

Neumann University PhD in Counselor Education and Supervision with Spiritual and Pastoral Integration  
3-Year Cycle AY 18/19 to 20/21 Submitted by: Mary Beth Yount

CACREP Standards	CACREP Outcomes	Mapped Courses and IDEA	Formative Assessment Protocol (Direct Evidence)	Summative Assessment Protocol (Direct Evidence)	IDEA Results (Indirect Evidence)	Time-frame
<b>Counseling 1</b>	a. scholarly examination of theories relevant to counseling b. integration of theories relevant to counseling c. conceptualization of clients from multiple theoretical perspectives	PC 810: 1(I), 4(E), 8(I)  PC 860: no IDEA evaluation  PC 880: no IDEA evaluation  PC 890: 4(E), 12 (E), 8(I)	<b>PC 810 Final Integrative Paper:</b> 80% of students score a 3 or better on the paper rubric.	<b>PC 860 Final Evaluation Matrix</b> for Clinical Internship and Practicum: 80% of students will score as a (3) Exceeds Some Expectations or (4) Exceeds all expectations on the matrix rubric.  <b>PC 880 Evaluation Matrix:</b> 80% of students will score as a (3) Exceeds Some Expectations or (4) Exceeds all expectations on the matrix rubric.  <b>PC 890 Capstone Counselor Identity Matrix:</b> 80% of students will score as Appropriate (3) or Outstanding (4) on the rubric for Course Presentation #1 (Professional Clinician).	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	Given the cohort model, in each academic year a different term's courses will be assessed. AY 1819 will be Summer.
<b>Counseling 2</b>	d. evidence-based counseling practices e. methods for evaluating counseling effectiveness f. ethical and culturally relevant counseling in multiple settings	PC 860;  PC 880  PC 881: No IDEA Evaluation	<b>PC 880 Final Evaluation Matrix</b> for Clinical Internship and Practicum: 80% of students will score as a (3) Exceeds Some Expectations or (4) Exceeds all expectations on the rubric.	<b>PC 881 Final Evaluation Matrix:</b> for Clinical Internship and Practicum: 80% of students will score as a (3) Exceeds Some Expectations or (4) Exceeds all expectations on the rubric.	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	
<b>Supervision</b>	a. purposes of clinical supervision b. theoretical frameworks and models of clinical supervision c. roles and relationships related to clinical supervision d. skills of clinical supervision e. opportunities for developing a personal style of clinical supervision f. assessment of supervisees' developmental level and other relevant characteristics g. modalities of clinical supervision and the use of technology h. administrative procedures and responsibilities related to clinical supervision i. evaluation, remediation, and gatekeeping in clinical supervision j. legal and ethical issues and responsibilities in clinical supervision k. culturally relevant strategies for conducting clinical supervision	PC 830: 5(E), 9 (I)  PC 890: 4(E), 12 (E), 8(I)	<b>PC 830 Case Study:</b> 80% of students will score as (3) Meets Expectations or Better on the Case Study Rubric (to be designed).	<b>PC 830 Supervisor Evaluation Matrix:</b> 80% of students score as (3) Meets Expectations or better on the Supervisor Matrix by all 3 completing parties (Small Group Supervisor, Agency Supervisor and Student/Self).  <b>PC 890 Capstone Supervisor Identity Matrix:</b> 80% of students will score as Appropriate (3) or Outstanding (4) on the rubric for Course Presentation #2 (Professional Counseling Supervisor).	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	

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<b>Teaching 1</b>	a. roles and responsibilities related to educating counselors b. pedagogy and teaching methods relevant to counselor education c. models of adult development and learning	PC 800: 11(E), 3(I), 4(I)  PC 875: 4(E), 1(I), 8(I)  PC 890: 4(E), 12(E), 8(I)	<b>PC 800: Collaborative Learning Project:</b> 80% of students will score as (3) Meets Expectations or higher on the combined Project Rubric.  <b>PC 875 Counseling Education Portfolio and Grading Matrix:</b> 80% of students score as (3) Meets or Exceeds on the Course Syllabus Development Portfolio & Presentation.	<b>PC 800 Final Integration Essay:</b> 80% of students will score or higher on the CPTR rubric.  <b>PC 875 Counseling Education Portfolio and Grading Matrix:</b> 80% of students score as (3) Meets or (4) Exceeds on the Course Syllabus Development Portfolio & Presentation.  <b>PC 890 Capstone Counseling Education Identity Matrix:</b> PC 890 Counselor Education Identity Matrix: PC 890 Capstone Counselor Identity Matrix: 80% of students will score as Appropriate (3) or Outstanding (4) on the rubric for Course Presentation # (Professional Counseling Educator).	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	
<b>Teaching 2</b>	d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education e. effective approaches for online instruction f. screening, remediation, and gatekeeping functions relevant to teaching g. assessment of learning	PC 875: 4(E), 1(I), 8(I)  PC 890: 4(E), 12(E), 8(I)	See Teaching 1 Assessments	<b>PC 875 Counseling Education Portfolio and Matrix</b> 80% of students score as (3) Meets or (4) Exceeds on the Course Syllabus Development Portfolio & Presentation.  <b>PC 890 Counselor Education Identity Matrix:</b> PC 890 Capstone Counselor Identity Matrix: 80% of students will score as Appropriate (3) or Outstanding (4) on the rubric for Course Presentation # (Professional Counseling Educator).	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	
<b>Teaching 3</b>	h. ethical and culturally relevant strategies used in counselor preparation i. the role of mentoring in counselor education	PC 875: 4(E), 1(I), 8(I)  PC 890: 4(E), 12(E), 8(I)	See Teaching 1 Assessments	<b>PC 875 Counseling Education Portfolio and Matrix</b> 80% of students score as (3) Meets or (4) Exceeds on the Course Syllabus Development Portfolio & Presentation.  <b>PC 890 Counselor Education Identity Matrix:</b> PC 890 Capstone Counselor Identity Matrix: 80% of students will score as Appropriate (3) or Outstanding (4) on the rubric for Course Presentation # (Professional Counseling Educator).	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	

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CACREP Standards	CACREP Outcomes	Mapped Courses and IDEA	Formative Assessment Protocol (Direct Evidence)	Summative Assessment Protocol (Direct Evidence)	IDEA Results (Indirect Evidence)	Time-frame
<b>Research &amp; Scholarship 1</b>	a. research designs appropriate to quantitative and qualitative research questions b. univariate and multivariate research designs and data analysis methods c. qualitative designs and approaches to qualitative data analysis d. emergent research practices and processes e. models and methods of instrument design f. models and methods of program evaluation g. research questions appropriate for professional research and publication	PC 840: 1(E), 3, 4, 9, 10, 11, 13 (I)  PC 850: 1(E), 3, 4, 9, 10, 11, 13 (I)  PC 870: 13(E), 1, 8 (I)	<b>PC 850 Literature Review:</b> 80% of students score as (3) Accomplished on the Rubric.	<b>PC 840: Final examination</b> consists of analyses of data: 80% of students will score 80% or better on the exam. <b>PC 850: 1. Culminating Oral Presentation of Research Findings:</b> 80% of students will score as (3) Proficient or better on the Oral Presentation Rubric. <b>PC 850 Culminating Research Paper</b> 80% of students score (3) Accomplished or better on the Rubric for Writing Assignments.  <b>PC 870 Final Comprehensive Exam:</b> 90% of students will score an 85% or better on the Final take home examination assessing understanding of both qualitative, quantitative and mixed-methods designs, as well as ethical issues associated with human subjects in research.	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	
<b>Research &amp; Scholarship 2</b>	h. professional writing for journal and newsletter publication i. professional conference proposal preparation j. design and evaluation of research proposals for a human subjects/institutional review board review k. grant proposals and other sources of funding l. ethical and culturally relevant strategies for conducting research	PC 815: 10(E), 1, 8 (I)  PC 850: 1(E), 3, 4, 9, 10, 11, 13 (I)	<b>PC 815 Other Professional Codes of Ethics and the ACA:</b> 80% of students will score (3) Meets Expectations or higher on the Evaluative Matrix.	<b>PC 815 Application of Ethical Decision-Making Model:</b> 80% of students will score 3 Meets Expectations or higher on the Evaluative Matrix.  <b>PC 850 – See Above</b>	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	
<b>Leadership &amp; Advocacy 1</b>	a. theories and skills of leadership b. leadership and leadership development in professional organizations c. leadership in counselor education programs d. knowledge of accreditation standards and processes e. leadership, management, and administration in counseling organizations and other institutions i. role of counselors and counselor educators advocating on behalf of the profession and professional identity j. models and competencies for advocating for clients at the individual, system, and policy levels	PC 815: 10(E), 1, 8 (I)	<b>PC 815 Ethical Case Application:</b> 80% of students will score (3) Meets Expectations or higher on the Evaluative Matrix.  <b>PC 825 End of Course Portfolio:</b> 80% of students will score as (3) Meets or (4) Exceeds expectations on the Portfolio rubric.	<b>PC 815 Policy Proposal:</b> 80% of students will score (3) Meets Expectations or higher on the Evaluative Matrix.	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	

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<b>Leadership &amp; Advocacy 2</b>	f. leadership roles and strategies for responding to crises and disasters g. strategies of leadership in consultation h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession k. strategies of leadership in relation to current multicultural and social justice issues l. ethical and culturally relevant leadership and advocacy practices	PC 835: 2(E), 8(I)	<b>PC 835 Personal Social Justice Narrative Paper:</b> 80% of students will score (3) Meets Expectations or higher on the Evaluative Matrix.	<b>PC 835 Advocacy Project Proposal:</b> 80% of students will score (3) Meets Expectations or higher on the Evaluative Matrix.	Student ratings of relevant objectives will be at or above the IDEA norm (GT or = 44).	

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**Course Listing for PC PhD Program**

	<b>PC 800 Franciscan Values in Human Development</b>	<b>PC 810 Principles of and Practice of Counseling Theories</b>	<b>PC 815 Advanced Mental Health Ethics and Legal Issues</b>	<b>PC 825 Seminar in Special Topics Using Three Perspectives</b>	<b>PC 830 Counseling Supervision and Consultation</b>	<b>PC 835 Multicultural Studies, Social Change and Advocacy</b>	<b>PC 840 Quantitative Analysis</b>	<b>PC 850 Qualitative Analysis</b>	<b>PC 860 Doctoral Practicum</b>	<b>PC 870 Doctoral Research Methods</b>
<b>Program Learning Outcome</b>	Teaching	Counseling	Research & Scholarship And Leadership & Advocacy	Leadership & Advocacy	Supervision	Leadership & Advocacy	Research & Scholarship	Research & Scholarship	Counseling	Research & Scholarship
<b>Formative Assessment</b>	Collaborative Learning Project		Other Professional Codes of Ethics and the ACA	End of Course Portfolio	Case Study	Personal Social Justice Narrative	NA	NA		
<b>Summative Assessment</b>	Final Integration Essay	Final Integrative Theory Paper	Application of Ethical Decision-Making Model	NA	Supervisor Evaluation Matrix	Advocacy Project Proposal	Final examination	Culminating oral presentation & research paper	Final Evaluation Matrix	Final Comprehensive Exam
<b>Indirect Assessment</b>	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations

	<b>PC 875 Counselor Education and Leadership in the Franciscan Tradition</b>	<b>PC 880 Doctoral Internship I</b>	<b>PC 881 Doctoral Internship II</b>	<b>PC 890 Capstone: Franciscan Integration</b>	<b>PC 900: Dissertation Guidance</b>	<b>PC 910 Dissertation</b>	<b>PC 920 Dissertation II</b>	<b>PC 930 Dissertation III</b>	<b>PC 940 Dissertation IV</b>
<b>Program Learning Outcome</b>	Teaching	Counseling	Counseling	Supervision And Teaching	All	All	All	All	All
<b>Formative Assessment</b>	Counseling Education Portfolio and Grading Matrix	NA	NA	None: Course is a capstone					
<b>Summative Assessment</b>	NA	Final Evaluation Matrix	Final Evaluation Matrix	Capstone Supervisor Identity Matrix Capstone Counseling Education Identity Matrix					
<b>Indirect Assessment</b>		IDEA Course Evaluations; Supervisor Site Evaluations	IDEA Course Evaluations; Supervisor Site Evaluations	IDEA Course Evaluations;	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations	IDEA Course Evaluations

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**CACREP Standards for Doctoral Programs**

<p><b>1. COUNSELING</b></p> <ul style="list-style-type: none"> <li>a. scholarly examination of theories relevant to counseling</li> <li>b. integration of theories relevant to counseling</li> <li>c. conceptualization of clients from multiple theoretical perspectives</li> <li>d. evidence-based counseling practices</li> <li>e. methods for evaluating counseling effectiveness</li> <li>f. ethical and culturally relevant counseling in multiple settings</li> </ul>	<p><b>2. SUPERVISION</b></p> <ul style="list-style-type: none"> <li>a. purposes of clinical supervision</li> <li>b. theoretical frameworks and models of clinical supervision</li> <li>c. roles and relationships related to clinical supervision</li> <li>d. skills of clinical supervision</li> <li>e. opportunities for developing a personal style of clinical supervision</li> <li>f. assessment of supervisees' developmental level and other relevant characteristics</li> <li>g. modalities of clinical supervision and the use of technology</li> <li>h. administrative procedures and responsibilities related to clinical supervision</li> <li>i. evaluation, remediation, and gatekeeping in clinical supervision</li> <li>j. legal and ethical issues and responsibilities in clinical supervision</li> <li>k. culturally relevant strategies for conducting clinical supervision</li> </ul>
<p><b>3. TEACHING</b></p> <ul style="list-style-type: none"> <li>a. roles and responsibilities related to educating counselors</li> <li>b. pedagogy and teaching methods relevant to counselor education</li> <li>c. models of adult development and learning</li> <li>d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education</li> <li>e. effective approaches for online instruction</li> <li>f. screening, remediation, and gatekeeping functions relevant to teaching</li> <li>g. assessment of learning</li> <li>h. ethical and culturally relevant strategies used in counselor preparation</li> <li>i. the role of mentoring in counselor education</li> </ul>	<p><b>4. RESEARCH AND SCHOLARSHIP</b></p> <ul style="list-style-type: none"> <li>a. research designs appropriate to quantitative and qualitative research questions</li> <li>b. univariate and multivariate research designs and data analysis methods</li> <li>c. qualitative designs and approaches to qualitative data analysis</li> <li>d. emergent research practices and processes</li> <li>e. models and methods of instrument design</li> <li>f. models and methods of program evaluation</li> <li>g. research questions appropriate for professional research and publication</li> <li>h. professional writing for journal and newsletter publication</li> <li>i. professional conference proposal preparation</li> <li>j. design and evaluation of research proposals for a human subjects/institutional review board review</li> <li>k. grant proposals and other sources of funding</li> <li>l. ethical and culturally relevant strategies for conducting research</li> </ul>
<p><b>5. LEADERSHIP AND ADVOCACY</b></p> <ul style="list-style-type: none"> <li>a. theories and skills of leadership</li> <li>b. leadership and leadership development in professional organizations</li> <li>c. leadership in counselor education programs</li> <li>d. knowledge of accreditation standards and processes</li> <li>e. leadership, management, and administration in counseling organizations and other institutions</li> <li>f. leadership roles and strategies for responding to crises and disasters</li> <li>g. strategies of leadership in consultation</li> <li>h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession</li> <li>i. role of counselors and counselor educators advocating on behalf of the profession and professional identity</li> <li>j. models and competencies for advocating for clients at the individual, system, and policy levels</li> <li>k. strategies of leadership in relation to current multicultural and social justice issues</li> <li>l. ethical and culturally relevant leadership and advocacy practice</li> </ul>	