapy	Elise Thompson	4.00	4.00	4.00	4.00	Stephen's professional knowledge is exceptional.	4.00	4.00	4.00	4.00	4.00	Stephen is exceptionally competent at applying theory to counseling practice.	4.00	4.00	Stephen is exceptionally competent at applying theory to counseling practice.
2/16/2022	Ashley Hughley	Our House MHSA Inc	Tommie L Price	4.00	3.00	4.00	4.00	Ashley showed a very good understanding	3.00	3.00	4.00	3.00	3.00	Supervisor observed student having a good understanding Therapeutic Modalities and the intake process when working with a diverse client base	4.00	4.00	Supervisor observed student showing a good understanding of Therapeutic Modalities and the intake process when working with a diverse client base
2/2/2022	Christopher Williams	Eastern Oklahoma Mental Health & Counseling Lic	John Coulbourn	4.00	4.00	4.00	3.00	Chris was professional with all of his clients and demonstrated an openness to learn and research counseling skills, interventions and strategies.	3.00	4.00	4.00	4.00	3.00	Chris always demonstrated ethical behaviors both with clients and in a professional atmosphere.	3.00	4.00	Chris was able to communicate questions with me and demonstrated proactive problem solving skills with his clients.
2/28/2022	Kisa Jangha	The Virtue Center	William S Warner, LADC MH	3.00	3.00	3.00	3.00	Kisa has shown knowledge of counseling theory and it helped with diagnosis of clients	3.00	3.00	3.00	4.00	3.00	Kisa and I have discussed how personal biases affect views of clients	3.00	3.00	After each session, Kisa and I debrief details of each session.
3/2/2022	Kisa Jangha	The Virtue Center	William S Warner, LADC MH	3.00	3.00	3.00	3.00	Kisa has shown great clinical skills, we debrief after every session.	3.00	4.00	3.00	3.00	3.00	Kisa has discussed his counselor approach and ethics. Kisa will start co-facilitating a therapy group soon.	3.00	3.00	Kisa has shown sou nd clinical judgement and knows his counseling theory well.
3/7/2022	Janie Whitton	Mustang Public Schools	Erica Davis	3.00	3.00	3.00	3.00	Janie is very empathetic and compassionate and has spent time with the child and family to identify needs and provide additional resources and referrals as needed.	3.00	3.00	3.00	NA	3.00	Janie's experience with Red Rock has been a great benefit to her throughout this internship and she is knowledgable in community-based resources, programs and additionally, counseling strategies to include wrap-around services for the entire family.	3.00	3.00	Together, Janie and I discussed possible diagnosis and ways to identify needs and goals for each client where Janie was given freedom to apply her skills successfully.
3/14/2022	Laura Mann	Above All Behavioral Health Services, LLC	Jeff Plunkett, LPC	3.00	3.00	3.00	3.00	Laura has advanced well toward a professional profile of counseling, especially during sessions. The only notable improvement necessary is in managing appointments and pre-session connect ions.	4.00	3.00	3.00	3.00	3.00	Laura seems to have a uniquely relaxed balance between professionally ethical behaviors and a calming human engagement with clients and her peers.	3.00	3.00	Although typically generalized for a student, Laura appears to know reasons for in-session encounters from a theoretical perspective.
3/22/2022	Amanda Blair	Empowerment Community Services	Rachael Lowery	4.00	4.00	4.00	4.00	She always ask questions and is eager to learn.	4.00	4.00	4.00	4.00	4.00	Amanda is always professional and compassionate. She will be an asset to a field.	4.00	4.00	She is very knowledgable.
3/31/2022	Casie Brownlee	Cairn Wellness Center	Selene Pinter, LPC	4.00	4.00	4.00	4.00	Casie consistently conveys an informed knowledge of the field of counseling.	4.00	4.00	4.00	4.00	4.00	Casie is consistently engaging in education beyond what is expected of her within the classroom and internship requirements. She has proven that she is capable of integrating knowledge into her practice as she utilizes what she has learned and educates her clients in the therapeutic process.	4.00	4.00	Casie's natural competence as a counselor has made it a joy to supervise her throughout her internship. There is no doubt that she will excel in this profession.
3/30/2022	Adrienne Norris Rain	Norsea Hospital District	Rodney B. Kemp, LPCC	4.00	4.00	4.00	4.00	Ad hience displays good decision-making skills and knowledge of therapy techniques.	4.00	3.00	4.00	4.00	4.00	Adrien ne demonstrates a high level of ethics.	4.00	4.00	Adrienne seeks out new research to apply to her practice.
			Average	3.48	3.45	3.51	3.51		3.60	3.56	3.45	3.59	3.51		3.54	3.63	

Counseling, MS

2022

Standard 4: Assessment

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 4: Assessment

Overview Questions:

1. What is the comprehensive assessment strategy for the academic program?
2. What are priorities for assessment of the academic program and how are those developed?
3. How are tangible, measurable learning, development, success, and program outcomes determined to ensure achievement of mission and goals?
4. How does the academic program use assessment results to inform improvement? What changes, adjustments, or improvements have been made as a result of assessment activities?
5. How does the academic program share assessment results with relevant constituencies?
6. How does the academic program support ongoing development of assessment competencies for personnel?

4.1 Establishing a Culture of Assessment

- Minimum requirement to meet substandard: Display assessment plans that work towards the achievement of the program's mission, goals, outcomes, and objectives.
- Additional information about the substandard: Display the past three years of evidence for:
    - Faculty evaluations
        - The Faculty for the Master in Mental Health counseling program review of faculty is conducted to (1) assess and document levels of faculty performance, (2) identify areas of needed and desired professional growth, (3) identify progress being made by faculty, and (4) facilitate internal communication.
        - Steps in the Review Process - the faculty will (1) maintain an ongoing portfolio of annual activities that evidence performance in teaching, scholarship, and service, (2) conduct a self-assessment for the year; set goals for the next year; and submit to the dean by indicated deadline, and (3) engage in conference with School Chair, Associate Dean, and Vice President of Academic Affairs (VPAA) for annual review based on set goals.
        -
    - WIGs
        - The Masters of Mental Health Counseling has Wildly Important Goals (WIGS) to improve communication between the administration and the faculty and ensure that all faculty feel equipped and encouraged in their role within the teaching of the program courses. ** This includes improved communication between the Chair, Program Director, Core Faculty, other departments in the University, and adjunct faculty. The improvement plan includes weekly emails from the Program Director to all faculty, ongoing professional development training offered on a quarterly basis. Part of that ongoing Professional Development is to include teachings to the program faculty by other departments in the university to learn more about some of the other department roles for the students at MACU

- End of Course (EoC) results
  - The end of course evaluations demonstrate that the majority of students appreciate the communication, prompt grading, and encouragement from professors. The evaluations also demonstrate that students would like to have regular communication through zoom meetings with their professors. The feedback about zoom meetings was noted and addressed through Professors offering zoom meetings as part of their willingness to meet with students. Each professor also began to offer a zoom meeting in the first week of the course to go over any questions students might have that first week. Feedback from professors has been that the zoom meeting being offered in the first week has been met with mixed reviews - with some professors reporting they have one student attending and other professors saying they have 5 or more students attending.
- Course Reports
- Retention Reports

4.2 Assessment Plan and Process

- Minimum requirement to meet substandard: Show how the program reviews, interprets, and monitors changes based on findings of assessment from multiple measures of data collection.
  - A goal was set to email all faculty in the program on a weekly basis to improve communication with administration and faculty. Without exception, this goal was met and maintained over the last three years. Many of the faculty have sent emails to administration to say how much they appreciate the communication and interaction.
- Additional information about the substandard:
  - The program identifies goals, outcomes, and objectives to guide its work.
  - The program engages students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.3 Reporting Results and Implementing Improvement

- Minimum requirement to meet substandard: The program uses evidence from assessment activities to inform decision-making and planning for continuous improvement.
- Additional information about the substandard:
  - The program uses assessment results to demonstrate learning, development, effectiveness and continuous improvement.
  - The program informs constituents of assessment results and how data have been used for continuous improvement.

Suggested Evidence and Documentation:

1. Academic program goals, key indicators, outcomes, and related assessment data
2. Assessment data related to student learning, development, and success outcomes
3. Assessment plans and annual reports
4. Minutes of meetings at which assessment activities and results are discussed ** Emailed Dorothy on 03042022 for these minutes
5. Professional development activities to improve assessment competence

6. Wildly Important Goals (WIGs) ** Asked Dr. D for this in an email February 2022 and March 2022. He replied that he is working on this and will get it to me the week of March 14, 2022 I did not received this 04/07/2022
7. End of Course Assessment Results - EOC evals in folder for End of 2021 results
   Link: SBSC CAGS EoCs AY 21-22
8. Instructor/Faculty Evaluations In folder
   Link: Faculty Evaluations
9. Course Reports
10. Retention Reports Emailed Dorothy about this Mar 11, 2022

School of Behavior Science and Counseling - Course Conversion Report

Course Number	Course Name	SME\Content Specialist	Start Date	# Weeks	Reviewed By	Review Date	The grading scale point values are appropriate to assignment effort.	The course outcomes align with program outcomes and accurately reflect the course level.	The weekly scriptures are appropriately used and originate from acceptable versions of the Bible.	Weekly topics are presented in a logical progression.	Weekly topics align with course outcomes.	Weekly readings and resources are relevant to the course outcomes and weekly objectives.	Weekly readings and resources reflect contemporary issues in both topic relevancy and publishing dates.	Weekly workload is reasonable for course level.	Program-specific materials (resources, rubrics, etc.) are used, if applicable.	Instructional equivalency hours are appropriately assigned.	Comments or Suggestions?
COUN 5113	Psychopathology	Leon DeSecottier	6/22/2021	6													
COUN 5123	Career Counseling and Development	Leon DeSecottier	6/22/2021	6	annette.pullen@macu.edu	5/27/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This looks like a great course. One that will be a benefit to the students in the program.
COUN 5213	Theories of Counseling and Psychotherapy	Leon DeSecottier	9/21/2021	6	annette.pullen@macu.edu	7/15/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Progression and flow of the course look good. There are some due dates that do not unify with what we have done on all other courses.
COUN 5233	Alcohol and Drug Addiction	Annette Pullen	6/22/2021	6	leon.desecottier@macu.edu	1/28/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	looks good, thanks
COUN 5313	Individual Counseling and Psychotherapy Techniques	Leon DeSecottier	8/10/2021	6	annette.pullen@macu.edu	6/10/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course looks great. Looks like a lot of fun for the students to learn these complex subjects. Great work!
COUN 5333	Addiction in the Family and Assessment Theory	Annette Pullen	8/10/2021	6	leon.desecottier@macu.edu	5/17/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5413	Interpersonal Communication in Counseling and Relationships	Paul Silvestri	6/22/2021	6	annette.pullen@macu.edu	2/12/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Well done! Very creative!
COUN 5433	Addiction in the Family Counseling	Annette Pullen	6/22/2021	6	leon.desecottier@macu.edu	2/4/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5513	Marriage and Family Systems and Treatment	Paul Silvestri	9/21/2021	6	annette.pullen@macu.edu	8/12/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5533	Pharmacology of Drugs of Abuse	Leon DeSecottier	6/22/2021	6													
COUN 5563	Clinical Psychopharmacology in Counseling	Carol Armstrong	6/22/2021	6	annette.pullen@macu.edu	3/9/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Looks like a great course.
COUN 5613	Marital and Family Treatment Techniques	Paul Silvestri	6/22/2021	6	annette.pullen@macu.edu	4/1/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Course looks great. Only question I have is, would it work to combine the quizzes weeks one through three - as a mid-term quiz? And then weeks 4-6 as a final quiz?
COUN 5643	Addiction and Substance Abuse Counseling Theory and Techniques	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	4/22/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 5713	Human Development	Constance DelGiudice	6/22/2021	6													
COUN 5813	Tests and Measurement	Leon DeSecottier	9/21/2021	6													
COUN 5913	Research Methods	Leon DeSecottier	6/22/2021	6													
COUN 6133	Multicultural Treatment Planning for Individuals and Families	Paul Silvestri	6/22/2021	6	annette.pullen@macu.edu	4/1/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	I wonder if the quizzes can be combined in week three for 1 to 3? And for week six from 4 to 6? A mid-term quiz and final quiz?
COUN 6233	Ethics and Professional Studies	Constance DelGiudice	8/10/2021	6	annette.pullen@macu.edu	7/1/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	I made a couple comments on here. I see Dr. D is listed as final reviewer. I still reviewed. EXCELLENT work on this course. It looks amazing.
COUN 6333	Advanced Counseling and Psychotherapy Techniques	Leon DeSecottier	9/21/2021	6	annette.pullen@macu.edu	7/2/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course is very well done!
COUN 6353	Human Sexuality in Counseling	Constance DelGiudice	8/10/2021	6	annette.pullen@macu.edu	7/12/2021	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	A lot to this course. It looks good. Only feedback I might have is if there are resources that are similar to what is shared here, that are not 20 years old? Some more modern-day resources might bring another level of relevancy to the course. Thoughts?
COUN 6363	Community Counseling	Constance DelGiudice	TBA	6	annette.pullen@macu.edu	9/10/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course is well done. Looking forward to those students who get to take this revised course. I think it is much better than what it was.
COUN 6433	Assessment of Individuals and Families in Counseling	Annette Pullen	8/10/2021	6	leon.desecottier@macu.edu	7/16/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	course is appropriate
COUN 6463	Clinical Issues of Aging, Death and Dying	Constance DelGiudice	9/21/2021	6	annette.pullen@macu.edu	9/3/2021	Yes	Yes	Yes	Yes	Yes	Yes, I made one comment about	Yes	Yes	Yes	Yes	
COUN 6533	Intervention for Individuals and Families in Crisis and Trauma	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	8/19/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 6633	Addiction and Chemical Dependency Counseling	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	6/2/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 6733	Child/Adolescent Psychopathology and Counseling	Leon DeSecottier	6/22/2021	6	annette.pullen@macu.edu	4/20/2021	I did comment on	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Great course. Couple changes in scoring. Some minor comments in the course
COUN 6833	Group Dynamics and Counseling	Leon DeSecottier	8/10/2021	6	annette.pullen@macu.edu	6/21/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	This course looks great. One week does not have the same words "set up as post-first" for the instructions to the builders. Nice clean course! Excellent work!
COUN 6863	Psychopathology Diagnostics and Treatment Design	Leon DeSecottier	TBA	6	annette.pullen@macu.edu	10/22/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	The Case Study template does not align with 7th edition APA for the title page in particular. I made comments on the case study template. Really like the change in the wording on the steps if turnitin reports come back high. I made a few minor changes to some of the case study wordings and some suggestions. This course looks great.
COUN 6973	Practicum	Annette Pullen	6/22/2021	6	leon.desecottier@macu.edu	3/22/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
COUN 6983	Internship	Annette Pullen	4/13/2021	6	leon.desecottier@macu.edu	3/20/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	looks good
COUN 6993	Advanced Internship	Annette Pullen	9/21/2021	6	leon.desecottier@macu.edu	8/20/2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Current mission statement, brief description of how it was developed, and date of last review

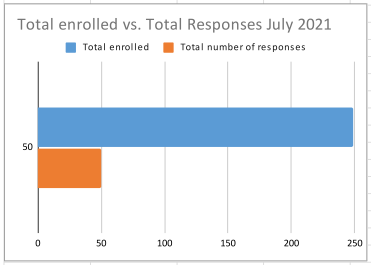
The development of the Master of Science of Counseling mission statement was developed and adjusted as the program aspired to meet CACREP standards. During the development, the committee working on the project met and developed the mission statement that aligned with the University's mission while demonstrating the program's mission to develop professionally, ethically, and spiritually competent counselors.

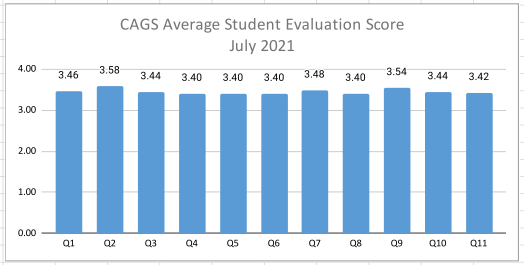
During the development and adapting of the program mission statement, great care has been employed to ensure the statement reflects the program's objective of preparing students professionally and spiritually in the field.

The most recent revision of the program's mission statement was completed February 18, 2022 because of some changes to the areas of counseling the program no longer offers for training and development of students in the program.

CAGS Totals for July 2021

Total number of i	Total enrolled	Response rate
50	249	20.1%





Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
3.46	3.58	3.44	3.40	3.40	3.40	3.48	3.40	3.54	3.44	3.42

CAGS End of Course (EOC) Evaluation Survey Questions

1. My instructor responded to questions within 48 hours.
2. My instructor encouraged my participation in the course through discussions.
3. My instructor provided regular updates about our class through the News section, discussion boards, class announcements, or other means.
4. My instructor provided feedback on assignments within 5 class days of the due date for CAGS courses / 2 weeks of the due date for CAS courses.
5. The feedback received on assignments and discussions helped me learn the material for the course.
6. The feedback received on assignments and discussions helped me know how to improve on future work in the course.
7. The instructor enhanced our course through supplemental relevant content.
8. Instructions on assignments, discussions, and other course expectations were clear.
9. The concepts, materials, and activities of this course are useful outside of the classroom.
10. The workload for this course was what should be expected for a course at this level.
11. The resources provided in the course helped me achieve course objectives.
12. What are the strengths of the instructor?
13. How might the instructor be more effective?
14. What do you like best about this course?
15. What do you suggest to improve this course?

Response	Enrolled	Instructor Name	Course Code	Course Title	School	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
1	13	[redacted]	COUN5913 06M1	Research Methods	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Good rapp	No change	Interesting	N/A
1	8	[redacted]	COUN6983 06W2	Internship	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Provides p	n/a	Receiving a	n/a
1	25	[redacted]	PSYC3903 06W1	Stress Manageme	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	Intelligent,	I do not fee	I like the di	Different format for assignments, I was overwhelmed with them being a discussion instead of a paper. It was hard to keep up with who I respo
2	16	[redacted]	COUN5113 06W1	Psychopathology	School of E	3.0	4.0	4.0	3.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	Good comr	Double che	The conten	Check the content before class begins. There were inconsistencies on the required reading in week 6 and the discussion question. Also the q
2	16	[redacted]	COUN5113 06W1	Psychopathology	School of E	2.0	2.0	3.0	3.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0	She did gra	By provide	I enjoyed th	Update the reading instructions to reflect the topic rather than chapters because the DSM isn't in chapters
2	14	[redacted]	COUN5113 06W2	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	She providi	n/a	Learning at	Make it longer to cover material longer and in more detail.
2	14	[redacted]	COUN5113 06W2	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Feedback on	assignme	The material	and assignments were very helpful
2	12	[redacted]	COUN5913 06W1	Research Methods	School of E	3.0	3.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	He answer	He seemed	Honesty is	I have no suggestions, I hated this class. It has been the hardest I have taken, the most stressful and the instructor is burtal in his grading. Ma
2	12	[redacted]	COUN5913 06W1	Research Methods	School of E	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	He had a s	He should l	I thought th	Get a new instructor who is encouraging and wants the students to succeed
2	14	[redacted]	COUN6133 06W1	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	She was ve	Nothing	Straight to	Nothing
2	14	[redacted]	COUN6133 06W1	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	3.0	4.0	4.0	2.0	3.0	3.0	4.0	she was er	provide a s	professor a	Make the instructions for the assignments more clear. Add lectures explaining the material and what is expected at the beginning of the week.
2	13	[redacted]	COUN6133 06W2	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	Graded qui	I thought h	Learning at	There was a lot of weekly reading in this course, for someone who works a full time job and a part time job, and is raising small children it pro
2	13	[redacted]	COUN6133 06W2	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Very attentive to the needs of his students. Caring and understanding. Quick to reply to any question. My favorite instructor at MACU so far!			
2	11	[redacted]	COUN6133 06W3	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	She was ex	Nothing	This was m	Nothing
2	11	[redacted]	COUN6133 06W3	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	learned		Full of material which could be used outside of the classroom	
3	10	[redacted]	COUN5113 06M1	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Breadth of	He is alrea	I like the re	I'm very satisfied with the course...
3	10	[redacted]	COUN5113 06M1	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	lecturing about the sub		the instructors	teaching/lectures and supplemental packets
3	10	[redacted]	COUN5113 06M1	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	He is know	I think he's	The particip	No need to improve.
3	6	[redacted]	COUN5123 06W1	Career Counseling	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Dr. Collins	???, I like v	its somethi	videos I guess. I liked it fine.
3	6	[redacted]	COUN5123 06W1	Career Counseling	School of E	4.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	4.0	Encouragement, organ		Textbook and	supplemental content
3	6	[redacted]	COUN5123 06W1	Career Counseling	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Clear and c	no suggest	managabili	Ditch the quizzes
3	18	[redacted]	COUN5713 06W1	Human Developme	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Communic	Participatio	The materi	Provide additional time for quizzes. ONE minute is NOT enough time. I have test anxiety and need time to think through the questions.
3	18	[redacted]	COUN5713 06W1	Human Developme	School of E	2.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	None	Be more in	The require	Remove the extra materials as they are not considered scholarly sources. It was a waste of time. Also, make the rubric clearer on what is exp
3	18	[redacted]	COUN5713 06W1	Human Developme	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	caring and	not sure, sh	learning ab	less paperwork and more hands on or exercises that help with real world application and involvement
4	12	[redacted]	COUN5563 06W1	Clinical Psychopha	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Dr. Wayma	Not applica	I thoroughl	Not applicable.
4	12	[redacted]	COUN5563 06W1	Clinical Psychopha	School of E	4.0	3.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0	4.0	Friendly, er	N/A	Relevant	N/A
4	12	[redacted]	COUN5563 06W1	Clinical Psychopha	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Dr. Wayma	He did a re	I learned a	I liked the seven week classes better
4	12	[redacted]	COUN5563 06W1	Clinical Psychopha	School of E	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	3.0	3.0	He was ver	unknown	Learning h	unknown
4	21	[redacted]	COUN5713 06W2	Human Developme	School of E	2.0	1.0	1.0	4.0	2.0	1.0	3.0	1.0	1.0	3.0	1.0	Na	Seems like	It's over	New teacher, maybe stating that apa format is only required during assignment, or include how many words are required on every assignmen
4	21	[redacted]	COUN5713 06W2	Human Developme	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Great respo	n/a	n/a	n/a
4	21	[redacted]	COUN5713 06W2	Human Developme	School of E	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Provided hi	N/A	Each chapt	N/A
4	21	[redacted]	COUN5713 06W2	Human Developme	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Always giv	She was av	The layout	Nothing!
4	19	[redacted]	COUN6733 06W1	Child/Adolescent P	School of E	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	3.0	4.0	Dr. D has d	Nothing to	It was gooc	Please change this form so that the we can input our information in boxes that we can scroll in up and down. As it stands, the answers go in a
4	19	[redacted]	COUN6733 06W1	Child/Adolescent P	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Positive encouragemer		The materi	Provide additional time for quizzes. ONE minute per question is NOT enough time. I have test anxiety and need to time think through the ques
4	19	[redacted]	COUN6733 06W1	Child/Adolescent P	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Commentir	She was gr	Doing the c	Nothing! It was a fascinating course.
4	19	[redacted]	COUN6733 06W1	Child/Adolescent P	School of E	3.0	3.0	2.0	3.0	3.0	3.0	4.0	3.0	3.0	4.0	3.0	Understanc	Communic	The inform	Maybe a pretest before the posttest.
6	17	[redacted]	COUN5113 06W3	Psychopathology	School of E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	Professor (	N/A	I learned a	Maybe no quizzes the work load is enough in my opinion.
6	17	[redacted]	COUN5113 06W3	Psychopathology	School of E	2.0	4.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	Awareness	Better time	The readin	clearer quizzes
6	17	[redacted]	COUN5113 06W3	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	communica	she is grea	the informa	nothing
6	17	[redacted]	COUN5113 06W3	Psychopathology	School of E	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	Communication		All	
6	17	[redacted]	COUN5113 06W3	Psychopathology	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	She is encc	nothing	The indepth	This was probably my favorite course so far!
6	17	[redacted]	COUN5113 06W3	Psychopathology	School of E	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Effective ar	n/a	loved learn	explanation as to why some sections of the DSM where not covered
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	2.0	3.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	2.0	Dr. Ford se	At the begi	Because th	This was the worst experience I have had yet in a class taken at MACU. The class was presented with a specific agenda that did not pertain
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	2.0	3.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	2.0	Unsure.	The first cla	Classmate	As a visual learner, I struggled to come up with anything I learned from this course. I read every single chapter but retaining information that I
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	Knowledge	N/A	The open d	N/A
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	3.0	4.0	3.0	2.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	Incredibly k	Grading on	Relevant,	the book was great
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	3.0	4.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	3.0	Dr. Ford is	I feel he wa	I enjoyed th	I believe it would be beneficial to provide templates for the different theories and approaches. Although there is a portion of the information ba
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	3.0	3.0	2.0	2.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0	Experience	More timely	Different pr	More different scholarly perspectives. I wonder if others have differing views than Sue on the profiles of different groups.
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	3.0	4.0	3.0	1.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	Good at fac	He could ha	Classroom	We need better feedback from week to week so we have a better understanding of the directions and concepts in the assignments.
8	20	[redacted]	COUN6133 06M1	Multicultural Treatn	School of E	3.0	4.0	3.0	1.0	4.0	4.0	3.0	3.0	3.0	3.0	3.0			I enjoyed the discussions in this class.	

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on Expectations in the Instructor Agreement

Instructor:	
Course:	COUN6863
Section:	11W1
Term:	
End Date:	

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	0	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	Great to see the depth of interaction you took even though it was an II
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	14	

Feedback from Program Director:	Stephanie - thank you for taking this course. Always appreciate your willingness to be present for the students here at MACU. Some of the requirements for teaching here at MACU were missing in this course. See the notes above. Thank you again for being part of this course. I appreciate you! May God bless you richly these next months.

Counseling, MS

2022

Standard 5: Access, Diversity, and Inclusion

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 5: Access, Diversity, and Inclusion

Overview Questions:

1. How does the academic program ensure constituents experience a welcoming, accessible, and inclusive environment that is equitable and free from harassment?
2. How does the academic program identify barriers to and advocate for access, diversity, and inclusion?
3. How does the academic program address imbalances in participation among selected populations of students?
4. How does the academic program address imbalances in staffing patterns among selected populations of program personnel?
5. How does the academic program ensure cultural competence of its personnel to foster inclusion in the program?

5.1 Inclusive Educational and Work Environments.

- Minimum requirement to meet substandard: Provide evidence of the program's goal of inclusiveness to all MACU constituencies. Notes below
- Additional information about the substandard:
    - The program creates and maintains educational and work environments that are welcoming, accessible, inclusive, and free from bias or harassment.
    - The program does not discriminate on the basis of race, color, national origin, sex, disability, age, or veteran status; or any other basis included in codes, laws, and institutional policies.

5.2 Implementing Aspects of Access, Diversity, and Inclusion

- Minimum requirement to meet substandard: Provide evidence of the program's inclusiveness to all MACU constituencies.
- Additional information about the substandard:
    - The program provides equitable access to facilities and resources for all constituents.
    - The program addresses the characteristics and needs of diverse constituents when establishing and implementing services, policies, procedures, and practices.
    - The program responds to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.
    - Personnel within the program promote respect for commonalities and differences among people within their historical and cultural contexts.

Suggested Evidence and Documentation:

1. Vision statements, goals, and objectives related to access, diversity, and inclusion **Emailed Dorothy about this 03042022
2. Training plans and agendas for personnel and/or students
3. Lists of programs and curriculums related to access, diversity, and inclusion
4. Policies, procedures, and/or handbooks (specifically statements against harassment or discrimination) Emailed Shauntae S from HR for documentation of this. 03112022
   In the Employee handbook:
    a. Section 1.1.0 Standards of Conduct (page 12)
    b. Section 2.61 Non-Discrimination Policy (page 17)

c. Section 9.3 Grievance Policy - provides guidance on how to report an allegation (page 50)
d. Section 9.4 Harassment (page 53)

In the Faculty Handbook

1. Section - Statement of Compliance - Nondiscrimination policy (page 11)

Link: Employee Handbook

Link: Faculty Handbook

5. Facilities accessibility audit
6. Assessment results such as participation rates, demographics, campus climate, and student needs
7. Recruitment Efforts for Future Students

TITLE IX TRAINING

March 13, 2018

Title IX Training

What is Title IX?

- No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Who is protected?

- Any student, faculty or staff member is protected under this policy from any student, faculty or staff member or third-party vendor

Title IX Training

What is prohibited under this policy?

- *Sex/Gender Discrimination*
- *Sexual Harassment*
- *Sexual Assault*
- *Domestic and dating violence*

Who is required to report?

- All faculty and staff members are considered required reporters. The regulation says any person to whom a student would reasonably believe they can report to is considered a “responsible employee” and therefore is required to report information received.

How do I make a report?

- To make a report, contact a member of the Title IX team who will be able to take your report and initiate a preliminary investigation process.
- Students, faculty and staff may make a Title IX report at any time after the event. There is no statute of limitations on making a university report because the process is separate and distinct from any criminal processes.

Are victims required to report?

- Under Title IX, victims are **not required** to report. However, their unwillingness to make a report does not absolve you of your responsibility to report suspected violations of the Title IX policy.
- It is important to note that victims can make a report to the university without making a criminal report. The university is required to take immediate action on any reports received, including a report that involves an unwilling complainant.
- However, their unwillingness to report does not absolve faculty or staff of their responsibility to report suspected violations of the Title IX policy.

Title IX Training

What is at stake for MACU?

- *Undesirable, offensive environment*
- *Funding*
- *Unwelcome media attention*

Who is my Title IX team?

- Jessica Rimmer, Title IX Coordinator, jessica.rimmer@macu.edu; 405-692-3275
- Darwina Marshall, Assistant Coordinator, darwina.marshall@macu.edu;
- 405-692-3196
- Jacob Pool, Chief of Police, Investigator, Jacob.pool@macu.edu; 405-692-3287
- Blake Carlson, Investigator, blake.carlson@macu.edu; 405-692-8240
- Mark Pickens, Investigator, mark.pickens@macu.edu; 405-692-3117
- Raymond Dillman, Investigator, ray.dillman@macu.edu; 405-692-3147
- Justin Gordon, Investigator, justin.gordon@macu.edu; 405-692-3252

What about confidentiality? (Licensed counselor, pastor, etc.)

- Under Title IX, the federal government only considers exemption from report to be applicable for counselors or pastors who are hired by the college specifically for that job function. Therefore, counselors who are hired to be faculty members would not exercise their counseling confidentiality exemption when receiving a report of sexual violence or harassment from a student in their class.

Terms to Know:

Sexual Harassment:

- Unwelcome, gender-based written, verbal or physical conduct that,
- Unreasonably interferes with, limits or deprives someone of the ability to participate in or benefit from the University's education program and/or activities, is
- Potentially based on power differentials (quid pro quo),
- Creates a hostile environment, or
- Involves retaliation

Sexual Violence:

- Sexual assault/sexual violence is a particular type of sexual harassment that includes non-consensual sexual contact, non-consensual sexual intercourse, rape, or other physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual assault/sexual violence includes, but is not necessarily limited to, physical assaults of a sexual nature, such as rape, sexual assault, sexual battery, domestic violence, dating violence, stalking or attempts to commit these acts.

Terms to Know:

Dating Violence:

- Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors
- The length of the relationship
- The type of relationship
- The frequency of interaction between the persons involved in the relationship

Stalking:

- A pattern of repeated (two or more) and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear, substantial emotional distress or constitute a nuisance.

Comparing 2 Types of Relationships:

Healthy:

- **Trust:** You accept each other's word and give one another the benefit of the doubt.
- **Accountability:** Accept responsibility for behaviors and attitudes. Admits to being wrong or making mistakes.
- **Support:** Understanding, offers encouragement, listens without judgement and values opinions.
- **Honesty:** Openly communicates, tells the truth and does not keep things hidden.
- **Safety:** Does not manipulate, respects physical space and does not express violence of any kind.

Not Healthy:

- **Threatening:** Forces partner to friend to do unwanted activities. Intimidates other with emotional or physical manipulation.
- **Control:** Makes decisions without considering partner, keeps tabs on friends, family or significant other, takes over tasks to create dependency.
- **Denial/Blame:** Lies about abuse to other, twists reality, and calls others negative names.
- **Abuse:** Insults or shames people, forces sexual acts, controls money, disrespects boundaries, and cheats or lies.
- **Isolation:** Confines and restrains access to others.

The University's Responsibility

- Stop
- Prevent
- Remedy
- Interim Measures

Questions?

Contact

- Jessica Rimmer, Title IX Coordinator
- Darwina Marshall, Deputy Coordinator

Counseling, MS

2022

Standard 6: Leadership, Management, and Supervision

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 6: Leadership, Management, and Supervision

Overview Questions:

1. To what extent are academic program leader(s) viewed as and held responsible for advancing the departmental mission?
2. What opportunities and barriers are present for academic program leader(s) as they seek to fulfill the academic program mission?
3. How do academic program leaders advance the organization?
4. How do academic program leaders encourage collaboration across the institution?
5. How are academic program leaders accountable for their performance?
6. How have academic program leaders empowered personnel and engaged stakeholders?

6.1 Leadership and Supervision

- Minimum requirement to meet substandard: Display how the program's director incorporates data and information in decision-making.
- Additional information about the substandard:
    - The program's leaders provide management and supervision, lead strategic planning and program advancement; incorporate sustainable practices in the design of programs, services, and facilities; advocate for representation in strategic planning processes at departmental, divisional, and institutional levels.
        - For the last three years the Program Chair has managed Strategic Planning as a result of a change in leadership roles in the program. The Program Chair handled decision making, strategic planning, and began to develop a goal to train up new leadership to begin taking on some of the responsibilities over the next three years.
        - The Program Director took over the role in 2020 and has engaged in regular team communication with the faculty and adjunct professors for the program. Additionally the Program Director held quarterly Professional development for the faculty and adjunct professors for the program. The Program Director holds performance reviews with the faculty and adjunct professors.
        - The Practicum and Internship Director and the Senior Program Coordinator managed students at the Fieldwork Experience part of the program - to approve sites, coordinate communication between site supervisors, and answer questions of students. The Prac;ticium and Internship role has been held by the Program Director and this will change over the next three years. A new Practicum and Internship Director will come on board as a part time employee to manage the responsibilities of this position.
    - Program supervisors incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel.
        - The Program Chair and Program Director have worked in tandem to conduct adjunct interviews to build the program over the last three years to help substantiate the growth of the program. Over the next three years

- there is a goal to bring on two more full-time qualified core faculty to help with the growth of the program.

- The program's supervisors consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel.
- The program's supervisors work with personnel to develop plans for scholarship, leadership, and service to the profession and institution.

6.2 Strategic Planning

- Minimum requirement to meet substandard: Provide the strategic plans for the past three years.
- Additional information about the substandard:
    - Strategic planning processes support ongoing assessment activities that improve student learning, development, and success.
    - Strategic planning processes develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities.
    - Strategic planning processes result in a vision and mission that drive short- and long-term planning.

Suggested Evidence and Documentation:

1. Periodic reports, contracts, and personnel memos
2. Annual reports by program leaders
3. Program leader resumes, including additional professional involvement Emailed Dr D on 03112022 for a copy of his CV
4. Strategic and operating plans WIGS workbook in folder
5. Needs assessment of program constituents
6. Professional Development of Faculty

Objective #1: CUSTOMER EXPERIENCE – We will create a “Remarkable” customer experience for our students and employees.

Objective #2: PRODUCT DIVERSIFICATION – We provide relevant degree programs, certificates, credentials, and job-related curricula that meet the emerging workplace knowledge and skills.

Objective #3: MARKET ACCELERATION – We will grow student enrollments by employing innovative and expanded market penetrations.

Objective #4: CUSTOMER RETENTON – We will employ data analytics to increase retention, persistence, and graduation rates.

Objective #5: RESOURCES – We create learning and work environments that are sustainable and dynamic.

Increase the communication opportunities between professors and students to increase the retention rate by 10% by May 1, 2021.

Lead Measure One

A. Professors will communicate with students through email or other means 3-5 days prior to course start.
B. Professors will communicate weekly expectations on the first day of each week.
C. Professors will reach out to students who are behind in any work/project on a weekly basis to offer assistance and communicate needs.
D. Weekly wig meetings will be held to track these communications and responses.

Lead Measure Two

E. Periods of enrollment will be monitored to use data to analyze increases or decreases in retention and follow up on the results of this data

Create a learning environment which meets the needs of the students for their career path while allowing them the opportunity to sustain an adult life outside of their studies by May 1, 2021

Lead Measure One

A. Professors will analyze each course that they are teaching and the content to determine that the content is meeting the needs of the students.

B. Professors will communicate with students by incorporating career paths into all psychology courses.

Lead Measure Two

C. Professors will interact with students one on one at least twice per month.

D. Student satisfaction surveys will show positive increases on academic preparedness

Counseling, MS

2022

Standard 7: Human Resources

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 7: Human Resources

Overview Questions:

1. In what ways are personnel qualifications examined, performance evaluated, and recognition provided for exemplary performance?

Program Director conducts evaluations of Adjunct Faculty and Core Faculty on their course instructing. Meetings are held with faculty to discuss their progress and growth opportunities with them, two times per year.

2. How are professional development efforts designed, how do they support achievement of the academic program mission, and how do they prepare and educate staff on relevant information?

Quarterly meetings for all program faculty for professional development, awareness of University resources for students, and bringing in other constituents from the University to share about resources available to faculty and students at MACU

3. How has the staffing model been developed to ensure successful academic program operations?

4. How does the academic program engage graduate interns and assistants, student employees, and volunteers?

Students are able to work with the Senior Program Coordinator to assist in some of the tasks that help the program operations.

7.1 Staffing and Support

- Minimum requirement to meet substandard: Show evidence of the program having the personnel necessary to achieve its mission and goals.
- Additional information about the substandard:
  - The program identifies and hires the qualified level of staffing necessary to achieve its mission and goals.
  - The program's professional personnel either hold an earned graduate or professional degree in a field relevant to their position or possess an appropriate combination of educational credentials and related work experience.
    The Program Faculty CV are in the folder for Standard 7
  - The program's personnel receive training, including specific training on policies, procedures, and laws related to the programs and services they support, when hired and professional development throughout their employment.

7.2 Employment Practices

- Minimum requirement to meet substandard: The program's leaders maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel and ensure personnel have written position descriptions.
- Additional information about the substandard:
  - The program's leaders implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce.
    Ongoing efforts have been through advertising for Adjunct Faculty through media postings and networking with current faculty and other faculty outside the University, in case they might know someone seeking employment as an Adjunct Faculty.

- Personnel have written performance goals, objectives, and outcomes for each performance cycle and are used to plan, review, and evaluate work and performance.

7.3 Paraprofessional Personnel / Student Workers

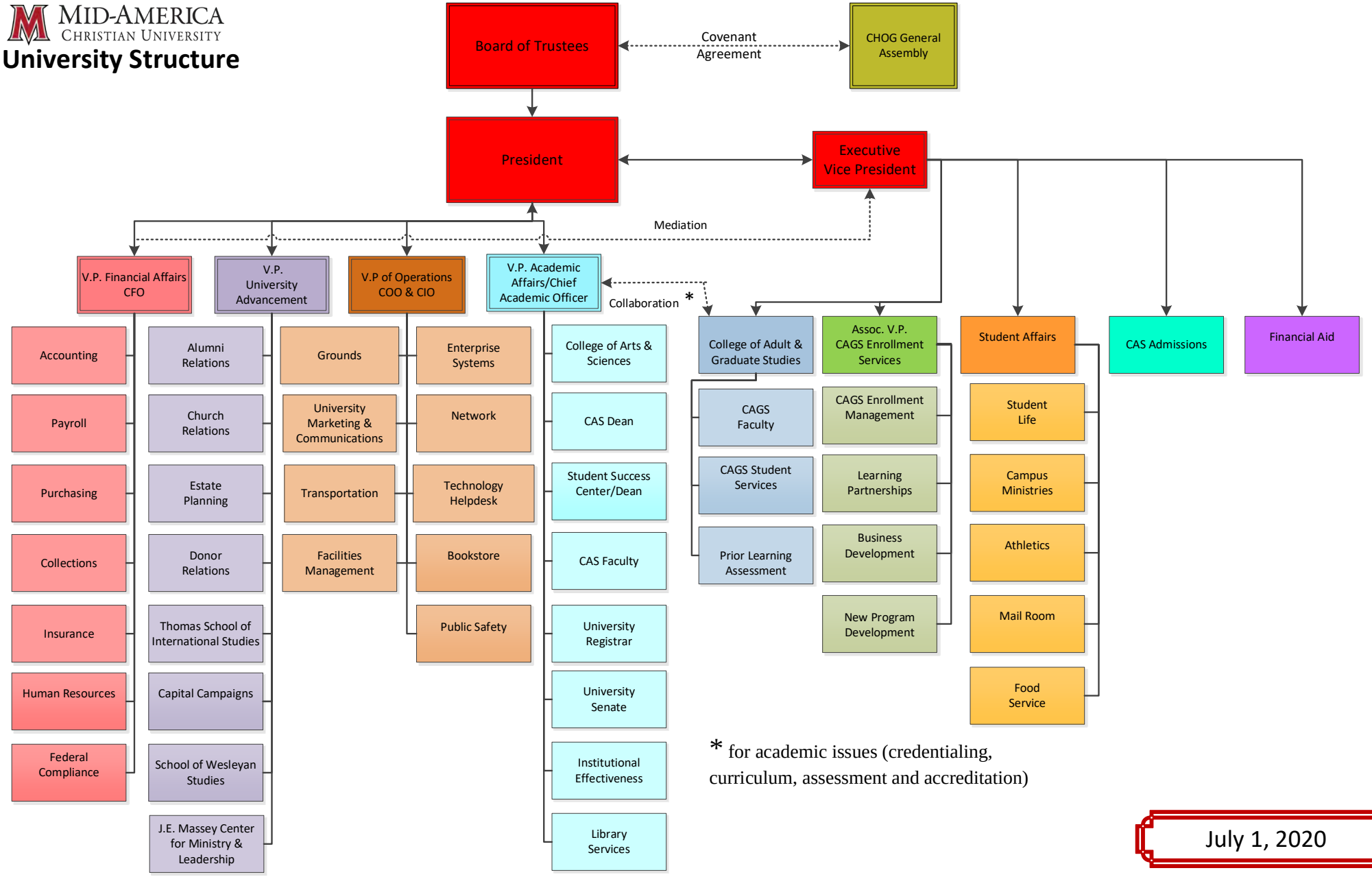
- Minimum requirement to meet substandard: If program uses paraprofessional personnel and/or student workers, show documentation of performance reviews. Emailed Dorothy about this 04/25/2022
- Additional information about the substandard:
  - Paraprofessionals working in the program are carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.
  - The program's leaders accommodate the dual roles paraprofessionals may have as both student and employee.
  - The program's leaders offer flexible scheduling options as needed by the student employee.

Suggested Evidence and Documentation:

1. Operating policy and procedure manuals/statements for program and institution
2. Organizational chart(s) - University Org Chart in folder
3. Personnel handbook, position descriptions (including student employees, volunteers, and graduate students), expectations, and performance review templates CAGS Job Description for MH Counseling Adjunct in folder
4. Annual reports, including data on student utilization and staff-to-student ratios Emailed Stephanie Davidson about this 04/01/2022
5. Association or benchmark reports on operations and staffing
6. Student and staff personnel profiles or resumes, including demographic characteristics, educational background, and previous experience CV in folder for adjunct faculty
   Link: List of Adjunct Faculty
   Link: Adjunct Faculty CV
7. Reports on personnel, including student employees and volunteers, employment experiences
8. Training agendas and schedules
   a. Training is held quarterly for Professional Development of Faculty. September, January, and May
9. Statement of staffing philosophy
10. Professional development activities - Minutes from Professional Development Adjunct Quarterly Trainings. One-on-one meetings with all adjunct faculty. See evals in folder
    Link: Faculty Evaluations
11. Minutes from staff meetings at which human resources related standards were discussed and addressed

MID-AMERICA CHRISTIAN UNIVERSITY

University Structure



* for academic issues (credentialing, curriculum, assessment and accreditation)

July 1, 2020

MID-AMERICA
CHRISTIAN UNIVERSITY

Job Description

Job Title: Part-Time Psychology and Counseling Graduate Faculty	
Division/Department: Academic Affairs/ College of Adult and Graduate Studies, Adult School of Psychology and Counseling	Location: Main Campus/Online
Reports to: Program Director, MS- Counseling	Title: Psychology and Counseling Graduate Adjunct

Position Type: Full-time X Part-time ☐ Student Worker	FLSA Status: Exempt X Non-Exempt	Hours worked Per Week: Approximately

POSITION SUMMARY: This faculty member teaches in the accelerated program of the Master of Science in Counseling program in Counseling in the College of Adult and Graduate Studies. Additional responsibilities include serving on university committees, support of departmental functions necessary for overall program assessment, strategic planning, accreditation, related administrative duties, and advising students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Teaching, on a part-time basis, in the Adult School of Psychology and Counseling.
- Assess student performance using appropriate rubrics or other forms of assessment.
- Utilize a variety of appropriate teaching strategies to promote student critical thinking skills, effective learning strategies, and student engagement in the learning process.
- Maintain program and course integrity and rigor by developing instructional materials consistent with course objectives and program outcomes.
- Maintain expertise and currency in the discipline and in teaching strategies.
- Comply with university academic policies.
- Comply with assessment and evaluation policies and requirements related to students, courses, faculty, and programs.
- Actively engages in promoting student retention, addressing student issues, and promoting a conducive learning environment.
- Sustain membership in appropriate professional counseling associations
- Maintain certification and professional licensing
- Engagement in appropriate professional development and renewal activities related to counseling
- Sustain engagement in professional service and advocacy in counseling
- Sustained engagement in scholarly activities and/or research in counseling
- Expected to acquire a supervision certificate or equivalent in state of licensure

QUALIFICATIONS:

The successful candidate must be able to perform each essential duty satisfactorily and should possess the following:

- Expertise in the discipline with strong organizational and teaching skills
- Effective oral and written communication skills
- Ability to network with state and national peers.
- Ability to work as part of a team to coordinate and support programs within the School and the University.
- Ability to utilize appropriate, contemporary technologies and best practices in teaching
- Adherence to the Christian objectives and policies of the University.

EDUCATION and/or EXPERIENCE:

- Doctorate in counseling or counselor education, preferably from a CACREP-accredited program or have been employed as a full-time faculty member in a counselor education program for a minimum of one full academic year before July 1, 2013.
- Experience teaching in higher education is strongly preferred. Full-time teaching experience in higher education is required if a doctorate is not from a CACREP accredited degree program.
- Professional practical experience in counseling is required.
- A current Professional Counselor License or equivalent Clinical Mental Health License is required.

COMPUTER SKILLS:

- Must have current knowledge and advanced skills in Microsoft Office applications.
- Must be able to utilize the University's online platform.
- Must be able to utilize the university systems.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Prepared By:	**Approved By:**
Prepared Date:	**Approved Date:**

Program Director Evaluation Rubric for Instructor Monitoring
Evaluation on Expectations in the Instructor Agreement

Instructor:	
Course:	COUN6863
Section:	11W1
Term:	
End Date:	

Scale: 0=not at all
.5=partial
1=met expectations

		Possible Points	Actual Points	Comments
Course Set Up	1a Welcome message posted to the news section 5 days prior to the start date.	1	1	
	1b Participation register created by start date	1	1	
	1c Calendar developed for the course by start date	1	0	
	1d News item with office hours and means of contact posted	1	1	
Instructor Presence	2a Available to students for Office Hours at least two hours a week, using a real-time, interactive medium of your choice (phone, video chat, YouSeeU, etc.).	1	1	
	2b Respond to student inquiries or requests for assistance within 24 hours	1	1	
	2c Post weekly updates to the News Section of the course	1	0	
	2d Post a biblical concept or truth weekly via discussions or the News Section	1	0	
Deadlines	3a Participation from the previous week is to be accurately recorded on the first day of Weeks 2 and 3.	1	0	
	3b Mid-term grades must be submitted to the MACU Portal by Day 5 (Saturday) of Week 3	1	1	
	3c Final grades must be posted to D2L and the MACU Portal no later than 7 days after the end of the course.	1	1	
Discussions	4a Must respond to at least ½ (one discussion) or ⅓ (two discussions) of posts on each discussion by Day 5 (Saturday) of the course to allow students the opportunity to read your response and reply.	1	1	Great to see the depth of interaction you took even though it was an II
	4b Discussion posts should be instructive, referencing course materials or supplemental resources	1	1	
	4c Discussion posts should be engaging, asking questions or pointing out specific highlights or issues with	1	1	
Feedback	5a Feedback on all student work must be completed, with comments, within 5 days of the due date.	1	1	
	5b When available, rubrics must be used for grading and specific rubric scores explained in student feedback	1	1	
	5c Feedback should be: Personalized to student, Encouraging, Instructive, explaining both strengths and areas for improvement	1	1	
	5d As appropriate, feedback should point students to tutorial resources	1	1	
	TOTAL	18	14	

Feedback from Program Director:	Stephanie - thank you for taking this course. Always appreciate your willingness to be present for the students here at MACU. Some of the requirements for teaching here at MACU were missing in this course. See the notes above. Thank you again for being part of this course. I appreciate you! May God bless you richly these next months.

Counseling, MS

2022

Standard 8: Collaboration and Communication

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 8: Collaboration and Communication

Overview Questions:

1. With which relevant individuals, campus offices, and external agencies must the academic program maintain effective relationships? Why are these relationships important, and how are they mutually beneficial?

According to the Organizational Chart at MACU, the MHC Program must maintain quality relationships with The CHOG General Assembly, The Board of Trustees, The President, The Executive Vice President, the CAGS Faculty, CAGS Student Services, and through any Prior Learning Assessment.

2. How does the academic program maintain effective relationships with program constituents?

The Program Director began in April of 2020 in this role. Since that time, the Program Director sends out a weekly email to all CAGS MHC Adjuncts for communication improvement. The emails include information about the program, reminding them about grading, attendance, and other insights related to the program and students.
The Program Director communicates regularly with other Program Directors at MACU to find out more about how to direct a program.

3. How does the academic program assess the effectiveness of its relations with individuals, campus offices, and external agencies?

The Program Director and Chair discuss this within department meetings and it is assessed through the WIGS

** A future plan is being developed to offer a survey to constituents in the University, CAGS Faculty, and external agencies that have direct contact with the program.

8.1 Collaboration

- Minimum requirement to meet substandard: Show evidence of collaboration with other MACU programs/departments to improve student experience.
- Additional information about the substandard:
  - The program's personnel collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.
    - Program Director has met with another Program Director consistently - monthly since May 2020 to learn about the role of Program Director, to collaborate on the role of Program Director - to improve programming - unsure if this qualifies?
  - The program collaborates to meet the needs of students and other constituents, and disseminates information about programs and services.
    - The Program Leadership regularly attends University Faculty Meetings, University Business Meetings, and Department SBSC Meetings
  - The program refers students and other constituents to appropriate resources when assistance is needed beyond the program's scope. - Students who inquire about information outside the scope of this program are recommended to seek further information from other resources.

8.2 Communication

- Minimum requirement to meet substandard: Show evidence of the program communication to attract students.
    - The marketing department of Mid-America Christian University holds the primary accountability for maintaining and updating print, digital, and media submissions that are consistent with the university/s brand guideline and congruent with program content developed by academic leadership and the Registrar's office. Attached is the MS Counseling Program brochure, copies of relevant pages from the university catalog copy of the email campaign sample, and a link to the university's website representing program information.
- Additional information about the substandard:
    - Provide evidence from the past three years of what the School or Program has done to attract future students in outreach and promotional activities.
    - The program's promotional and descriptive information is accurate and free of deception and misrepresentation. Email to Dr. D and Dorothy to find out about this 04/07/2022

- The program has and follows procedures and guidelines consistent with institutional policy for dissemination of relevant information in a timely manner to all constituents.

Suggested Evidence and Documentation:

1. Promotional material (brochures/sources of information about the program, catalogs, brochures, staff and student handbooks) Student handbook in folder
   Link: Student Handbook
2. Media procedures and guidelines
3. List and description of relationships with internal and external partners
4. Minutes from meetings/interactions with key constituents

LAMAR

For illustrative purposes only. Actual structure configuration and appearance may vary.

Size: 10'5" X 22'8"

Job Details:

Design: hispanic 5 students
AE: lisa
Date: Wednesday, March 09 2022

Special Notes:

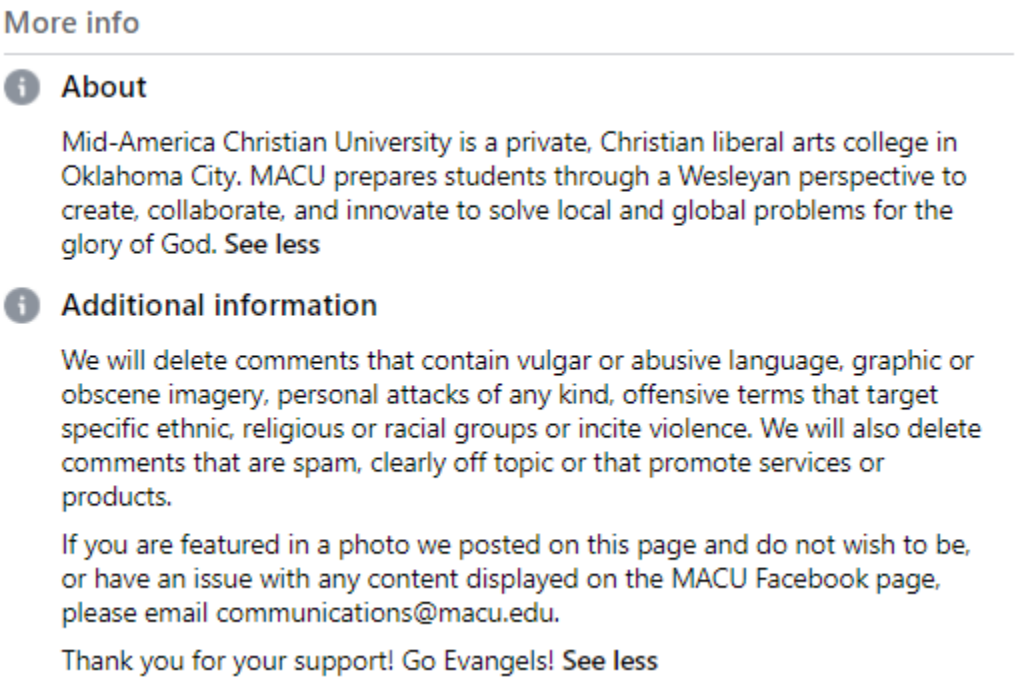
© THIS DESIGN WAS CREATED BY LAMAR ADVERTISING AND CANNOT BE USED FOR ANY OTHER ADVERTISING PURPOSES WITHOUT WRITTEN PERMISSION.

Current Mission for Counseling Program –

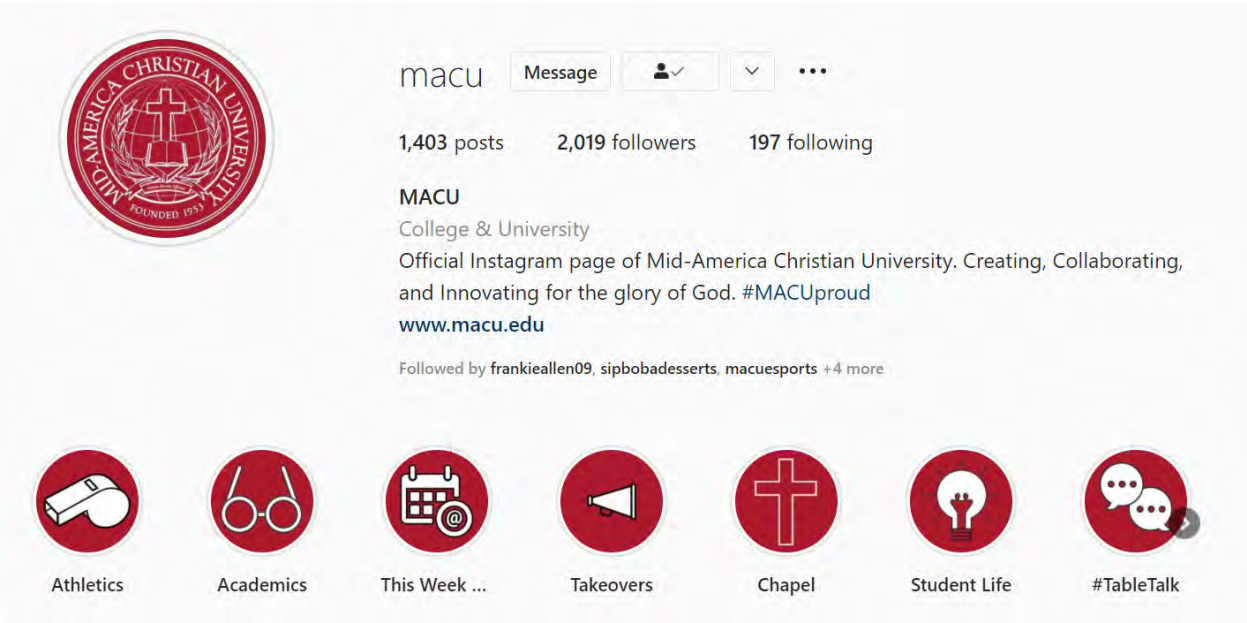
The Master of Science in Counseling Degree program prepares students to acquire the capacities for professional competencies demonstrated within professional helping counseling dispositions to identify with the counseling profession, to ethically practice professional or pastoral counseling with sensitivity to diversity and spirituality, and to develop strong results-oriented proficiencies in clinical mental health counseling; marital, couples, and family counseling/therapy, and addictions and substance abuse counseling.

You may want to remove the "pastoral counseling" from the statement since the program no longer offers that emphasis.

Facebook


More info
About
Mid-America Christian University is a private, Christian liberal arts college in Oklahoma City. MACU prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God. See less
Additional information
We will delete comments that contain vulgar or abusive language, graphic or obscene imagery, personal attacks of any kind, offensive terms that target specific ethnic, religious or racial groups or incite violence. We will also delete comments that are spam, clearly off topic or that promote services or products.
If you are featured in a photo we posted on this page and do not wish to be, or have an issue with any content displayed on the MACU Facebook page, please email communications@macu.edu.
Thank you for your support! Go Evangels! See less

Instagram


macu
Message
1,403 posts
2,019 followers
197 following
MACU
College & University
Official Instagram page of Mid-America Christian University. Creating, Collaborating, and Innovating for the glory of God. #MACUproud
www.macu.edu
Followed by frankieallen09, sipbobadesserts, macuesports +4 more
Athletics
Academics
This Week ...
Takeovers
Chapel
Student Life
#TableTalk

Twitter

Mid-America Christian University
2,944 Tweets
EVANGEL
SOCCER
MID-AMERICA
Follow
Mid-America Christian University
@MAChristianUniv
The official Twitter account of Mid-America Christian University. Creating, Collaborating, and Innovating for the glory of God. #MACUproud
Oklahoma City, OK
macu.edu
Joined April 2014
114 Following
1,970 Followers

David Rose

From: Rob Adair <rob@pinnaclesolving.com> on behalf of Rob Adair
Sent: Wednesday, January 12, 2022 3:51 PM
To: David Rose
Subject: [EXTERNAL] Re-Cap

1. **Continue radio copy and traffic instructions exactly as planned.**
2. **Rob to inquire about KLOVE invoice numbers.**
3. **We'll examine new vinyl art for Lamar boards soon.**
4. **Reviewed Jul-Dec added value for MACU.**
5. **Hold on radio contract negotiations for a week or so, but understood the significance of Feb. negotiations.**
6. **Discussed KTUZ (Z106FM) Hispanic as add on to new fiscal year radio.**
7. **Discussed the potential cost of dedicating so much radio and outdoor creative to just open houses vs life-changing decision to go back to school.**
8. **Rob will investigate cost of being in WOC event and get back.**
9. **Rob's upcoming surgery was discussed. Will keep you informed.**
10. **Next call on Feb. 7th at 9:30am, but will have some updates before then.**

PinnacleSolving
ROB ADAIR, President
Email: rob@pinnaclesolving.com
Phone: 405-641-0458

Promotional material (brochures/sources of information about the program, catalogs, brochures, staff, and student handbooks)

The marketing department of Mid America Christian University holds the primary accountability for maintaining and updating print, digital, and media submissions that are consistent with the university/s brand guideline and congruent with program content developed by academic leadership and the Registrars office. Attached is the MS Counseling Program brochure, copies of relevant pages from the university catalog copy of the email campaign sample, and a link to the university's website representing program information.

https://www.macu.edu/academics/adult-online/masters-in-counseling-addiction-and-substance-abuse-emphasis

https://www.macu.edu/academics/adult-online/masters-counseling-applied-behavioral-science

https://www.macu.edu/academics/adult-online/masters-in-counseling-clinical-mental-health-counseling-lpc-emphasis

https://www.macu.edu/academics/adult-online/ms-in-counseling-marital-couples-and-family-counseling-therapy

Media procedures and guidelines

The marketing department initiates, arranges, and approves all university marketing efforts. Attached are Mid America Christian Universities Branding Guide and Media Kit that outlines guidelines for creating and placing items representing the university. MACU uses several media sources to facilitate the institution's brand awareness and potential student interest in any academic program. The marketing department uses Google AdWords, Microsoft Advertising, and Facebook (Meta) as the primary outlet for digital advertising. Media creative, AdWords, and content optimization are approved before placement by the marketing department to promote the most favorable post and ranking for MACU and ensure brand representation consistency. Before placement, traditional media (radio and outdoor) is also approved by the marketing department. A local media buyer represents the institution in soliciting favorable rates and schedules that provide the best reach and frequency for MACU exposure. All media insertion orders are approved and signed by the marketing department. Outdoor creative is also attached. MACU also engages in select events, conferences, and Expos that promote specific discipline and education – i.e., Hispanic Chamber of Commerce Expo, Women of Color Expo, Cooperative Council for Oklahoma School Administration Summer Leadership Conference.

List and description of relationships with internal and external partners

- BN Media LLC – digital lead provider
- Cumulus Media – KYIS FM – radio station
- Data Dames Marketing – website development, SEO, and Google Analytics vendor
- Google LC – digital advertising
- Higher Level Interactive LLC – digital lead vendor
- iDisciple – Christian digital network

- iHeart Media – KJYO, KTST 0 radio network
- K-Love and Air1 - Christian radio network
- Lamar – Outdoor advertising network
- Performance Solutions Consulting Group – digital agency
- Pinnacle Solving – media buyer
- Resolute Visuals – video creation agency
- Sinclair Broadcasting – radio network
- Spark Creative – Digital creative agency
- Stephens Media Group – KXOJ – broadcast radio network
- Trifecta Communications – monthly print publication
- Tyler Media – KOMA, KJKE, KMGL – broadcast radio network
- Whistler Sign company LLC – outdoor advertising network.

Minutes from meetings/interactions with key constituents

Minutes have not routinely been maintained with critical constituents. Attached, find one example of emailed notes of meeting with the Media buyer.

Counseling, MS

2022

Standard 9: Ethics, Laws, and Policy

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 9: Ethics, Law, and Policy

Overview Questions:

1. What is the academic program's strategy for managing student and personnel confidentiality and privacy issues?
2. How are ethical dilemmas and conflicts of interest identified and addressed?
3. How are ethics incorporated into the daily management and decision-making processes of the academic program?
4. What are the crucial legal, policy, and governance issues faced by the academic program, and how are they addressed?
5. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
6. How are personnel informed about internal and external governance systems?

9.1 Ethical Statements and Practice

- Minimum requirement to meet substandard: Show evidence of the program using and applying ethical statements.
- Additional information about the substandard:
    - The program reviews and adopts appropriate standards of ethical practice including those of applicable professional associations.
    - The program has clearly defined and documented ethical statements addressing conflicts of interest, or appearance thereof, by personnel in the performance of their work, and management of institutional funds, operations, or tasks that have legal implications.
    - The program reviews internal policies and procedures at least every three years. The creation and revision of policies and procedures are informed by available evidence, and policies and procedures that inform the management of higher education.
    - The program addresses issues surrounding scholarly integrity including purchasing or obtaining permission to use copyrighted materials and instruments. References to copyrighted materials and instruments include appropriate citations.
    - The program and the program's personnel perform duties within the scope of their position, training, expertise, and competence.
    - The program and the program's personnel comply with ethics, laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

9.2 Communication of Ethical and Legal Obligations

- Minimum requirement to meet substandard: Show evidence of the program communicating ethical and legal obligations to constituents.
- Additional information about the substandard:
    - The program educates new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.
    - The program's personnel provide students and constituents with information about student privacy rights and personnel's disclosure obligations.

- The program adheres to institutional policies and procedures regarding sexual misconduct, harassment or activity that demeans persons, and workplace violence or an intimidating, hostile, or offensive environment.

Suggested Evidence and Documentation:

1. Program code or statement of ethics
2. Ethics statements from relevant academic program professional associations in folder

Link: Code of Ethics

a. The MHC Program promotes ethical values and standards for their students. The promotion of ethical standards and values is to encourage students to develop a deep understanding of the value of ethical practices in the counseling profession and to employ them as part of their regular practice.

b. The MHC Program encourages students to understand the code of ethics that will govern their work as a professional counselor.

c. The ACA Code of Ethics (2014) applies this mission: "The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity."

d. Six main purposes for the ACA Code of Ethics (2014)

The ACA Code of Ethics serves six main purposes:

1. The Code sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.
2. The Code identifies ethical considerations relevant to professional counselors and counselors-in-training.
3. The Code enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.
4. The Code serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.
5. The Code helps to support the mission of ACA.
6. The standards contained in this Code serve as the basis for processing inquiries and ethics complaints concerning ACA members.

3. Personnel policies, procedures, and/or handbooks in folder
4. Codes of conduct in folder Pages 27 to 30 of the Student Code of Conduct Document are where the code is listed for CAGS.

a. The Code of Conduct for students and faculty at MACU are supported by the Mission of the University and the Core Values -

MISSION:

"Mid-America Christian University prepares students through a Wesleyan perspective to create, collaborate, and innovate to solve local and global problems for the glory of God through Jesus Christ and the good of society."

CORE VALUES:

"Our students will have a greater ENCOUNTER with God that leads to a spiritual commitment to Christ, a commitment to Christian discipleship, and a commitment to Holy Spirit-filled living.

Our students will have a greater ENGAGEMENT in learning that prepares students to create, collaborate, and innovate in solving local and global problems.
Our students will have a greater understanding and EMPHASIS of global issues.
Our students will have a greater EXPRESSION of doing good that reflects the life and ministry of Jesus Christ.

FACULTY - out of the Faculty Handbook
FACULTY RESPONSIBILITIES

Being effective at MACU begins with living in harmony with the University's Christian values and
being responsive to students, faculty, and staff in order to accomplish the work of the University.
Because of this, modeling a commitment to the Christian life and to a commitment to one's work is
essential. This commitment is evidenced by the faculty member's performance of the responsibilities
necessary for ensuring the process of effective teaching and student learning at MACU. From that
point, included in the teaching and learning process are effective teaching, curriculum design and
revision, and assessment of student learning. A component of faculty responsibilities is scholarship as
it pertains to MACU as a non-research institution. Besides teaching and scholarship, faculty members
also have the following responsibilities: maintaining office hours, attending chapel, attending of certain
University events, academic advising, participating in administrative work, participating in University
innovations and initiatives, and adherence to educational and copyright laws.

Mid-America Christian University Faculty Handbook

VPAA 50 2020-2021

Modeling Christian Life

Christ-like Behaviors
Faculty members are expected to model Christ-like behaviors as identified in "Standards of Personal
Conduct for Faculty Members," living a personal life in general harmony with the ideals for which the
University stand. In addition to the "Standards of Personal Conduct for Faculty Members," the

University expects all of its employees to adhere to the University "Standards of Conduct"
identified in 1.1.0 of the MACU Employee Handbook and at the beginning of this handbook.
Chapel Attendance
The University recognizes the importance of worship and collective growth in the Christian life to the
University community. Chapel attendance is mandatory for all CAS students taking six or more hours
of University work, or for students who live on campus. Students are allowed six (6) chapel absences
per semester. Upon the seventh absence, the student is subject to disciplinary action. Chapel programs
presented by members of the faculty and administration, students, pastors, missionaries, and Christian
leaders assist in developing the devotional, intellectual, evangelistic, and community life of the campus.
Assembly programs are offered to entertain, inform, and educate the members of the University family.
Fine arts, drama, musicals, etc., are scheduled throughout the year.
Full-time faculty members are expected to attend chapel as well, to worship and to set an example to
students.

Employee Handbook - Code of Conduct
1.1.0 Standards of Conduct
All MACU employees are expected and required to meet acceptable performance standards and
to conduct themselves in an appropriate manner consistent with the Goals and Mission of MACU
during the course of their employment.
The following rules are published for information and as a guide for conduct on a day-to-day
basis. Additional rules are communicated through policies issued by department managers or
from Human Resources.
The following listing and descriptions are illustrations of prohibited conduct and is not intended
to be an exhaustive or complete presentation. It does not in any way modify the "at-will" nature
of your employment with Mid-America Christian University. MACU retains the right to
terminate an employee at any time for any reason.
Employees should be aware that violation of standards of conduct, including conduct that is
disruptive, unprofessional, and/or illegal or in violation of our work rules such as those examples

included herein, may result in disciplinary action, up to and including termination.

1. Insubordination or failure to carry out job assignments, requests or instructions from any manager or refusal to comply with the same.
2. Failure to perform job or work assignments satisfactorily, safely and efficiently.
3. Attempted or completed unauthorized removal or misappropriation of employee or university property.
4. Abusing, damaging, defacing or destroying MACU property, property of guests or that of any employee.
5. Using University assets for personal gain.
6. Excessive or unexcused absenteeism or lateness, including abuse of leave, improper call-off or violation of any portion of the attendance policy.
7. Supplying false or misleading information when applying for employment or at any time while employed, or falsifying work or time records.
8. Dishonesty.
9. Violation of MACU policy against violence in the workplace, including the possession of dangerous or deadly weapons on university premises or while off premises in the performance of work duties.
10. Rude or indecent conduct toward any employee, stakeholder or others who may be visiting or on business with the University that violates the prohibited harassment policy.

12 | Page

11. Discrimination against any guest or fellow employee or any act of harassment because of race, color, age, sex, national origin, marital status, veteran status, citizenship status, disability or any other characteristic in violation of prohibited harassment policies.
12. Violation of the University drug, tobacco-free and alcohol-free workplace policy.
13. Engaging in disorderly conduct, horseplay, intimidating conduct or otherwise interfering with another employee's work activities.
14. Saying, publishing or distributing maliciously false statements concerning MACU, the business of MACU or the business of other employees
15. Violation of any safety rule, including failure to report an accident, injury or damage

to university property or engaging in any act that might endanger the safety of others.
16. Engaging in other employment while on MACU time or the use of MACU resources
for that employment.
17. Engaging in excessive personal business during working hours.
18. Violation of code of ethics and employee integrity.
19. Violation of Email, Voicemail or Internet usage policy.
20. Interfering with or hindering work schedules; failing to work a shift as scheduled or
improperly arranging a replacement on a shift without permission.
21. Loafing, sleeping on the job or intentional restriction of output.
22. Gambling of any kind on University premises.
23. Using abusive, threatening, vulgar, profane or obscene language, engaging in loud
arguments or disturbances of any kind or similar acts toward guests, supervisors, managers or other employees.
24. Divulging proprietary information.
25. Abuse of electronic equipment privileges.
26. Excessive visits (number and length of visits) from outsiders beyond reasonable
drop-bys of short duration.
27. Tape-recording or video-taping conversations of employees or students without
Cabinet level authorization.
28. Failure to follow any University published guideline, manual, policy or procedure or
other University approved supplemental materials including the MACU Code of Conduct.

5. Operating policies and procedures
6. Operating policies and procedures related to human subjects research (i.e., Institutional Review Board)
7. Minutes from meetings during which staff reviewed and discussed ethics
8. Emergency procedures
    a.
9. Contracts and memoranda of understanding (MOUs)
10. Copies of related laws and legal obligations

Link: Employee Handbook
Link: Faculty Handbook
Link: Student Handbook
Link: 21-22 Factbook

2014 ACA Code of Ethics

As approved by the ACA Governing Council

AMERICAN COUNSELING ASSOCIATION

counseling.org

ACA Code of Ethics Preamble

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

- *autonomy*, or fostering the right to control the direction of one's life;
- *nonmaleficence*, or avoiding actions that cause harm;
- *beneficence*, or working for the good of the individual and society by promoting mental health and well-being;
- *justice*, or treating individuals equitably and fostering fairness and equality;
- *fidelity*, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- *veracity*, or dealing truthfully with individuals with whom counselors come into professional contact.

ACA Code of Ethics Purpose

The *ACA Code of Ethics* serves six main purposes:

1. The *Code* sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.
2. The *Code* identifies ethical considerations relevant to professional counselors and counselors-in-training.
3. The *Code* enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.
5. The *Code* helps to support the mission of ACA.
6. The standards contained in this *Code* serve as the basis for processing inquiries and ethics complaints concerning ACA members.

The *ACA Code of Ethics* contains nine main sections that address the following areas:

Section A:	The Counseling Relationship
Section B:	Confidentiality and Privacy
Section C:	Professional Responsibility
Section D:	Relationships With Other Professionals
Section E:	Evaluation, Assessment, and Interpretation
Section F:	Supervision, Training, and Teaching
Section G:	Research and Publication
Section H:	Distance Counseling, Technology, and Social Media
Section I:	Resolving Ethical Issues

Each section of the *ACA Code of Ethics* begins with an introduction. The introduction to each section describes the ethical behavior and responsibility to which counselors aspire. The introductions help set the tone for each particular section and provide a starting point that invites reflection on the ethical standards contained in each part of the *ACA Code of Ethics*. The standards outline professional responsibilities and provide direction for fulfilling those ethical responsibilities.

When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Counselors acknowledge that resolving ethical issues is a process; ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards.

Counselors' actions should be consistent with the spirit as well as the letter of these ethical standards. No specific ethical decision-making model is always most effective, so counselors are expected to use a credible model of decision making that can bear public scrutiny of its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors work collaboratively with clients to make decisions that promote clients' growth and development. A breach of the standards and principles provided herein does not necessarily constitute legal liability or violation of the law; such action is established in legal and judicial proceedings.

The glossary at the end of the *Code* provides a concise description of some of the terms used in the *ACA Code of Ethics*.

Counseling, MS

2022

Standard 10: Financial Resources

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 10: Financial Resources

Overview Questions:

1. What is the funding strategy for the academic program, and why is this the most appropriate approach?
2. How does the academic program ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does the academic program go about increasing financial resources?
4. What structures exist to ensure compliance and responsible stewardship, management, and use of fiscal resources? How are limitations or gaps in these structures mitigated?

10.1 Funding

- Minimum requirement to meet substandard: Show evidence of program determining with administrative leadership what funding is necessary.
    - The program has a need of two additional full-time faculty as a result of the growing program - and this is a goal for the next three years.
- Additional information about the substandard: The program has the funding that is necessary to accomplish its mission and goals.

10.2 Financial Planning and Management

- Minimum requirement to meet substandard: Provide the budget submissions for the past three years.
    - The program budget for the last three years is shared. The program budget for the next three years - we hope to budget for bringing on two more full-time faculty.
- Additional information about the substandard:
    - In establishing and prioritizing funding resources, the program conducts comprehensive analyses to determine unmet needs of the unit; relevant expenditures; external and internal resources; and impact on students and the institution.
        - The unmet need is felt through the course load that adjunct faculty and core faculty carry for the program.
    - The program uses the budget as a planning tool to reflect commitment to the mission and goals of the program and of the institution.
    - The program manages funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.
    - The program demonstrates responsible stewardship and use of fiscal resources.
    - Provide the last three years of strategic planning and budgetary evidence related to the program.

Suggested Evidence and Documentation: Emailed Dr. Bobbie, Dr. D, and Dorothy for these 03/31/2022 04/01/2022

1. Budgets and the budget process These are in the folder for the last three years
2. Financial policies and procedures
3. Financial statements and audit reports
4. Student fee administration and allocation process (if applicable)
5. Financial statements for grants, gifts, and other external resources
6. Program Strategic Plans and Budgets

	Mid-America Christian University 2020-2021 Proposed Budget	Projected Expenses for 2020							Projected Expenses for 2021						
		June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL	
	Monthly Expense Totals >	$ 16,640	$ 16,040	$ 16,040	$ 19,040	$ 16,040	$ 16,040	$ 16,040	$ 19,040	$ 16,040	$ 16,040	$ 19,640	$ 16,040	$ 202,680	
	% of Total Departmental Budget >	8.2%	7.9%	7.9%	9.4%	7.9%	7.9%	7.9%	9.4%	7.9%	7.9%	9.7%	7.9%		
Dept.	475														
Account Code	Account Name and Detail Description														
80460	Professional Development	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200	0.6%
80460		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100		
80460															
80460															
80460															
80460															
80510	Travel & Entertainment Expense	$ 600	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 600	$ -	$ 1,200	0.6%
80510		$ 600										$ 600			
80510															
80510															
80510															
80510															
80550	Hospitality	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80550															
80550															
80550															
80550															
80550															
80650	Professional Dues	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200	0.6%
80650		$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100		
80650															
80650															
80650															
80650															
80700	Instructional Supplies	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 8,100	4.0%
80700		$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675	$ 675		
80700															
80700															
80700															
80700															
80710	Copier Supplies	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 480	0.2%
80710		$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40		
80710															
80710															
80710															
80710															
80720	Office Supplies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80720															
80720															
80720															
80720															
80720															
80725	Book Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80725															
80725															
80725															
80725															
80725															
80730	Commercial Printing	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 600	0.3%
80730		$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50		
80730															
80730															
80730															
80730															
80740	Postage	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80740															
80740															
80740															
80740															
80740															
80980	Contract Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80980															
80980															
80980															
80980															
80980															
81040	Assessments	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 900	0.4%
81040		$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75		
81040															
81040															

	Mid-America Christian University 2020-2021 Proposed Budget	Projected Expenses for 2020							Projected Expenses for 2021						
		June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL	
	Monthly Expense Totals >	$ 16,640	$ 16,040	$ 16,040	$ 19,040	$ 16,040	$ 16,040	$ 16,040	$ 19,040	$ 16,040	$ 16,040	$ 19,640	$ 16,040	$ 202,680	
	% of Total Departmental Budget >	8.2%	7.9%	7.9%	9.4%	7.9%	7.9%	7.9%	9.4%	7.9%	7.9%	9.7%	7.9%		
Dept.	475														
81040															
81040															
81045	**Accreditation**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81045															
81045															
81045															
81045															
81045															
81080	**Rent**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81080															
81080															
81080															
81080															
81080															
81420	**Computer Expense**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81420															
81420															
81420															
81420															
81420															
81430	**Bad Debt Expense**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81430															
81430															
81430															
81430															
81430															
81760	**Software - Expensed**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81760															
81760															
81760															
81760															
81760															
80210	**Salaries - Adjunct**	$ 15,000	$ 15,000	$ 15,000	$ 18,000	$ 15,000	$ 15,000	$ 15,000	$ 18,000	$ 15,000	$ 15,000	$ 18,000	$ 15,000	$ 189,000	93.3%
80650		$ 15,000	$ 15,000	$ 15,000	$ 18,000	$ 15,000	$ 15,000	$ 15,000	$ 18,000	$ 15,000	$ 15,000	$ 18,000	$ 15,000		
80210															
80210															
80210															
80210															
80210	**Salaries - Adjunct**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80210															
80210															
80210															
80210															
80210															

GL Description	GL	Res	2017-2018 Actuals	2018-2019 Actuals	2019-2020 Actuals	020-2021 1st Qtr Actuals	2020-2021 Revised Budget	2020-2021 Original Budget	2021-2022 Proposed Budget
475 - Master in Counseling									
Professional Development	80460		-		-	-	1,000.00	1,000.00	1,200.00
Travel & Entertainment Expense	80510		363.29	2,464.56	502.23	-	1,000.00	2,000.00	1,200.00
Hospitality	80550		88.60		-	-	-	750.00	-
Professional Dues	80650		699.00	410.00	-	-	410.00	1,526.00	1,200.00
Instructional Supplies	80700		6,466.11	4,730.84	28,478.96	8,262.42	4,730.84	7,500.00	8,100.00
Copier Supplies	80710		807.10	481.90	165.70	0.40	200.00	500.00	480.00
Office Supplies	80720		185.71		31.97	-	80.00	200.00	-
Book Expense	80725		-		516.57	-	-	-	-
Commercial Printing	80730		-		268.29	-	-	500.00	600.00
Postage	80740		159.85	56.79	127.64	-	56.79	300.00	-
Contract Services	80980		-	2,000.00	-	-	-	-	-
Assessments	81040		3,825.00		1,350.00	-	975.00	1,000.00	900.00
Accreditation Visit	81045		2,500.00		-	-	-	5,000.00	-
Rent	81080		-						-
Computer Expense	81420		-						-
Bad Debt Expense	81430		10,592.26		24,176.93	6,451.07	-	-	-
Software - Expensed	81760		-					12,000.00	-
Salaries - Adjunct	80210		204,688.00	138,810.00	110,150.00	47,050.00	116,891.06	127,485.95	189,000.00
Salaries - Adjunct: North Campus	80210		5,450.00	2,500.00	2,500.00				-
			235,824.92	**151,454.09**	**168,268.29**	**61,763.89**	**125,343.69**	**159,761.95**	**202,680.00**

Total from Detail Budget	**202,680.00**

Federal Work Study

Request

Please provide the position, the duties of the position, the number of hours needed, and the supervisor. This will assist our efforts of applying the federal work study budget appropriately.

Student worker: Position-Student will report directly to the Chair, program director, coordinator and faculty through the following assignments: filing, creating files, assisting with assessments, typing, assisting with emails and other duties as directed by the Chair, program director, faculty and coordinator.

Personnel

Merit and Personnel Additions/Changes

Please provide reasoning for suggested merit increases, additional personnel, and/or changes within current personnel. Please be as detailed as possible . This will assist in our review of the requests.
The Graduate Department is increasing in student numbers which is increasing the need for one more full time faculty member. Budget request is for 60,000.00 in order to search for a quality candidate. Candidate must possess an earned doctorate within the field of counseling and psychology with preference for licensure as a mental health professional. Additionally, request is made for increases in full time faculty pay overall.

CAMPUS MEMO

To: Directors and Chairs
Cc: Evangelnet
From: Kristin Jasper
Date: October 28, 2021
RE: Budget Worksheets

You will find your budget worksheets, both for expenses and capital expenditures for the upcoming 2022-2023 budget year, attached with this memo. The details of what is provided are below:

Detail Budget Worksheet: You are **required** to complete the spreadsheet labeled *Detail Budget Worksheet*. This tool will help you plan your budgets by listing in detail your monthly expenses. You will also need to include comments that will help you and the reviewer as your budget(s) are discussed.

Summary Budget: This worksheet will auto-fill as you populate the numbers into the *Detail Budget Worksheet* and cannot be edited. The Summary Budget will assist in your planning by providing at least two prior years' actual expenses and the prior year budget.

Federal Work Study: Please utilize this space to request student Federal Work Study employees for your department(s). Include number of hours and a description for each position requested. If a rate of pay in excess of minimum wage has been approved for this position, please notate.

Personnel: Please utilize this space to request changes in Personnel and merit increase requests. One must provide your reasoning and evidence supporting these requests.

CapEx: Capital expenditures (fixed assets over $500 per item) will need to be listed in detail and specific instructions are provided. Any anticipated IT needs will need to be discussed with the Chief Information Officer, Jody Allen, and should not be included on your departmental budget worksheets.

Furniture and Equipment: Furniture and equipment expenses (fixed assets over $500 per item) will need to be listed in detail and specific instructions are provided.

The budget worksheets will be **due** to your Vice President on or before **November 19th, 2021**. Budgets are due to the CFO by Monday, December 6. Thanks for your cooperation. Feel free to contact Kim Brock or Kristin Jasper with any questions and we will be happy to assist!

	Mid-America Christian University 2022-2023 Proposed Budget	Projected Expenses for 2022							Projected Expenses for 2023						
		June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL	
	Monthly Expense Totals >	$ 28,593	$ 27,993	$ 28,593	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 337,116	
	% of Total Departmental Budget >	8.5%	8.3%	8.5%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%		
Dept.	475														
Account Code	Account Name and Detail Description														
80460	Professional Development	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80460															
80460															
80460															
80460															
80460															
80510	Travel & Entertainment Expense	$ 600	$ -	$ 600	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,200	0.4%
80510		$ 600		$ 600											
80510															
80510															
80510															
80510															
80550	Hospitality	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80550															
80550															
80550															
80550															
80550															
80650	Professional Dues	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 1,200	0.4%
80650	Membership Fees	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100	$ 100		
80650															
80650															
80650															
80650															
80700	Instructional Supplies	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 27,996	8.3%
80700	Tevera plus text books: 22000 Tev, 6000 texts	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333		
80700	passthrough charges to students														
80700															
80700															
80700															
80710	Copier Supplies	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 480	0.1%
80710		$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40	$ 40		
80710															
80710															
80710															
80710															
80720	Office Supplies	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 120	0.0%
80720		$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10		
80720															
80720															
80720															
80720															
80725	Book Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80725															
80725															
80725															
80725															
80725															
80730	Commercial Printing	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 60	0.0%
80730	Business cards	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5		
80730															
80730															
80730															
80730															
80740	Postage	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 60	0.0%
80740		$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5	$ 5		
80740															
80740															
80740															
80740															
80980	Contract Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80980															
80980															
80980															
80980															
80980															
81040	Assessments	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 6,000	1.8%
81040	cpce assessments	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500		
81040	passthrough charges to students														
81040															
81040															
81040															
81045	Accreditation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81045															
81045															
81045															
81045															
81080	Rent	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81080															
81080															

	Mid-America Christian University 2022-2023 Proposed Budget	Projected Expenses for 2022							Projected Expenses for 2023						
		June	July	August	September	October	November	December	January	February	March	April	May	YR TOTAL	
	Monthly Expense Totals >	$ 28,593	$ 27,993	$ 28,593	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 27,993	$ 337,116	
	% of Total Departmental Budget >	8.5%	8.3%	8.5%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%		
Dept.	475														
81080															
81080															
81080															
81420	Computer Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81420															
81420															
81420															
81420															
81420															
81430	Bad Debt Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81430															
81430															
81430															
81430															
81430															
81760	Software - Expensed	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
81760															
81760															
81760															
81760															
81760															
80210	Salaries - Adjunct	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 300,000	89.0%
80650															
80210		$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000		
80210															
80210															
80210															
80210	Salaries - Adjunct	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.0%
80210															
80210															
80210															
80210															
80210															

GL Description	GL	Res	2018-2019 Actuals	2019-2020 Actuals	2020-2021 Actuals	2021-2022 1st Qtr Actuals	2021-2022 Budget	2022-2023 Proposed Budget
475 - Master in Counseling								
Salaries - Adjunct	80210		138,810.00	110,150.00	190,010.00	87,909.99	219,000.00	300,000.00
Salaries - Adjunct: North Campus	80210		2,500.00	2,500.00	-	-	-	-
Professional Development	80460		-	-	-	-	-	-
Travel & Entertainment Expense	80510		2,464.56	502.23	-	-	1,200.00	1,200.00
Hospitality	80550		-	-	-	-	-	-
Professional Dues	80650		410.00	-	-	-	1,200.00	1,200.00
Instructional Supplies	80700		4,730.84	28,478.96	22,970.32	11,385.28	8,100.00	27,996.00
Copier Supplies	80710		481.90	165.70	0.55	-	480.00	480.00
Office Supplies	80720		-	31.97	-	-	-	120.00
Book Expense	80725		-	516.57	-	-	-	-
Commercial Printing	80730		-	268.29	-	-	600.00	60.00
Postage	80740		56.79	127.64	77.15	11.47	-	60.00
Contract Services	80980		2,000.00	-	-	-	-	-
Assessments	81040		-	1,350.00	-	-	900.00	6,000.00
Accreditation Visit	81045		-	-	-	-	-	-
Rent	81080		-	-	-	-		-
Computer Expense	81420		-	-	-	-		-
Bad Debt Expense	81430		-	24,176.93	33,864.00	10,761.08	-	-
Software - Expensed	81760		-	-	-	-		-
			151,454.09	**168,268.29**	**246,922.02**	**110,067.82**	**231,480.00**	**337,116.00**

Total from Detail Budget	**337,116.00**

Federal Work Study

Request

Please provide the position, the duties of the position, the number of hours needed, and the supervisor. This will assist our efforts of applying the federal work study budget appropriately.

Work study student worker required to assist Chair, program directors and coordinator in daily activities as needed by the department. 20 hours per week throughout the year for a total of 1000 hours at 7.75 per hour=7750.00 annually.

Personnel

Merit and Personnel Additions/Changes

Please provide reasoning for suggested merit increases, additional personnel, and/or changes within current personnel. Please be as detailed as possible . This will assist in our review of the requests.

Counseling, MS

2022

Standard 11: Technology

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 11: Technology

Overview Questions:

1. How is technology inventoried, maintained, and updated?
2. How is information security maintained?
3. How does the academic program ensure that relevant technology is available for all who are served by the program?
4. How does the academic program use technology to enhance the delivery of programs, resources, services and overall operations?
5. How does the academic program utilize technology to foster its learning, development, and success outcomes?

11.1 Systems Management

- Minimum requirement to meet substandard: Provide evidence of the program's technology.
- Additional information about the substandard:
  - The program has current technology to support the achievement of its mission and goals.
    - In 2021 - the Program held a Professional Development where technology specialities were shared by the Curriculum Department to share resources available to students at MACU. One of those is the Knowledge base in each course that is a wealth of knowledge for all instructors and students to enhance the experience for everyone.
  - The program ensures that personnel and constituents have access to training and support for technology use.
    - Knowledge base in each course is provided and is a wealth of knowledge for all instructors and students to enhance the experience for everyone
  - The program backs up data on a cycle established in partnership with the institution's information technology department.

11.2 User Engagement

- Minimum requirement to meet substandard: Provide evidence of the program using its technology to accomplish its mission.
    - Knowledge base in each course is provided and is a wealth of knowledge for all instructors and students to enhance the experience for everyone
    -
- Additional information about the substandard:
  - The program uses technology to enhance the delivery of programs and services for all constituents.
  - The program ensures that technology addresses constituent needs.

11.3 Compliance and Information Security

- Minimum requirement to meet substandard: Provide evidence of the program's compliance with MACU standards on information security.
- Additional information about the substandard:
  - The program has policies on the appropriate use of technology that are clear and easily accessible.

- The program has updated websites and techniques of communication that provide information, including sensitive information, to meet the needs of all constituents in secure, accessible formats.

Suggested Evidence and Documentation: **Emailed IT 03/31/2022**

1. Information technology policies and procedures
2. Equipment and hardware inventory and replacement cycle
3. Software inventory and update cycle
4. Back-up plan and systems failure emergency protocol(s)
5. Contracts, manuals, and user guides for internet, telephone, database, application, and other systems vendors
6. Technology needs assessment; usage and access data

Counseling, MS

2022

Standard 12: Facilities and Infrastructure

The standards used in this program review come from the Council for the Advancement of Standards in Higher Education. (2019). *CAS self-assessment guide for Assessment Services*. Washington, DC.

Standard 12: Facilities and Infrastructure

Overview Questions:

1. How are facilities inventoried and maintained?
2. How does the academic program integrate sustainable practices?
3. How does the academic program ensure that facilities, workspaces, and equipment are considered in decision-making?
4. How is the academic program intentional about space allocation and usage?

12.1 Design and Use of Facilities and Equipment

- Minimum requirement to meet substandard: Display the program's facilities, its workspace.
    - The program is developing some additional work space that will be part of the three years coming up. For the time being, the full-time faculty that teach on ground have an office space where they can meet with students for mentoring and guidance. As well, this office space is designed for the full-time faculty to complete grading and other duties as faculty.
- Additional information about the substandard:
    - The program's facilities are intentionally designed to engage various constituents, promote learning, provide accessible and safe spaces, and protect the security and privacy of records.
    - The program's facilities and equipment are inspected on an established cycle and are in compliance with codes, laws, and established practices for accessibility, health, safety, and security.
    - The program develops sustainable practices for facilities use.

12.2 Work Space

- Minimum requirement to meet substandard: Show how the program's personnel are able to safeguard the privacy of their work.
- Additional information about the substandard: The program's personnel have equipped and well-maintained workspaces designed to support their work and responsibilities.

12.3 Equipment Acquisition

- Minimum requirement to meet substandard: Show how capital acquisitions are part of the program's normal budgeting process.
- Additional information about the substandard:
    - When acquiring capital equipment, the program takes into account expenses related to regular maintenance and life cycle costs.
    - The program incorporates sustainable practices when purchasing equipment.

Suggested Evidence and Documentation: Emailed Dorothy asking who I can ask about this 03/31/2022

1. Facilities and equipment inventory and usage data
2. Facilities audit and plans for renovations, additions, and enhancements
3. Facilities use agreements or memoranda of understanding (MOUs)
4. Capital projects, if applicable
5. Structural designs or maps to show space allocation
6. Images of the space

Mid-America Christian University

Master of Counseling Program

May 17, 2022

Overview

- Standards 1 – 12

Standard 1: Mission

Mission and Vision of the Master of Counseling Program

Standard 2: Programs and Services

- New Leadership
- Chair
- Program Director
- Curriculum Reviews
- Program Design and Structure

Standard 3: Student Learning, Development, and Success

- Site Supervisors Assessment of Program
- Contribution to student learning, development, and success
- Curriculum Map
  - Plan beginning Fall 2022
- Assessment of Student Learning and Development
  - All changes – per the SLO and PO

Standard 4: Assessment

- Establish culture of assessment
  - Faculty Evaluation
  - WIGS
  - EOC Evaluations
- Improved communication in the program

Standard 5: Access, Diversity, and Inclusion

- Access
- Diversity
- Inclusion

Standard 6: Leadership, Management, and Supervision

- Leadership and Supervision
- Strategic Planning

Standard 7: Human Resources

- Human Resources
- Program Employees
  - VPAA
  - Dean
  - Program Chair
  - Program Director
  - Practicum Director
  - Three full-time faculty
  - The plan - bring on one part-time employee for 2022-2023 school year

Standard 8: Collaboration and Communication

- Org chart for MACU
- Effective Relationship with Constituents
- Collaboration with other leaders
- Meetings and Collaboration in the Program
- Future Plans

Standard 9: Ethics, Law, and Policy

- ACA Code of Ethics **Link**: Code of Ethics
- Copies of related laws and legal obligations
- **Link**: Employee Handbook
- **Link**: Faculty Handbook
- **Link**: Student Handbook
- **Link**: 21-22 Factbook

Standard 10: Financial Resources

- Additional Faculty
- Counseling Center
- Ongoing Funding

Standard 11: Technology

- Systems Management
- User Engagement – Knowledge base

Standard 12: Facilities and Infrastructure

- Design and use of facilities
  - New Counseling Center – vision for the future
- Safe guard work

Program Reviewers Signature Page
Counseling, M.S., May 2022

Program Director: Annette Pullen, Ph.D.

Signature_____ date signed 5/17/2022

Director of Institutional Effectiveness: Ray Dillman, Ph.D.

Signature_____ date signed 5/17/2022

Program School Chair: Leon DeSecottier, Ed.D.

Leon DeSecottier, Ed. D
Signature_____ date signed 5.18.2022

Program Dean: Bobbie Spurgeon-Harris, Ed.D.

Bobbie Spurgeon-Harris
Signature_____ date signed 5.18.2022

Vice-President of Academic Affairs, Sharon Lease, Ed.D.

Signature_____ date signed 5.18.2022

Signature: DR L. R. DeSecottier
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