

Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Counseling Psychology – Doctoral Program Accreditation by APA

Learning Goals and Objectives

Nine profession-wide competency areas (see Appendix 1 below):

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Six discipline-specific knowledge areas (see Appendix 2 below):

10. History and systems of psychology
11. Basic content areas
12. Advanced integrative knowledge of basic discipline specific content areas
13. Research methods
14. Quantitative methods
15. Psychometrics

Assessment Methods

Student Assessments. We assess students’ mastery of each of the aforementioned competencies and knowledge areas using a variety of methods, including required coursework, clinical practica, comprehensive exams, portfolio competencies, and the successful completion of research projects, and specific minimum thresholds for achievement. The table below provides a brief overview of the alignment between the learning objectives and assessment. For more detailed information, please see Appendix 1 (for *Profession Wide Competencies*) and Appendix 2 (for *Discipline Specific Knowledge*).

Learning Objective	Assessment
LO1: Research	<ul style="list-style-type: none"> ● Course Syllabi ● Annual Student Evaluation Form & Progress Report ● SAP Rating Form ● Comprehensive Exams Rating Form
LO2: Ethical and legal standards	<ul style="list-style-type: none"> ● Course Syllabi ● Annual Student Evaluation Form & Progress Report ● Ethics Oral Exam Rating form ● Practicum Evaluations
LO33: Individual and cultural diversity	<ul style="list-style-type: none"> ● Course Syllabi ● Annual Student Evaluation Form & Progress Report ● Comprehensive Exams Rating form ● Practicum Evaluations
LO4: Professional values, attitudes and behaviors	<ul style="list-style-type: none"> ● Course Syllabi ● Annual Student Evaluation Form & Progress Report

	<ul style="list-style-type: none"> ● Practicum Evaluations
LO5: Communication and interpersonal skills	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● Practicum Evaluations
LO6: Assessment	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● Assessment Clinical Competency III Evaluation form ● Practicum Evaluations
LO7: Intervention	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● Practicum Evaluations ● Theoretical Orientation I & II rating form ● Clinical competency exams I & II rating forms ● Internship Site Evaluation forms (vary by site; located in students' files)
LO8: Supervision	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● Practicum Evaluation
LO9: Consultation and interprofessional/interdisciplinary skills	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● Practicum Evaluations
LO10: History and systems of psychology	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report
LO11: Basic content areas	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report
LO12: Advanced integrative knowledge of basic discipline specific content areas	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report
LO13: Research methods	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● SAP Rating form ● Comprehensive Exams Rating form
LO14: Quantitative methods	<ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● SAP Rating form ● Comprehensive Exams Rating form
LO15: Psychometrics	<ul style="list-style-type: none"> ● Course syllabi

	<ul style="list-style-type: none"> ● Annual Student Evaluation Form & Progress Report ● Assessment Clinical Competency III Evaluation form
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Assessment Process

Program Self-Assessment. Faculty in the CPSY program aim to engage in continuous quality improvement of the training program through a number of means. We complete and submit annual reports to the APA accrediting body each year as required. We use outcome data, self-assessment data, and formal and informal faculty and student feedback to conduct reviews, plan, and implement improvements to the Program.

Status, Outcomes and Results

Regarding our program self-evaluative activities, the core Program faculty hold regularly scheduled meetings two to four times per month. Meetings are run by the training director and attended by core faculty, student representatives, and the academic program coordinator. Meeting agendas vary, but individuals are given the opportunity to discuss ideas, recommendations, and concerns. Meeting minutes are recorded and saved into the Program's password-protected network files, enabling access by all core faculty. Student representatives distribute meeting notes to all Program students. At least once per year and frequency twice per year (i.e., at the beginning and end of the academic year), core faculty members meet during an extended retreat to evaluate the previous year, plan distribution of Program administration responsibilities, and discuss any changes needed in the upcoming year.

Decisions, Plans and Recommendations

We will continue to implement our existing student and program evaluation activities through the coming year. We are also planning to engage in several new efforts designed to improve our systems for assessing student progress and outcomes both while students are in the program and following graduation.

Predocctoral Student Assessments: To facilitate greater ease of tracking student progress and outcomes necessary to meet accreditation requirements, data from clinical practica, externship, comprehensive exams, annual evaluations, and other program portfolio components are being moved into the college's assessment system, Tk20. Roll-out on Tk20 system has begun in 2018-19 with student midyear and annual evaluations moving to this electronic system, and will be followed by methods to complete and track clinical training, comprehensive exam and other portfolio elements next year. Other required data remain part of student's academic records/files.

Postdoctoral (i.e., post-graduation) Assessments. Beginning in 2019, we will launch an annual Qualtrics-based survey of program graduates at two-years and five-years post-graduation and summarize these results to share with our accrediting body, current students, faculty and the institution.

- We will survey each CPSY program graduate at two-years post-graduation, to assess:
 - how well the program prepared students in each profession-wide and program-specific competency,
 - current job placement,
 - psychology licensure status, and
 - scholarly/research contributions
- We will survey each CPSY program graduate at five-years post-graduation, to assess:
 - psychology licensure status,
 - current job placement, and
 - scholarly/research contributions

APPENDICES

APPENDIX 1: PROFESSION-WIDE COMPETENCIES ASSESSMENT PLAN (LO1 to LO9)

LO1 Competency:	(i) Research	
Learning Goals and Objectives	<ul style="list-style-type: none"> ● Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. ● Conduct research or other scholarly activities. ● Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. 	
Assessment Names, i.e., Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> ● CPSY 613: Introduction to Counseling Psychology course ● CPSY 607: Doctoral Research Seminar ● SAP Research Paper ● Research Design/Statistics Comprehensive Exam ● Present one scholarly paper at a professional conference ● Dissertation 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> ● CPSY 613: Intro to Counseling Psychology course passed ● CPSY 607: Doctoral Research Seminar passed each term ● SAP Research Paper completed ● Research Design/Statistics Comprehensive Exam question passed ● Presented 1 conference paper ● Dissertation Proposal Defense Passed ● Dissertation Defense Passed 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> ● Course syllabi ● Annual Student Evaluation Form & Progress Report ● SAP Rating form ● Comprehensive Exams Rating form

<p>Minimum levels of achievement (MLAs)</p>	<p>By End of Program:</p> <ul style="list-style-type: none"> • Courses: grade of B- or better • SAP: Score = 3 or higher • Research Comprehensive Exam: Score = 3 or higher • Dissertation proposal and final defense, approved by committee <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty
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<p>LO2 Competency:</p>	<p>(ii) Ethical and legal standards</p>	
<p>Learning Goals and Objectives</p>	<ul style="list-style-type: none"> • Be knowledgeable of, and act in accordance with, each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities. 	
<p>Assessment Names, i.e., Required training/experiential activities to meet each element.</p>	<ul style="list-style-type: none"> • CPSY 612: Professional Ethics & Discussion Lab courses • CITI Certification • Ethics Oral Exam • Adult Practicum Evaluations– Ethical & Legal Standards competency • Child & Family Practicum Evaluation– Ethical & Legal Standards competency 	
<p>How outcomes are measured</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • CPSY 612: Professional Ethics & Discussion Lab courses passed • CITI Certification completed 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)

	<ul style="list-style-type: none"> • Ethics Oral Exam Passed • Adult Practicum Evaluations meet competency – Ethical & Legal Standards • Child & Family Practicum Evaluations meet competency – Ethical & Legal Standards 	<ul style="list-style-type: none"> • Ethics Oral Exam Rating form • Practicum Evaluations
Minimum levels of achievement (MLAs)	<p>By End of Program:</p> <ul style="list-style-type: none"> • Courses: B- or better • CITI Certification completed • Ethics Oral Exam (score of 3 or higher) <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum Evaluations - Ethical & Legal Standards competency (score of 3 or higher) 	

LO3 Competency:	(iii) Individual and cultural diversity
Learning Goals and Objectives	<ul style="list-style-type: none"> • An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service. • The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach

	effectively in their professional work.	
Assessment Names, i.e., Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> • CPSY 613: Intro to CPSY as a Discipline • CPSY 615: Counseling Diverse Populations course • Diversity/Multicultural I Comprehensive Exam • Diversity/Multicultural II essay • Adult Practicum • Child/Family Practicum 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • CPSY 613: Intro to CPSY as a Discipline passed • CPSY 615: Counseling Diverse Populations course passed • Diversity/Multicultural I Comprehensive Exam passed • Diversity/Multicultural II essay completed • Adult Practicum evaluation meets competency – Individual & Cultural Diversity • Child/Family Practicum evaluation meets competency – Individual & Cultural Diversity 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Comprehensive Exams Rating form • Practicum Evaluations
Minimum levels of achievement (MLAs)	<p>By End of Program:</p> <ul style="list-style-type: none"> • Courses: B- or better • Diversity/Multicultural I Comprehensive Exam (score of 3 or higher) • Diversity/Multicultural II essay completed <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum Evaluations - Individual & Cultural Diversity competency (score of 3 or higher) 	

LO4 Competency:	(iv) Professional values, attitudes, and behaviors		
Learning Goals and Objectives	<ul style="list-style-type: none"> Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Actively seek and demonstrate openness and responsiveness to feedback and supervision. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. 		
Assessment Names, i.e., Required training/experiential activities to meet each	<ul style="list-style-type: none"> CPSY 613: Intro to CPSY as a Discipline Adult Practicum Child/Family Practicum 		
How outcomes are measured	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <p>How outcomes are measured:</p> <ul style="list-style-type: none"> CPSY 613: Intro to CPSY as a Discipline passed Adult Practicum evaluations meet competency – Professionalism & Reflective Practice Child/Family Practicum evaluations meet competency – Professionalism & Reflective Practice </td> <td style="width: 40%;"> <p>Evaluation tool:</p> <ul style="list-style-type: none"> Course syllabi Annual Student Evaluation Form & Progress Report (Appendix 4) Practicum Evaluations </td> </tr> </table>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> CPSY 613: Intro to CPSY as a Discipline passed Adult Practicum evaluations meet competency – Professionalism & Reflective Practice Child/Family Practicum evaluations meet competency – Professionalism & Reflective Practice 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> Course syllabi Annual Student Evaluation Form & Progress Report (Appendix 4) Practicum Evaluations
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> CPSY 613: Intro to CPSY as a Discipline passed Adult Practicum evaluations meet competency – Professionalism & Reflective Practice Child/Family Practicum evaluations meet competency – Professionalism & Reflective Practice 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> Course syllabi Annual Student Evaluation Form & Progress Report (Appendix 4) Practicum Evaluations 		
Minimum levels of achievement (MLAs)	<p>Yearly Evaluation:</p> <ul style="list-style-type: none"> Satisfactory rating by program faculty Practicum Evaluations - Professionalism & Reflective Practice competency (score of 3 or higher) 		

LO5 Competency:	(v) Communications and interpersonal skills		
Learning Goals and Objectives	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well. 		
Assessment Names, i.e., Required training/experiential activities to meet each	<ul style="list-style-type: none"> • Adult Practicum • Child/Family Practicum 		
How outcomes are measured	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> How outcomes are measured: <ul style="list-style-type: none"> • Adult Practicum evaluation meets competency in Communication and Interpersonal Skills • Child/Family Practicum evaluation meets competency in Communication and Interpersonal Skills </td> <td style="width: 50%; vertical-align: top;"> Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Practicum Evaluations </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> • Adult Practicum evaluation meets competency in Communication and Interpersonal Skills • Child/Family Practicum evaluation meets competency in Communication and Interpersonal Skills 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Practicum Evaluations
How outcomes are measured: <ul style="list-style-type: none"> • Adult Practicum evaluation meets competency in Communication and Interpersonal Skills • Child/Family Practicum evaluation meets competency in Communication and Interpersonal Skills 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Practicum Evaluations 		
Minimum levels of achievement (MLAs)	Yearly Evaluation: <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum and Externship Evaluations - Communication and Interpersonal Skills competency (score of 3 or higher) 		

LO6 Competency: (vi) Assessment		
Learning Goals and Objectives	<ul style="list-style-type: none"> • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. 	
Assessment Names, i.e., Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> • SPSY 672: Intellectual Assessment course • CPSY 622: Psychological Assessment course • Assessment Clinical Competency III (Comprehensive Report Writing) • Adult Practicum • Child/Family Practicum 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • SPSY 672: Intellectual Assessment course passed • CPSY 622: Psychological Assessment course passed • Assessment Clinical Competency III passed • Adult Practicum evaluations meet competency in Assessment • Child/Family Practicum evaluations meet competency in Assessment 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Assessment Clinical Competency III Evaluation form • Practicum Evaluations
Minimum levels of	By End of Program:	

achievement (MLAs)	<ul style="list-style-type: none"> • Courses: Grade of B- or better • Assessment Clinical Competency III (score of 3 or better) <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum evaluations meet competency in Assessment (score of 3 or better)
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LO7 Competency:	(vii) Intervention
Learning Goals and Objectives	<ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking. • Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
<p>Assessment Names, i.e., Required training/experiential activities to meet each element.</p>	<ul style="list-style-type: none"> • CPSY 614: Theories of Counseling course • CFT 620: Mental Health & Diagnosis course • CFT 612/CPSY 612: Professional Ethics and Lab courses • CPSY 617: Theories of Career Development course • CPSY 642: Child & Family Interventions course • CPSY 609: Adult Practicum • Theoretical Orientation I essay • Adult Interventions Clinical Competency I – oral & written exam • CPSY 609: Child/Family practicum • Child/Family Interventions Clinical Competency II – oral & written exam

	<ul style="list-style-type: none"> • Theoretical Orientation II essay • Internship 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • CPSY 614: Theories of Counseling course passed • CFT 620: Mental Health & Diagnosis course passed • CPSY 612: Professional Ethics and Lab course passed • CPSY 617: Theories of Career Development course passed • CPSY 642: Child & Family Interventions course passed • CPSY 609: Adult Practicum passed • Theoretical Orientation I (Adult) essay passed • Adult Interventions Clinical Competency I – oral & written competency passed • CPSY 609: Child/Family practicum passed • Child/Family Interventions Clinical Competency II – oral & written competency passed • Theoretical Orientation II (Child/Family) essay completed • Teaching Portfolio completed • Psychology Internship completed 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Practicum Evaluations • Theoretical Orientation I & II rating form • Clinical competency exams I & II rating forms • Internship Site Evaluation forms (vary by site; located in students' files)
Minimum levels of achievement (MLAs)	<p>By End of Program:</p> <ul style="list-style-type: none"> • Courses: grade of B- or better • Theoretical Orientation I & II essays (score of 3 or higher) 	

	<ul style="list-style-type: none"> • Clinical Competency I & II (score of 3 or higher) • Teaching Portfolio completed • Psychology Internship completed <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum evaluations meet competency in Intervention Skills (score of 3 or better)
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LO8 Competency:	(viii) Supervision	
Learning Goals and	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices. 	
Assessment Names, i.e., Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> • CPSY 654: Supervision & Agency Administration course • Directed or simulated supervision practice with trainees or other health professionals conducted • Adult Practicum • Child/Family Practicum evaluation 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • CPSY 654 - Supervision & Agency Administration course passed 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Practicum Evaluation
Minimum levels of achievement (MLAs)	<p>By End of program:</p> <ul style="list-style-type: none"> • Course: grade of B- or better • Direct or simulated supervision practice with trainees or other health professional completed. <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum evaluations meet competency in Supervision (score of 3 or better) 	

LO9 Competency:	(ix) Consultation and interprofessional/interdisciplinary skills	
Learning Goals and Objectives	<ul style="list-style-type: none"> • Demonstrates knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices. 	
Assessment Names, i.e., Required training/experiential activities to meet each element	<ul style="list-style-type: none"> • CPSY 654: Supervision & Agency Administration course (<i>previously SPSY 630: Consultation course to 2015</i>) • Adult Practicum • Child/Family Practicum 	
How outcomes are measured	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • CPSY 654: Supervision & Agency Administration course passed • Adult Practicum evaluations meet competency in "Other Areas of Competency" • Child/Family Practicum evaluations meet competency in "Other Areas of Competency" 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Practicum Evaluations
Minimum levels of achievement (MLAs)	<p>By End of Program:</p> <ul style="list-style-type: none"> • Course: grade of B- or better <p>Yearly Evaluation:</p> <ul style="list-style-type: none"> • Satisfactory rating by program faculty • Practicum evaluations meet competency in "Other Areas of Competency" (score of 3 or better) 	

APPENDIX 2: DISCIPLINE-SPECIFIC KNOWLEDGE COMPETENCIES ASSESSMENT PLAN (LO10 to LO15)

Learning Goals 10 through 16:		
LO10 Knowledge Area:	History and Systems of Psychology	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • CPSY 613: Intro to Counseling Psychology • CPSY 605: History & Systems of Psychology 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • CPSY 613: Intro to Counseling Psychology course passed • CPSY 605: History & Systems of Psychology course passed 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)
For each outcome above, what minimum level of achievement (MLA) must	<ul style="list-style-type: none"> • Grade of B- or better 	
L011 Knowledge Area:	Content Areas of Psychology	
Sub-area	(Affective Aspects of Behavior)	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • SPSY 651: Cognitive & Affective Bases of Behavior 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • SPSY 651: Cognitive & Affective Bases of Behavior course passed 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation & Progress report form (Appendix 4)
For each outcome above, what minimum level of achievement (MLA) must	<ul style="list-style-type: none"> • Grade of B- or better 	
Sub-Area:	Biological Aspects of Behavior	
How does the program	<ul style="list-style-type: none"> • SPSY 652: Biological Aspects of Behavior 	

that students possess knowledge?		
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • SPSY 652: Biological Aspects of Behavior course passed 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)
For each outcome above, what minimum level of achievement (MLA) must	<ul style="list-style-type: none"> • Grade of B- or better 	
Sub-area	Cognitive Aspects of Behavior	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • SPSY 651: Cognitive & Affective Bases of Behavior 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • SPSY 651: Cognitive & Affective Bases of Behavior course passed 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)
For each outcome above, what minimum level of achievement (MLA) must	<ul style="list-style-type: none"> • Grade of B- or better 	
Sub-area	Developmental Aspects of Behavior	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • CPSY 621: Developmental Psychology across the Lifespan 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • CPSY 621: Developmental Psychology across the Lifespan course passed 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)
For each outcome above,	<ul style="list-style-type: none"> • Grade of B- or better 	

minimum level of achievement (MLA) must		
Sub-area	Social Aspects of Behavior	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • CPSY 610: Social Aspects of Behavior 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • CPSY 610: Social Aspects of Behavior course passed 	Evaluation tool : <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)
For each outcome above, what minimum level of achievement (MLA) must	<ul style="list-style-type: none"> • Grade of B- or better 	
L012 Knowledge Area:	Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • SPSY 651: Cognitive & Affective Bases of Behavior • Scientific Aspects of Behavior Summer Written Comprehensive exam 	
How does the program assess students' knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> • SPSY 651: Cognitive & Affective Bases of Behavior course passed • Written Comprehensive exam: Scientific Aspects of Behavior, Summer, passed 	Evaluation tool: <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4)
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • SPSY 651: Grade of B- or better • Scientific Aspects Comprehensive Exam: score of 3 or higher 	

LO13 Knowledge Area:	Research Methods	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • EDUC 612 Social Sciences Research Design course • Specialty Area Research Project (SAP) • Research Design/Stats Summer Comprehensive Exam • Dissertation Proposal • Dissertation 	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • EDUC 612 Social Sciences Research Design course passed • Specialty Area Research Project (SAP) completed • Research Design/Stats Summer Comprehensive Exam passed • Dissertation Proposal defended • Dissertation defended 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • SAP Rating form • Comprehensive Exams Rating form
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> • Courses: Grade of B- or better • SAP: score of 3 or higher • Research Comprehensive Exam: score of 3 or higher • Dissertation Proposal approved • Dissertation approved 	
LO14 Knowledge Area:	Quantitative Methods	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> • EDUC 640: Ed Statistics & Applied Statistics course • EDUC 642: Multiple Regression course • EDUC 644: Multivariate Statistics course <ul style="list-style-type: none"> ▪ EDLD 628 or 629 or 633 or 634 or 610, etc. (Advanced multivariate statistics options) • Research Design/Stats Summer Comprehensive Exam • Dissertation Proposal • Dissertation 	

<p>How does the program assess students' knowledge in this area?</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • EDUC 640: Ed Statistics & Applied Statistics courses passed • EDUC 642: Multiple Regression course passed • EDUC 644: Multivariate Statistics course passed • One Advanced Multivariate Stats course option passed (e.g., EDLD • Research Design/Stats Summer Comprehensive Exam passed • Dissertation Proposal defended • Dissertation defended 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • SAP Rating form • Comprehensive Exams Rating form
<p>For each outcome above, what minimum level of achievement (MLA) must be met?</p>	<ul style="list-style-type: none"> • Courses: Grade of B- or better • Research Comprehensive Exam: score of 3 or higher • Dissertation Proposal approved • Dissertation approved 	
<p>LO15 Knowledge Area:</p>	<p>Psychometrics</p>	
<p>How does the program ensure that students possess knowledge?</p>	<ul style="list-style-type: none"> • CPSY 622: Psychological Assessment course • SPSY 672: Intellectual Assessment course • Assessment Clinical Competency III 	
<p>How does the program assess students' knowledge in this area?</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • CPSY 622: Psychological Assessment course passed • SPSY 672: Intellectual Assessment course passed • Assessment Clinical Competency III Passed 	<p>Evaluation tool:</p> <ul style="list-style-type: none"> • Course syllabi • Annual Student Evaluation Form & Progress Report (Appendix 4) • Assessment Clinical Competency III Evaluation form

For each outcome above,
what minimum level of
achievement (MLA) must

- Courses: Grade of B- or better
- Assessment clinical competency: score of 3 or higher