Lincoln Memorial University
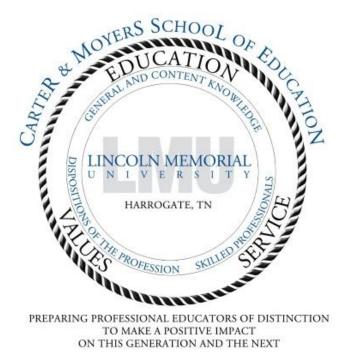### *Carter and Moyers School of Education – Counseling Program*
Annual Evaluation and Assessment Report – April 2012

PREPARING PROFESSIONAL EDUCATORS OF DISTINCTION
TO MAKE A POSITIVE IMPACT
ON THIS GENERATION AND THE NEXT

SECTION I: SCOPE AND PURPOSE, MISSION AND PROGRAM OBJECTIVES

The Annual Evaluation and Assessment Report details key evaluation and assessment processes used evaluate student learning outcomes and programmatic components in the Counseling Programs at Lincoln Memorial University. This report also details recent changes to curriculum and program to align the Counseling Programs at LMU with the 2009 CACREP Standards. This Assessment and Evaluation Report is built on, and guided by, the Counseling Program Mission Statement and Program Objectives.

Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty

LMU Counseling Program Objectives

The Counseling Program Objectives below reflect the current professional thinking and state and national requirements certification, licensure and accreditation requirements.

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. *Professional Orientation and Ethical Practice* – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

2. *Social and Cultural Diversity* – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.

3. *Human Growth and Development* – Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.

4. *Career Development* – Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.

5. *Helping Relationships* – Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.

6. *Group Work* – Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

7. *Assessment* - Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.

8. *Research and Program Evaluation* – Develop the ability to read, critique, evaluate, and contribute to professional research literature.

9. *Service Learning* – Engage in service learning activities, develop advocacy competencies, collaborative relationships with community agencies, and personal awareness of the needs of historically underserved populations.

10. *Reflective Practice* – Develop interpersonal and intrapersonal awareness, and the ability to engage in continuous, life-long learning.

SECTION II. IMPLEMENTATION OF THE CARTER AND MOYERS ASSESSMENT SYSTEM (CMAS).

The Counseling Programs at Lincoln Memorial University have been producing counselors for nearly 20 years and have long been in a process of continuous improvement. In 2004, the Counseling Programs aligned course curriculum with CACREP Standards and an Exploratory Accreditation Self Study was made. Programs were also aligned with the State of Tennessee Department of Education Standards for Implementation of School Counseling Programs, and all courses in the School Counseling Program were aligned with State of Tennessee Standards.

In the Fall semester of 2009, a 60 hour Masters in Education Degree in Mental Health Counseling was offered at the University, replacing a previous 33 credit hour Masters of Education in agency Counseling Degree. In 2010, the Carter and Moyers School of Education initiated the process of NCATE accreditation, achieving Candidacy status. Concurrently, the Counseling Programs were affirmed to seek CACREP Accreditation by the University Academic Council, and a consultant was retained to assist in aligning the Counseling Programs with CACREP standards. All course revisions were approved and curriculum was modified in the 2010-2011 academic year. Thus, as the 2011-2012 academic year began, the Mental Health and School Counseling Programs at LMU were fully aligned with CACREP 2009 Standards for Curriculum, staffing, clinical practice and supervision, and program implementation.

The counseling faculty revised the assessment plan in 2011 to fully implement requirements of accreditation bodies and to streamline the data collection process. The result is displayed in Table 1: *Counseling Program Standards Alignment Matrix*. This will allow for a consistent assessment process through the **Carter and Moyer's School of Education Assessment System (CMAS),** an online assessment system based on out of Livetext.com educational assessment platform. This will satisfy the Tennessee Department of Education Standards for School Counseling (TDE), the National Council for Accreditation of Teacher Education (NCATE), Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the University. Data is currently being collected.

Please see the following STANDARDS & CANDIDATE PROFICIENCIES ALIGNMENT MATRIX showing the School of Education's institutional standards aligned to national, state, and professional proficiencies.

The candidates in the Carter and Moyers School of Education at Lincoln Memorial University are being prepared as professional educators of distinction making a positive impact on this generation and the next. The following are institutional goals of the School of Education, which reflect the professional knowledge, skills, and dispositions adopted by the faculty in the support of the development of teacher, administrator, and other school personnel candidates. It is the goal of the School of Education, at both the initial and advanced levels, to support our education candidates to achieve the following:

Table 1: Counseling Program Standards Alignment Matrix

		NCATE	CACREP/ TNLMUCG
1.	The candidate demonstrates the dispositions and knowledge of the profession by upholding the **VALUES** of Abraham Lincoln's life: a dedication to individual liberty; responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God. **PROFICIENCY: Dispositions of the Profession**	**1A; 1E; 1G**	**Section II.G.1,2 1.C; 1.I**

2.	The candidate demonstrates an appreciation for the value of **EDUCATION** as a means to improve the quality of life for an individual and articulates an understanding of the importance of lifelong learning for themselves and others. **PROFICIENCY: Active Engagement in Education**	**1A; 1E**	**Section II.G.3** **1.A**
3.	The candidate demonstrates an understanding of the purpose and value of **SERVICE** to others, especially in the educational arena. In addition, the candidate articulates the meaning of "servant leadership" as a component of service to individuals, home, and local and global communities. **PROFICIENCY: Social Skills**	**1C; 1F; 1G**	**Section II.G.6** **1.D**
4.	The candidate demonstrates an understanding and application of the major concepts, theories, and processes of inquiry which strengthen current knowledge bases, develops new ideas, and implements best practices from his/her field (**EDUCATION**). **PROFICIENCY: Content Knowledge Skills, and Best Practices**	**1A; 1C; 1E**	**Section III** **1.J**
5.	The candidate demonstrates the ability to make educational decisions based on the wisdom of practice, understanding of past, present, and emergent learning, developmental, neuroscience, personality, social, organizational, and leadership theories (**VALUES**). **PROFICIENCY: Pedagogical Skills**	**1B; 1C; 1D; 1F**	**Section II. G5;** **1.C**
6.	The candidate demonstrates the ability to reflect and make informed educational decisions based on the knowledge, skills, and dispositions outlined in professional, state, and institutional standards through coursework, field experiences, and clinical practice (**VALUES, EDUCATION, & SERVICE**). **PROFICIENCY: Reflection**	**1A; 1C; 1E; 1G; 3A; 3B; 3C**	**Section II .G5;** **1.C**
7.	The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning (**VALUES & SERVICE**). **PROFICIENCY: Social Intelligence**	**1D; 1E; 1G; 3A**	**Section II .G5; C3 &4;** **1.C**
8.	The candidate demonstrates the ability to reflect and make educational decisions supported by current research, wisdom of practice, and educational policies (**VALUES & EDUCATION**). **PROFICIENCY: Analytical Skills**	**1C; 1E**	**Section II K 1 & 6;IA;IC**
9.	The candidate is able to make assessments, reflects and can articulate how coursework, field experiences, and clinical practices have improved their knowledge, skills, and professional dispositions to help all students from all populations to learn (**VALUES & EDUCATION**). **PROFICIENCY: Synthesize Information**	**1C; 1D; 1F; 1G; 3B; 3C**	**Section II.G.7; Section 6** **1.G**
10.	The candidate demonstrates an understanding of classroom management, individual and group motivation and behavior, and instructional methods and technology to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation (**VALUES, EDUCATION, & SERVICE**). **PROFICIENCY: Create a Positive Learning Environment**	**1B; 1C; 1D**	**Sections II.G.1 & 2** **1.C & I**
11.	The candidate demonstrates competencies in conducting research and uses research findings to foster active inquiry, collaboration, and supportive interaction in the school and educational environments, including computer based and online instruction and learning (**EDUCATION**). **PROFICIENCY: Qualitative and/or Qualitative Research**	**1C; 1D; 1E; 3A**	**Section II.G.8** **1.H**

12.	The candidate demonstrates and implements effective verbal and nonverbal communication skills and uses technology to foster constructivist learning, active inquiry, collaboration, and supportive interaction with and among all students (**VALUES & EDUCATION**). **PROFICIENCY: Effect Communications Skills**	**1B**	**Section II.G.6 1.D**
13.	The candidate demonstrates an understanding of how to appropriately use emerging technologies as a tool for communication, research, planning and implementing instruction, and maintaining an assessment system (**EDUCATION**). **PROFICIENCY: Informational and Technology Literacy**	**1B; 1D; 1E; 2A; 2B**	**SectionII.G.4 1.E &F**
14.	The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal, informal, formative and summative assessments to evaluate learning and instructional practices in order to make informed decisions for instruction and program improvements (**EDUCATION**). **PROFICIENCY: Assessment and Evaluation**	**1C; 1D; 2C**	**Section II.G.7; 1.G**
15.	The candidate clearly articulates proficiencies for understanding differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. The candidate demonstrates this understanding in instructional planning, the classroom environment, and interactions with students and other community stakeholders (**VALUES & SERVICE**). **PROFICIENCY: Appreciation for Diversity**	**1C; 1E; 1F; 4A; 4B; 4C; 4D**	**Section II.G.2; Section8 1.J,K,L**
16.	The candidate demonstrates an understanding of the legal aspects of education, including the rights and responsibilities of students, faculty, staff, and schools, to make informed decisions to assure fairness, privacy, social justice, well being, and safety of all stakeholders. The candidate reflects on his/her professional decision making to insure wisdom of practice and education policies (**VALUES & SERVICE**). **PROFICIENCY: Legal Issues for Fairness and Social Justice**	**1C; 1F; 1G**	**Section II.G.2 1.B**
17.	The candidate actively seeks out opportunities for professional development, personal growth and is supportive of continuous lifelong learning (**VALUES, EDUCATION, & SERVICE**). **PROFICIENCY: Lifelong Learning**	**1C**	**Section II.G.3 1.A**

In addition to the Counseling Program Standards Alignment Matrix, which aligns curriculum with associated School of Education, NCATE, CACREP, and State of Tennessee Department of Education Standards; Additional assessment components were developed to assess progress of individual counseling students through the Counseling Programs at Lincoln Memorial University. This comprehensive system developed to monitor, evaluate, and assess multiple broad domains of academic, interpersonal, and clinical skills o the Counselor in training is outlined in Table 2: *Advanced Candidate Performance Assessment System for the MEd Counseling Programs.* This is a comprehensive assessment of individual counseling students throughout the Counseling Program and at 4 Key transitions in the Program. These transitions are: Transition I Admission to level I – Permission to Begin Graduate Studies, Transition 2 – Degree Candidacy, Transition 3 – Admission to Clinical Practice, Practicum, and Transition 4 – Degree Program Completion. At each transition point, data are collected from key assessments to ensure sufficient progress in the program and acquisition of student learning outcomes are being made. Most of these assessments are new for the 2011-2012 Academic year, and data collection is currently underway. Thus, despite a comprehensive assessment system, analyzable data for many Assessment Tools are not yet available in analyzable form.

Table 2: Advanced Candidate Performance Assessment System – M.Ed. – ALL Counseling Programs					
LEVEL	**ASSESSMENT TOOLS**	**WHEN DATA ARE COLLECTED**	**WHO ANALYZES DATA**	**WHEN DATA ARE ANALYZED**	**HOW DATA ARE USED**
TRANSITION 1: Program Admission To Level 1 – Permission to Begin Graduate Courses	Qualifying ACT, SAT, PPST, GRE, or MAT test scores	Application to Program	1	Prior to Admission	Program Admission
	University Transcript Documenting Completion of Bachelor's Degree with 2.5 GPA	Application to Program	1	Prior to Admission	Prior to Admission
	Program Application	Application to Program	1	Prior to Admission	Program Admission
	3 Recommendation Forms	Application to Program	1	Prior to Admission	Program Admission
	Applicant Interview Questionnaire	Formal Interview with Applicant	1	Prior to Admission	Program Admission
	Service Learning CMAS Assessment	CG 501 – Service Learning Activity	5	Course Assessment	Performance Assessment
	Electronic Portfolio Assessment Artifact, Professional Objective Statement	CG 501 - Professional Objective Statement	5	Course assessment	Performance Assessment
	Electronic Portfolio Assessment Artifact – Counseling Research Proposal	EDUC 511 – Research and Statistics	5	Course Assessment	Performance
	Student Opinion Survey	At the end of each course	5,6,12	Each semester	Course Program Improvement
	Dispositions Evaluation	CG 541 - Counseling Skills	8	End of Course	Assessment of Professional Dispositions

Table 2 (cont.): Advanced Candidate Performance Assessment System – M.Ed. – ALL Counseling Programs					
LEVEL	**ASSESSMENT TOOLS**	**WHEN DATA ARE COLLECTED**	**WHO ANALYZES DATA**	**WHEN DATA ARE ANALYZED**	**HOW DATA ARE USED**
TRANSITION 2: **Degree Candidacy**	Qualifying ACT, SAT, PPST, GRE, or MAT test scores	Application for Degree Candidacy	1	Prior to Admission to Degree Candidacy	Degree Candidacy
	University Transcript Documenting Successful Completion of 9 Semester Hours at LMU	Application for Degree Candidacy	1	Prior to Admission to Degree Candidacy	Degree Candidacy
	Application for Degree Candidacy	Prior to Enrolling in 4th Graduate Course	1	Prior to Admission to Degree Candidacy	Degree Candidacy
	Meeting with Advisor and Completing Program of Study	Prior to Enrolling in 4th Graduate Course	1	Prior to Admission to Degree Candidacy	Degree Candidacy
	Service Learning CMAS Assessment	CG 521 – Career Counseling: Service Learning Activity	5	Course assessment	Performance Assessment
	Acculturative Self-Awareness Experience	CG 531 - Social and Cultural Aspects of Counseling	5	Course assessment	Performance Assessment
	Student Opinion Survey	At the end of each course	5,6,12	Each semester	Course Program Improvement
	Dispositions Evaluation	CG 631 - Group Counseling	5	End of Course	Assessment of Professional Dispositions

	Table 2 (cont.): Advanced Candidate Performance Assessment System – M.Ed. – ALL Counseling Programs				
LEVEL	**ASSESSMENT TOOLS**	**WHEN DATA ARE COLLECTED**	**WHO ANALYZES DATA**	**WHEN DATA ARE ANALYZED**	**HOW DATA ARE USED**
TRANSITION 3: **Admission to Clinical Practice - Practicum**	Documentation of successful completion of 18 required graduate credit hours (as outlined in the candidates' individual Program of Study form) prior to Practicum	CG 593 – Practicum Application	5	Course Assessment	Performance Assessment
	Service Learning CMAS Assessment	CG 593 – Practicum: Service Learning Activity	5	Course Assessment	Performance Assessment
	Human Development Case Study	CG 581 – Psychology of Human Development	5	Course Assessment	Performance Assessment
	Philosophy of Counseling	CG 611 – Counseling Theories	5	Course Assessment	Performance Assessment
	Student Opinion Survey	At the end of each course	5,6,12	Each semester	Course Program Improvement
	Site Supervisor Evaluation Form	CG 593 - Practicum	2	End of Course	Assessment of Professional Dispositions

Table 2 (cont.): Advanced Candidate Performance Assessment System – M.Ed. – ALL Counseling Programs					
LEVEL	**ASSESSMENT TOOLS**	**WHEN DATA ARE COLLECTED**	**WHO ANALYZES DATA**	**WHEN DATA ARE ANALYZED**	**HOW DATA ARE USED**
TRANSITION 4: **Degree Program Completion**	Case Study Analysis	CG 671 - Assessment in Counseling	5	Course Assessment	Performance Assessment
	Consultation Reflection; Service Learning CMAS Assessment	CG 621 – Crisis Intervention and Consultation; Service Learning Activity	5	Course Assessment	Performance Assessment
	Site Supervisor Evaluation Form	CG 698/699 – Internship and Seminar in Counseling:	2	Course Assessment	Performance Assessment
	University Transcript Documenting Successful Completion of all Course and Degree Requirements	Application for Graduation	5	Course Assessment	Performance Assessment
	Comprehensive Examination	End of Program	5,12	Prior to Graduation	Graduation Requirements
	Dispositions Evaluation	CG 698/699 – Internship and Seminar in Counseling	2,5,8	End of Course	Assessment of Professional Dispositions
	Graduating Student Survey	End of Program	5,6,12	End of program	Program Improvement
Admissions Committee = 1		**Individual Faculty Members = 5**		**Cooperating Mentor = 9**	
Counselor-in-Training Site Supervisor = 2		**Associate Dean and/or Dean = 6**		**Exit Interview Committee = 10**	
Counseling Program Committee = 3		**Portfolio Committee = 7**		**Faculty Advisor = 11**	
Practicum Coordinator = 4		**Candidate = 8**		**Program Director = 12**	

SECTION 3 – COUNSELING ASSESSMENT AND OUTCOME EVALUATION

Graduate Major(s)

M.Ed. in School Counseling
M.Ed. in Mental Health Counseling

1.   List the Specific Goals and/or Objectives for the Majors

Goal 1: Discipline Specific Knowledge, Disposition, and Proficiencies: To maintain the program as established by CACREP (M.Ed. in Mental Health Counseling and M.Ed. in School Counseling) Tennessee Department of Education State Standards for School Counseling and NCATE accreditation standards in preparing entry-level professional counselor.

Goal 2: Discipline specific knowledge: Counselor candidates will demonstrate knowledge of the basic issues in eight core counseling areas, *Professional Orientation and Ethical Practice*; *Social and Cultural Diversity*; *Human Growth and Development*; *Career Development; Helping Relationships; Group Work*; *Assessment; Research and Program Evaluation;* as well as engage in *Service Learning* and *Reflective Practice.*

Goal 3: Dispositions: Counselor candidates will demonstrate dispositions appropriate for professional identity as School or Mental Health Counselors: Attendance and Punctuality; Initiative; Work Habits; Oral Communications; collegiality; Respect (in action and speech); Commitment to Profession; Professionalism in Clinical and Field Placement (Ethics, professional growth, and confidentiality)

Goal 4: Proficiencies: Counselor candidates will demonstrate acquisition of Carter and Moyer's School Unit Proficiencies as evidenced by CMAS rubric assessments.

Method of Assessment 1 – CMAS

Analysis:
Using standardized rubrics aligned with University(LMU), Unit (Carter & Moyer's School of Education Proficiencies), State (Tennessee Department of Education Standards for School Counseling Programs), and National Standards (NCATE & CACREP) each course provides evidence of the developmental nature of the programming. Multiple methods of assessment, e.g., research papers, role-playing activities, case study analyses, case study development, etc. provide evidence differentiating student acquisition of knowledge, skills, and dispositions related to the counseling profession.

Discussion:

Rubrics reflecting CACREP, UNIT, and State Department of Education were revised during AY 2010-2011. Analysis of CMAS rubric scores has assisted Faculty in evaluating the effectiveness of the assessment process and has provided opportunities to examine individual student learning

outcomes as well as effectiveness of program core area in comparison to national standards.

Going forward, the Counseling Program Assessment and Evaluation Report will be based on Program transitions and signature assignments located in CMAS.

Method of Assessment 2 – University Supervisors

Prior to Spring 2012 all university supervisor assessment data were collected in paper form. Hard copies are available in student practicum and internship folders in the Graduate Education Office**. Effective Spring 2012 all clinical practice forms were moved to an electronic format for data analysis and will be available in the Carter and Moyer's Assessment System (CMAS).**

Method of Assessment 3 – Site Supervisors

Prior to Spring 2012 all Site Supervisor assessment data were collected in paper form. Hard copies are available in student practicum and internship folders in the Graduate Education Office**. Effective Spring 2012 all clinical practice forms were moved to an electronic format for data analysis and will be available in the Carter and Moyer's Assessment System (CMAS).**

Method of Assessment 4 – Comprehensive Exams

Table 3, below, displays results of the Counseling Program Comprehensive Examination for the past three years.

Table 3: Comprehensive Exam Pass Rate

Year	Attempted	Passed	Pass Rate
2009	21	21	100%
2010	21	20	95%
2011	36	36	100%

Analysis:

Comprehensive Exam Pass Rate demonstrates high pass rate. Evidence of Student Learning of Key material is provided by external cross-validation with Praxis NTE Pass rate.

Method of Assessment 5 – Praxis Pass Rate

Table 4: Praxis Pass Rate

Year	Attempted	Passed	Pass Rate
2008-2009	17	17	100%
2009-2010	15	14	93%
2010-2011	16	16	100%

Analysis:

This is consistent with the Counseling Department's Comprehensive Exam pass Rate.

Method of Assessment 6 –NCE/NCMHCE

Pass Rate and Analysis:

At this time, data for NCE/NCMHCE pass rate are unavailable as first graduates of the 60 Hour MEd in Mental Health Counseling graduated in December, 2011. None had submitted results of examinations to LMU at the time this report was created.

Method of Assessment 7 – Graduation

Following are the Graduates of the of the Counseling Programs at LMU for the Past 3 years.

Name	Major	Site	Date
Pamela Grace Benton	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Robert Issac Bradshaw	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Carla Cross	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Katy Cross	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Kathryn Sue Dowis	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Tywana Sue England	School Counseling	Harrogate, Tennessee	12/17/2011
Whitney Flenor	School Counseling	Harrogate, Tennessee	12/17/2011
Jamie Elizabeth fox	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Kimberly Rose Galyon	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Cassie Mitchel Harmon	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Sharifa Coffin-Love	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Carolyn Gambrel-Marcum	Mental Health Counseling	Harrogate, Tennessee	12/17/2011
Amanda Mills Seal	School Counseling	Harrogate, Tennessee	12/17/2011
Kelli Teruili Nehf	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Leisha G. Poore	School Counseling	Harrogate, Tennessee	12/17/2011
Britanny Lynn Pollard	Mental Health Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Holly T. Roberson	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Malcolm J. Scarbro, III	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Marwa Shourbaji	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Jessica Michelle Smith	School Counseling	Harrogate, Tennessee	12/17/2011
Ashley Lea Southern	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Tanya Stickley	Agency Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Katharine Anne Teesdale	Mental Health Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
April Melissa Watson	School Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Adriara Wright-Beck	Mental Health Counseling	Cedar Bluff - Knoxville, TN	12/17/2011
Kristen Ruth Aistrop	School Counseling	Cedar Bluff - Knoxville, TN	5/8/2011
Kristie E. Satterfield	School Counseling	Harrogate, Tennessee	5/8/2011
Beverly Gorden	School Counseling	Cedar Bluff - Knoxville, TN	5/8/2011

Alison S. King	School Counseling	Cedar Bluff - Knoxville, TN	5/8/2011
Melinda B. Kirk	School Counseling	Cedar Bluff - Knoxville, TN	5/8/2011
Maggie Gayle Osborne	School Counseling	Harrogate, Tennessee	5/8/2011
Allison Reagan	School Counseling	Cedar Bluff - Knoxville, TN	5/8/2011
Kimberley A. Sterling	School Counseling	Harrogate, Tennessee	5/8/2011
Jennifer Wilder	School Counseling	Harrogate, Tennessee	5/8/2011
Michael Wright	School Counseling	Harrogate, Tennessee	5/8/2011
Shawn Yantis	School Counseling	Cedar Bluff - Knoxville, TN	5/8/2011
Scott Michael Blanton	School Counseling	Cedar Bluff - Knoxville, TN	5/1/2010
Lori Rasnic Bush	School Counseling	Harrogate, Tennessee	5/1/2010
Bevin Duffy Gresham	School Counseling	Cedar Bluff - Knoxville, TN	5/1/2010
John Michael Mason	Agency Counseling	Cedar Bluff - Knoxville, TN	5/1/2010
Adriano Rezende de Moraes	School Counseling	Harrogate, Tennessee	5/1/2010
Frank Edward Smith	Agency Counseling	Harrogate, Tennessee	5/1/2010
Jacqueline French Stryker	School Counseling	Cedar Bluff - Knoxville, TN	5/1/2010
Benjamin H. Wilbur	School Counseling	Harrogate, Tennessee	5/1/2010
Michelle J. Bennett	School Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Erin K. Brock	Agency Counseling	Harrogate, Tennessee	12/11/2010
Tammi Campbell	School Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Lindsay K. Jones	Agency Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Emily Jones	School Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Nora Kay Kendrick	School Counseling	Harrogate, Tennessee	12/11/2010
Janette K. Martin	Agency Counseling	Harrogate, Tennessee	12/11/2010
John M. Matson	School Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Sherry Grant McCreary	Agency Counseling	Harrogate, Tennessee	12/11/2010
Hylene K. Pankey	School Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Susan C. Peagler	Agency Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Anne Pereira	School Counseling	Cedar Bluff - Knoxville, TN	12/11/2010
Jacqueline Dorelia Avila	Agency Counseling	Cedar Bluff - Knoxville, TN	12/12/2009
Lyssa Cintra de Barros	Agency Counseling	Harrogate, Tennessee	12/12/2009
Samuel Bradley Cecil, Jr.	School Counseling	Harrogate, Tennessee	12/12/2009
Andrea Leigh Clapp	School Counseling	Cedar Bluff - Knoxville, TN	12/12/2009
Sharon Elkins Fortner	School Counseling	Harrogate, Tennessee	12/12/2009
Ginger Elaine Givens	School Counseling	Cedar Bluff - Knoxville, TN	12/12/2009
Ashely Lynn Green	School Counseling	Cedar Bluff - Knoxville, TN	12/12/2009
Angela Dennison-Hedrick	School Counseling	Harrogate, Tennessee	12/12/2009
Kami Harber Johnson	School Counseling	Harrogate, Tennessee	12/12/2009
Kathleen Allison Morris	School Counseling	Cedar Bluff - Knoxville, TN	12/12/2009
Kyra Elizabeth Walker	School Counseling	Cedar Bluff - Knoxville, TN	12/12/2009
Miranda Jai Brakebill	School Counseling	Cedar Bluff - Knoxville, TN	5/2/2009
Jill M. Bright	School Counseling	Cedar Bluff - Knoxville, TN	5/2/2009
Kimberly Ann Christodoulou	School Counseling	Cedar Bluff - Knoxville, TN	5/2/2009
Josh Lynn Jarnigan	School Counseling	Harrogate, Tennessee	5/2/2009
Crystal Hope Gose McConnell	School Counseling	Harrogate, Tennessee	5/2/2009

Bridgette Rose-Barnette	School Counseling	Harrogate, Tennessee	5/2/2009
Tonia Conley Satterfield	School Counseling	Cedar Bluff - Knoxville, TN	5/2/2009
Emil A. Schenck	School Counseling	Harrogate, Tennessee	5/2/2009
Yolanda Kay Stout	Agency Counseling	Cedar Bluff - Knoxville, TN	5/2/2009
Carrie Wicks	School Counseling	Cedar Bluff - Knoxville, TN	5/2/2009

Method of Assessment 9 – Recommendation for Certification as Licesned School Counselor

Table 5: Counseling Graduates Recommended to State Boards

Academic Year	Number Recommended
2008 – 2009	20
2009 – 2010	14
2010 – 2011	16

Method of Assessment 10 – Graduate School Graduation Surveys

Graduation Surveys have been developed in conjunction with the Carter and Moyers School of Education. Data collection in progress. Data are not currently available in readily analyzable form.

Method of Assessment 11 – Post-Graduate Counselor, Supervisor, and Employer Surveys

Employer and Alumni Surveys have been sent out by the Carter and Moyers School of Evaluation team as part of the NCATE Accreditation Process. Data collection currently in progress. Data are not currently available in readily analyzable form.