

UNIVERSITY OF ALASKA FAIRBANKS  
**Student Learning Outcomes Assessment Plan**  
**Master of Education in Counseling**  
 School of Education  
 March 14, 2014

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p><b>MISSION STATEMENT:</b></p> <p><b>OUR MISSION</b>            Our mission is to prepare professional counselors who are culturally responsive, effective practitioners, as described in the state Standards for Alaska's Teachers and the candidate proficiencies identified in the UAF School of Education Conceptual Framework. The UAF School of Education recognizes that counseling in Alaska has unique characteristics. We prepare counselors to work in urban and rural Alaska and to work with K-12 students and adults from many backgrounds.</p> <p><b>GOAL STATEMENT:</b></p> <p><b>OUR GOALS</b></p> <ol style="list-style-type: none"> <li>1. Increase the number of qualified school and community counselors in Alaska's schools and communities.</li> <li>2. Enhance the professional skills of Alaska's K-12 counselors.</li> <li>3. Develop and support ongoing systemic educational</li> </ol>	<p><b>Content Knowledge</b></p> <p>Applicants to be counseling candidates have entry-level knowledge of counseling course content as described in professional, state, and institutional standards.</p>	<p><b>Transition One</b>  <b>Entry Level Assessment</b></p> <ul style="list-style-type: none"> <li>--Transcripts that present an undergraduate GPA of 3.0 or higher</li> <li>--GRE scores if undergraduate GPA is below 3.0</li> <li>--Statement of Goals (4-5 pages)</li> <li>--Resume</li> <li>--Three Letters of Reference</li> </ul>	<p>Application materials are reviewed by the graduate faculty and scored using the following scale:</p> <p>0 = not acceptable            1 = acceptable            2 = target</p>
	<p><b>Content Knowledge</b></p> <p>Counseling candidates have in-depth knowledge of counseling course content as described in professional, state, and institutional standards</p>	<p><b>Exit Level Assessment</b></p> <ul style="list-style-type: none"> <li>--Maintained graduate GPA of 3.0 or higher.</li> </ul> <p><b>Content Knowledge for Transition Two</b></p> <ul style="list-style-type: none"> <li>--COUN 628 Theory paper on Child and Adolescent Development</li> <li>--COUN 647 Ethical Codes Comparison Paper</li> </ul> <p><b>Content Knowledge for Transition Three</b></p> <ul style="list-style-type: none"> <li>--COUN 627/629 Formal Paper Presentation on Counseling Interventions</li> <li>--COUN 638 Case Study in Adult Development</li> </ul> <p><b>Content Knowledge for Transition Four</b></p> <ul style="list-style-type: none"> <li>--COUN 630 Appraisal, Measurement Paper</li> <li>--COUN 632 In Depth Career Project</li> <li>--COUN 646 Comprehensive School Counseling Plan</li> <li>--COUN 650 Case Study in Cross Cultural Psychopathology</li> <li>--ED 601 Literature Review on Research Topic</li> </ul>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable            1 = acceptable            2 = target</p>

<p>collaborations with Alaska's schools and communities.</p> <p>4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:</p> <ul style="list-style-type: none"> <li>• The quality of Alaska's K-12 schools</li> <li>• The curriculum of the UAF School of Education</li> <li>• The preparation of counselors who incorporate into the learning environment the varied cultures and languages of Alaska</li> </ul> <p>Contribution to Institutional Mission UAF Mission Statement The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's arctic university--promotes academic excellence, student success and lifelong learning.</p>		<p>--Research project or thesis proposal</p> <p>--Advancement to Candidacy</p> <p><b><u>Content Knowledge for Transition Five</u></b></p> <p>--COUN 666 Assessment Paper in Family and Network Therapy</p> <p>--COUN 674 Group Goals Evaluation</p> <p>--Project/Thesis</p> <p>--Comprehensive Exam</p>	<p>The students committee evaluates the project/thesis written research proposal and oral defense of the research proposal.</p> <p>Advancement to candidacy is submitted and approved by the committee, department head, dean, and graduate school.</p> <p>The students committee evaluates the project/thesis and oral defense of the project/thesis.</p> <p>The counseling faculty reads and scores the written comprehensive exam using a scoring rubric. Students who do not pass all questions in the written exam take an oral comprehensive exam.</p>
	<p><b>Professional Knowledge and Skills</b></p> <p>Candidates in the counseling program have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis</p>	<p><b>Transition One Entry Level Assessment</b></p> <p>--Statement of Goals (4-5 pages)</p> <p>--Resume</p> <p>--Three Letters of Reference</p>	<p>Application materials are reviewed by the graduate faculty and scored using the following scale:</p> <p>0 = not acceptable</p> <p>1 = acceptable</p> <p>2 = target</p>
	<p><b>Professional Knowledge and Skills</b></p>	<p><b>Exit Level Assessment</b></p> <p>--Maintained graduate GPA of 3.0 or higher.</p>	

	<p>Candidates in the counseling program have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis.</p>	<p><b><u>Professional Knowledge and Skills for Transition Two</u></b></p> <p><b><u>Professional Knowledge and Skills for Transition Three</u></b></p> <p>--COUN 634 Evaluation of counseling skills</p> <p>--COUN 638 Case Study in Adult Development</p> <p><b><u>Professional Knowledge and Skills Transition Four</u></b></p> <p>--COUN 636 Site Supervisor evaluation of internship placement</p> <p>--COUN 650 Case Study in Cross Cultural Psychopathology</p> <p>--Project/Thesis Proposal</p> <p><b><u>Professional Knowledge and Skills for Transition Five</u></b></p> <p>--COUN 666 Assessment Paper in Family and Network Therapy</p> <p>--COUN 686 Site supervisor evaluation of internship placement.</p> <p>--COUN 687 Site supervisor evaluation of internship placement.</p> <p>--COUN 688 Site supervisor evaluation of internship placement.</p> <p>--Project/Thesis</p> <p>--Comprehensive Exam</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable</p> <p>1 = acceptable</p> <p>2 = target</p> <p>Course instructor for COUN 634 evaluates the students' counseling skills</p> <p>The students committee evaluates the project/thesis written research proposal and oral defense of the research proposal.</p> <p>Internship site supervisors complete an evaluation of counseling skills.</p> <p>The students committee evaluates the project/thesis and oral defense of the project/thesis.</p> <p>The counseling faculty reads and scores the written comprehensive exam using a scoring rubric. Students who do not pass all questions in the written exam take an oral comprehensive exam.</p>
	<p><b>Dispositions</b></p> <p>Candidates work with</p>	<p><b><u>Transition One</u></b></p> <p><b><u>Entry Level Assessment</u></b></p>	<p>Course instructors, using a scoring rubric, evaluate course</p>

	<p>students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional counselors as delineated in professional, state, and institutional standards.</p>	<p>--Statement of Goals (4-5 pages) --Three Letters of Reference</p>	<p>assignments. 0 = not acceptable 1 = acceptable 2 = target</p>
	<p><b>Dispositions</b> Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional counselors as delineated in professional, state, and institutional standards.</p>	<p><b>Exit Level Assessment</b> --Maintained graduate GPA of 3.0 or higher. --Professional Characteristics Feedback Form (PCFF) in all transitions. <b>Dispositions for Transition Two</b> --COUN 615 Motivations and Aspirations --COUN 623 Evaluation of counseling skills --COUN 647 Ethical Codes Comparison Paper <b>Dispositions for Transition Three</b> --COUN 634 Evaluation of counseling skills --COUN 660 Perspective on Cultural Identity paper. <b>Dispositions for Transition Four</b> --COUN 636 Site Supervisor evaluation of internship placement <b>Dispositions for Transition Five</b> --COUN 686 Site supervisor evaluation of internship placement. --COUN 687 Site supervisor evaluation of internship placement. --COUN 688 Site supervisor evaluation of internship placement.</p>	<p>A Professional Characteristics Feedback form is completed for each student during a counseling faculty meeting. The PCFF is shared with the student in writing. A PCFF is completed for Transitions 2 - 5 Course instructor for COUN 623 evaluates the students' counseling skills Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target</p>
	<p><b>Student Learning</b> Candidates in the counseling program critique and are able to reflect on their work within the context of</p>	<p><b>Transition One Entry Level Assessment</b> --Statement of Goals (4-5 pages)</p>	<p>Application materials are reviewed by the graduate faculty and scored using the following scale:</p>

	student learning.		0 = not acceptable 1 = acceptable 2 = target
	<p><b>Student Learning</b></p> <p>Candidates in the counseling program critique and are able to reflect on their work within the context of student learning.</p>	<p><b><u>Exit Level Assessment</u></b>  --Maintained graduate GPA of 3.0 or higher.</p> <p><b><u>Student Learning for Transition Two</u></b></p> <p>--COUN 623 Evaluation of counseling skills</p> <p><b><u>Student Learning for Transition Three</u></b>  --COUN 634 Evaluation of counseling skills</p> <p><b><u>Student Learning for Transition Four</u></b></p> <p>--COUN 646 Comprehensive School Counseling Plan</p> <p>--COUN 636 Site Supervisor evaluation of internship placement</p> <p><b><u>Student Learning for Transition Five</u></b></p> <p>--COUN 686 Site supervisor evaluation of internship placement.</p> <p>--COUN 687 Site supervisor evaluation of internship placement.</p> <p>--COUN 688 Site supervisor evaluation of internship placement.</p>	<p>Course instructors, using a scoring rubric, evaluate course assignments.</p> <p>0 = not acceptable  1 = acceptable  2 = target</p> <p>Internship site supervisors complete an evaluation of counseling skills.</p>