

Eastern Michigan University
Department of Leadership & Counseling

College Counseling
Community Counseling Program
School Counseling Program



**Council for the Accreditation of Counseling &
Related Educational Programs
Self- Study
June, 2004**

SECTION I

THE INSTITUTION

A. The institution in which the academic unit is housed is accredited by a regional accrediting body that is recognized by the Council for Higher Education Accreditation (CHEA).

Eastern Michigan University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The College of Education, in which the Department of Leadership and Counseling is located, is accredited by NCATE, the National Council on the Accreditation of Teacher Education. [See Appendix I 1]

B. The current institutional catalogue or bulletin accurately describes the academic unit and each program offered, including admissions criteria, minimum program requirements, matriculation requirements (for example, examinations, academic-standing policies), and financial aid information.

The Department of Leadership and Counseling consists of the counseling master's degree programs (college, community, school), as well as leadership programs at the master's, specialist's, and doctoral levels. The Eastern Michigan University Online Graduate School Catalog [2003-2005] (www.emich.edu/public/catalogs/), as well as the Department's website (www.emich.edu/coe/leadcons), contain descriptions of each program including, admission criteria and process, minimum program requirements, exit criteria, and dismissal and appeal processes. [See Appendix I 2]

Financial aid information for graduate students in all departments is available in the Graduate Catalog and at the Graduate Studies and Research website (www.gradord.emich.edu). [See Appendix I 3]

C. The academic unit is clearly identified as part of the institution's graduate offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly defined.

The Department of Leadership and Counseling, which includes the College, Community and School Counseling Programs, is clearly identified as part of the Graduate School. [See the Graduate School Online Catalog at www.emich.edu/public/catalogs/2003-2005/grad/ and Appendix I 2]

The Counseling Program within the Department of Leadership and Counseling is the only academic unit at Eastern Michigan University that has responsibility for preparing students in college, community, and school counseling. While students take elective coursework in other departments and colleges, all admission, retention, and exit decisions, as well as advising and program development responsibilities are assumed by the Counseling faculty.

D. Cooperative relationships exist between the academic unit and other academic units that contribute to the professional preparation of students in the program as well as off-campus professional and community resources.

The counseling program faculty have cooperative relationships with other faculty in the department (educational leadership faculty), the college, and the university. These relationships are reflected in the encouragement we give our students for taking courses in other programs, as well as the requests we receive from students in other programs who wish to take our courses. Students in all three counseling programs are required to take EDPS 677 Research Techniques. Periodic meetings have been held with educational psychology faculty to insure that the course continues to meet the needs of counseling students. Students in the Community Counseling Program are encouraged to take courses in psychology, social work, and other related departments. Students in the School Counseling Program are encouraged to take a course in special education: The Exceptional Child in the Regular Classroom. Students in the College Counseling Program are encouraged to take higher education courses in Leadership.

Students in other programs frequently enroll in counseling courses. Doctoral students in the educational leadership program may use counseling as their cognate area (10 semester hours). Those students often enroll in COUN 505 Basic Skills, COUN 571 Cross Cultural Counseling, as well as appropriate specialty courses. Students from master's degree programs in psychology, womens' studies, and social work enroll in our basic skills and process courses, in our cross-cultural counseling course, as well as in specialized courses such as Crisis Intervention and Couple and Family Counseling.

The social work program recently asked that we co-sponsor a day-long conference focused on LGBT inclusion in agencies and schools. [See Appendix I 4]

Cooperative relationships with off-campus professional and community resources are demonstrated in numerous ways, some of which are reflected in other sections of this self-study. Professionals from the community regularly teach several of the core courses, including COUN 502 and COUN 530 (Dr. Cynthia Redwine); COUN 520 (Dr. Colin King). They bring their experience, knowledge and skills to specialization courses such as COUN 575 Counseling the Substance Abuse (Mr. Ed Spitzbergen and Ms. Marlene Gonet); COUN 612 The School Counselor (Dr. Jane Frasier); COUN 692 (Dr. John Titus); and to COUN 686 Counseling Practicum (Dr. Kathy Lewis, Dr. Smita Nagpal). [Adjunct faculty vitae are in Appendix II]

Professionals in colleges, community agencies, and schools throughout southeastern Michigan serve as internship site supervisors. Faculty meet with these supervisors during on-site visits for student interns. In addition, we offer an annual site supervisor professional development forum [See Appendix I 5], during which time they also provide the faculty with valuable input for program development. The Counseling Program Advisory Committee, which was inactive for several years, is currently being reactivated. Professionals other than the internship site supervisors who are currently working in colleges, community agencies, and schools are being invited to serve in an advisory capacity to program faculty. [See Appendix I 6]

E. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

The institution is committed to providing the program with sufficient financial support that ensures continuity, quality, and effectiveness in all of the programs' learning environments. This is demonstrated in a number of ways.

The overall Department of Leadership & Counseling operations and personnel budget for 2001-02 was \$1.6 million and in 2002-03 it was \$1.7 million. It remained at \$1.7million again in 2003-04. Budget figures are not yet available for 2004-05 but will likely reflect moderate reductions in light of the downturn in the State of Michigan economy.

This budget reflects seven full-time faculty lines in Counseling who are supported by 2 full-time support staff, 7-8 work study students and four graduate assistants. Faculty travel, also a part of this budget, has remained relatively stable over the course of five years as well.

The construction of the College of Education Clinical Suites was one of the most significant contributions to the program's learning environment in the past five years. This new million dollar state-of-the-art facility houses the counseling, speech & hearing, and reading clinics. An annual budget of approximately \$37,000 is dedicated to maintaining this facility.

F. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (for example, professional travel, research, and leadership positions).

The University provides faculty with an extensive network of support that encourages participation in professional organizations and activities. The Division of Academic Affairs, through the Office of Graduate Studies and Research, offers numerous awards that encourage faculty research and scholarly activity. These include internal funding awards such as scholarship and artistic recognition awards; faculty research and creative activity fellowships; a research support fund; the Provost's research support award for new faculty; sabbatical leave awards; and spring-summer research awards; The Office of Research Development supports faculty seeking funding from external agencies. Dedicated time for proposal development provides faculty with released time for the development of grant proposals for submission to external funding agencies. The Center for Research Support was another service that provided faculty and graduate students with consulting services to facilitate the design, conduct, and reporting of empirical research and evaluation studies. That service, however, is undergoing reorganization and is not available currently. More complete descriptions of these programs are contained in the Faculty Resource Directory, which is available through the Office of Graduate Studies and Research website. [See Appendix I 7]

At the Department level, faculty are encouraged to join professional organizations, attend conferences and workshops, and present at professional meetings. Each faculty member receives \$500 - \$700 annually to use for travel to professional meetings, professional memberships, and/or books.

G. The institution makes available to students in the program personal counseling services provided by professionals other than program faculty and students.

The university makes available personal counseling services for all students through Snow Health Center Counseling Services. Services include individual and group counseling; structured workshops; and a self-help library that includes books, audiotapes and reference materials. None of the faculty are on the staff at Counseling Services. Although Counseling students may do their internships at Counseling Services, there are four professional staff members and several other interns who are not associated with this academic department. [See Appendix I 8]

H. Access to library and other learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

The Bruce T. Halle Library opened in 1998. This state-of-the-art facility provides faculty and students with an extensive array of information resources and instructional services and resources to support scholarly inquiry, study, and research. The collection of print and electronic materials includes:

- 700,000 print volumes
- 4,400 journals
- 140 online databases, many with full-text journal articles
- 250,000 government documents
- 52,000 maps
- 965,000 microforms
- 7,000 videotapes and music CDs

Special collections include the Map Collection, the Government Documents Collection, the Children's Literature collection and the University Archives.

Services that are available to help faculty and students find and use the Library's resources include in-person, online, and telephone assistance; in-depth consultations; instruction on library research that is customized to meet individual class needs; and interlibrary loan and document library for materials not available in the Library. An academic liaison program links a faculty member in each department with the librarian specializing in the department's subject area. *WebVoyager* is the online catalog through which faculty and students can search the Library's databases from computers on or off campus. Descriptions of all library resources and services are available in Appendix I 9 or through the library's website at www.emich.edu/halle

I. The institution provides technical and financial support to program faculty and students to ensure access to information systems and data analysis for teaching and research.

The Information and Communications Technology Division (ICT) oversees the university's information services. ICT works to maintain and upgrade the network infrastructure as well as insuring that faculty and students have access to computers throughout the campus. The division offers faculty and students technology training online and in instructor led workshops. The eFellows program provides funding for faculty who want to further their knowledge and use of technology in teaching.

Academic Technology and Computing Services, a department within ICT, facilitates computer use on the campus and maintains the technology. A HelpDesk provides walk-in, e-mail and telephone help for computer users. ICT computer labs are located in several buildings across campus (including the College of Education described below).

Each year EMU replaces one third of the computers for faculty and staff through the Computer Refresh Program. Thus no faculty member has a computer that is more than three years old. [See Appendix I 10 or the ICT website at <https://ict.emich.edu>]

Technology in the John W. Porter College of Education Building

In 1999, the University additionally allocated \$3.2M to address the technological needs of the College of Education. Category “seven” wiring and 1600 data ports were added to the construction plans, network switches and servers were installed, and instructional technology was purchased. All twenty-six regular classrooms have four data ports and there are six media carts available for technology or Internet presentations. There are four “smart” classrooms and the two auditoriums that have built-in podiums for all forms of technology presentation. There are four computer lab classrooms, one distance-learning classroom, and the Bonisteel Computer Lab has 65 computer workstations. In addition, the Porter Building became the first “wireless” instructional building on campus and there is a 16-unit laptop cart that allows for any classroom to be a computer enhanced learning environment.

Although the Porter Building is clearly well-equipped with regard to technology, faculty demand for the smart classrooms consistently exceed the availability of these rooms. Computer carts, though allowing for power point presentations using an LCD projector, do not accommodate needs for multimedia presentations in which faculty members may, for example, also want to show a video clip of a counseling session and play a CD in which guided imagery is demonstrated. Additionally, the need for technology replacement on a regular basis is clear in order to maintain up-to-date equipment.

Section II

PROGRAM OBJECTIVES AND CURRICULUM

- A. A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement**
- 1. describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;**
 - 2. is the basis for the development of program objectives and curriculum;**
 - 3. is published and available to faculty and students; and**
 - 4. is reviewed at least once every three (3) years and revised as needed.**

The mission statement for the Counseling Program Area is:

Eastern Michigan University's Counseling Program is committed to developing professional counselors who will work in college, community, and school settings to actively promote the well being of individuals, institutions, and communities through the application of knowledge and skills that enhance the diversity, dignity, and development of the clients and communities they serve. In addition, graduates will demonstrate qualities of advocacy, leadership, and collaboration within the context of a culturally diverse and technologically complex society.

This mission statement is published and available for review in the Department in the Counseling Program's 2004 Program Review materials and in the *Student Handbook* [Appendix III]. Additional information about the types of students served by each program and the program's geographic orientation can be found in the Counseling Program's promotional brochure [Appendix I 11].

B. The program objectives

- 1. reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;**
- 2. reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;**
- 3. reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;**
- 4. are directly related to program activities; and**
- 5. are written so that they can be assessed**

In support of this mission, the Counseling Program Area consists of three distinct degree programs: (1) college counseling, (2) community counseling, and (3) school counseling. Each of these programs represents a specialization area focused on preparing students for counseling positions in different settings. The mission statement serves as the basis for the development of the following program and curricular objectives.

- 1) Deliver high quality counselor training at the EMU campus site through three master's degree programs: (i) College Counseling (ii) Community Counseling, and (iii) School Counseling
- 2) Ensure the high quality of each program by maintaining CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation for all three counseling programs

- 3) Build the counseling curriculum around professional ethical standards, professional standards of practice, and contemporary theories and principles of counseling while ensuring that program requirements remain consistent with requirements for the State of Michigan Licensed Professional Counselor credential, K-12 School Counselor Endorsement credential, and the National Certified Counselor credential. Curriculum objectives for the counseling programs include the following:
- A. To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession
 - B. To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society
 - C. To train counselors who have a foundation for understanding human behavior and development
 - D. To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions
 - E. To train counselors who are knowledgeable and skilled in the helping/counseling process
 - F. To train counselors who are knowledgeable and skilled in providing group counseling
 - G. To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals
 - H. To prepare counselors who are knowledgeable about research and program evaluation
 - I. To prepare counselors who meet additional curricular objectives for their specialized program area:
 1. College Counseling Program
 - To prepare counselors who are able to explain and employ historical and contemporary theories of college counseling and student development
 - To prepare counselors who have the knowledge and skills to do individual and group counseling appropriate to traditional and non-traditional student issues
 - To prepare counselors who are able to utilize models for designing, managing and evaluating college counseling programs, including the use of research and technological applications
 - To prepare counselors who have the knowledge and skills to apply methods of needs assessment applicable to diverse college student populations
 - To prepare counselors who have the knowledge and skills to consult with college students, faculty, staff, as well as K-12 and community mental health professionals and support staff
 2. Community Counseling Program:
 - To prepare counselors who are able to apply knowledge and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, as well as long-term approaches
 - To prepare counselors who are able to demonstrate knowledge about the characteristics of clients served by community agencies, including (but not limited to) the effects of factors such as socioeconomic status, unemployment, aging, gender, race and ethnicity, developmental transitions, and sexual orientation
 - To prepare counselors who are able to demonstrate knowledge and skills to make appropriate referrals, to promote client access to community resources, and to serve as client advocates
 - To prepare counselors who are able to be able to conduct an intake interview, including a mental health history, and to use current diagnostic tools, including the

most recent edition of the Diagnostic and Statistical Manual of Mental Disorders in order to diagnose client problems and plan counseling interventions

3. School Counseling Program

- To prepare counselors who are able to design, implement and evaluate a comprehensive developmental school counseling program
 - To prepare counselors who are able to demonstrate knowledge and skills to use surveys, interviews and needs assessments in the school setting
 - To prepare counselors who are able to do individual and group counseling appropriate to the developmental stages and needs of the children or adolescents in the school setting
 - To prepare counselors who are able to demonstrate knowledge about issues that may affect the development and functioning of children and adolescents (e.g. abuse, eating disorders, attention deficit hyperactivity disorder, etc.)
 - To prepare counselors who are able to consult with parents, teachers, administrators, support staff, and community agency personnel
- 4) Prepare students who are competitive in the job market, particularly in the state of Michigan
 - 5) Maintain interactive linkages with community agencies, institutions of higher education, and K-12 educational settings
 - 6) Create formal input vehicles that integrate practitioners' perspectives into the curricular design and decision-making process
 - 7) Remain responsive to the demands of the marketplace through the provision of courses at alternative locations and alternative formats and through the development of special certificates of study.
 - 8) Increase availability of the counseling program by offering courses in alternative formats and locations while maintaining quality standards
 - 9) Increase and maintain the diversity of the faculty and the student body so that they reflect the multiculturalism of society

Rapid changes in the counseling profession, both in Michigan and nationally, have served as the impetus for faculty to work continuously to update program and curricular objectives to reflect those changes. Toward this end, counseling faculty members monitor and consider the recommendations of organizations such as the American Counseling Association, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the Michigan Counseling Association, and the Michigan Board of Counseling when engaging in curriculum development. In addition, the faculty seeks information from clinical supervisors in cooperating agencies about the needs of the clients and the training needs of the counselors who serve those clients. Similarly, the faculty also seeks and utilizes feedback from program graduates and their employers by conducting follow-up studies to determine the extent to which program objectives are being met. This feedback is also used for ongoing curriculum development and updating of program objectives.

In order to attain the program objectives specified above, the Counseling faculty focuses on the delivery of quality programming necessary to train highly skilled counselors who will be competitive in the job market and effective in their roles (objectives 1, 2, 3 and 4), the continual monitoring of changes in the profession and marketplace (objectives 4, 5, and 6), ways in which the

counseling program area can be more responsive to the demands of the marketplace (objectives 7 and 8), and the creation of an environment conducive to recruiting, supporting and retaining a diverse faculty and student body (objective 9).

All regular faculty members who teach in the counseling programs meet on a monthly basis. One purpose of these meetings is to review progress toward these objectives and to identify any necessary actions or programmatic changes. In addition, the faculty generally schedules a full-day retreat as needed to focus more intensively on broad program objectives and curricular planning. Finally, the faculty members facilitate an annual meeting with internship supervisors and practitioners in the field for the dual purposes of eliciting their feedback and suggestions and of providing them with the information and support needed to enhance their effectiveness as field supervisors.

The objectives of the Counseling Programs align closely with those reflected by the University Mission Statement and Strategic Direction [See Appendix I 11]. Each of the three graduate counseling programs shares the university's commitment to "excellence in teaching," and each emphasizes the importance of maximizing "the educational opportunities and personal and professional growth for students from diverse backgrounds." By creating a "student-focused learning environment" in which our teaching is also informed by leading edge research, the counseling faculty strives to create a program worthy of national attention and consistent with EMU's "proud tradition of national leadership in the preparation of teachers." The counseling program goal of maintaining "interactive linkages with community agencies, institutions of higher education, and K-12 educational settings" matches well with the university's mission to "extend our commitment beyond the campus boundaries to the wider community" and addresses the needs of professionals in the field. Finally, as stated in the counseling program mission statement, a key purpose in preparing highly effective counselor practitioners is to "enhance the diversity, dignity, and development of the clients and communities they serve," a goal which corresponds directly with the university's mission to "positively affect the lives of students and the community."

C. Programs in Career Counseling, College Counseling, Community Counseling, Gerontological Counseling, School Counseling, and Student Affairs are comprised of a minimum of two full academic years, defined as four semesters or six quarters of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Programs in Mental Health Counseling and Marital, Couple and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

The College Counseling, Community Counseling, and School Counseling Programs are comprised of a minimum of two full academic years (four semesters) of approved graduate-level study with a minimum of 48 semester credit hours required of all students. These expectations are outlined below and are communicated to students and prospective students through the Graduate Catalog [See Appendix I 2] and the *Student Handbook* [See Appendix III].

Core Curricular Requirements for all Counseling Programs (33 credits)

Course Number	Course Title	Credits
COUN 502	Helping Relationships: Basic Concepts and Services	3
COUN 505	Counselor Development: Basic Skills	3
COUN 508	Theories of Counseling	3
COUN 510	Counselor Development: Counseling Process	3
COUN 520	Assessment in Counseling	3
COUN 530	Career Development and Information Services	3
COUN 540	Group Process I	3
COUN 571	Cross Cultural Counseling	3
COUN 622	Diagnosis and Treatment Planning in Counseling	3
COUN 686	Counseling Practicum I	4
EDPS 677	Research Techniques	2

College Counseling Specialization Course Requirements (15 credits)

Course Number	Course Title	Credits
COUN 550	Intro. to Student Affairs in Higher Education	3
COUN 551	Contemporary College Students	3
COUN 692	Seminar in College Counseling	3
COUN 785-789	Counseling Internship (College Setting)	4
	Electives	2

Community Counseling Specialization Course Requirements (15 credits)

Course Number	Course Title	Credits
COUN 631	Dynamics of Life Development	2
COUN 660	Community Resources in Counseling	2
COUN 694	Seminar: Counseling in the Community	2
COUN 785-789	Counseling Internship (Community Setting)	4
	Electives	5

School Counseling Specialization Course Requirements (15 credits)

Course Number	Course Title	Credits
COUN 612	The School Counselor	2
COUN 650	Organization and Administration of School Counseling Programs	2
COUN 696	Seminar in School Counseling	2
COUN 785-789	Counseling Internship (School Setting)	4
	Electives	5

D. Students actively identify with the counseling profession by participating in professional associations such as the American Counseling Association (ACA), its divisions, branches, and affiliate organizations, and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Many students are involved in professional associations at the state and national levels. Students and program graduates are members of the Michigan Counseling Association (MCA) and its divisions and the American Counseling Association and its divisions. A number of students have assumed leadership positions in MCA, including newsletter editor, assembly representatives, and members of committees. Current students and program graduates present programs regularly at the MCA conference, something that is encouraged by the counseling faculty. This spring we learned that a graduate was named Counselor of the Year by the Oakland Counselors' Association, a chapter of MCA. While we know that many other graduates have received similar awards and honors, currently we have no systematic way of tracking this information.

Recently the faculty conducted a survey asking students' about their professional involvement. We received responses from 31 students, only a sample of the present study body. However, the results do give a picture of which organizations students tend to join and which conferences they attend. [See Appendix I 12] Faculty encourage involvement in professional development activities, such as attending conferences, seminars, and workshops; one incentive has been to offer extra credit in courses such as COUN 502. In addition, students have been offered credit for attending the Michigan Counseling Association Conference by enrolling in COUN 590 (Special Topics). Professional involvement is one area that students document in their exit portfolios.

E. Over the course of one academic term, students meet for a minimum of 10 clock hours in a small-group activity approved by the program. This planned group requirement is intended to provide direct experiences as a participant in a small group.

Students in all three programs are required to take three semester hours of group counseling coursework (COUN 540). In addition they are required to spend a minimum of ten hours co-facilitating a group as part of their practicum experience. Group Process I (COUN 540), focuses on understanding group process, including group member behavior, group counseling theory, and basic group facilitation skills. Students are required to be members of in-class groups that meet weekly during a 15-week semester. [See Appendix II for the course syllabus]

F. Consistent with established institutional due process policy and ACA *Ethical Standards*, when evaluations indicate a student's inappropriateness for the program, faculty assist in facilitating the student's transition out of the program and, if possible, into a more appropriate area of study.

The Counseling Program Student Dismissal Policy was approved by the University in 2001 and outlines procedures for addressing both non-academic and academic behavior issues that may arise. The process is published in the *Student Handbook* [See Appendix III]. Before a student is asked to withdraw from the program, every attempt is made to help the student resolve his/her difficulties. The student's program advisor serves as a support person throughout the process. In cases where withdrawal is determined to be the most appropriate option, the advisor continues in this role assisting the student with his/her transition.

G. Flexibility is provided within the program's curriculum to accommodate individual differences in student knowledge and competencies.

Individual differences in student knowledge and competencies are accommodated within the curriculum in a number of ways. Graduate School policies allow for transferring in credits from other universities; for updating coursework that is more than six, but less than fifteen, years old; and for using up to six credits from a previously completed advanced degree on the current program.

Within the program, advisors work with students to develop program plans that are relevant to the student's career goals and needs. Although the programs allow for minimal hours of elective coursework, advisors may waive coursework in which the student has prior coursework or work experience and substitute courses that are more relevant for that student. Independent studies are another option for students who have interests in areas in which no courses are available.

H. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:

- 1. objectives;**
- 2. content areas;**
- 3. required text(s) and/or reading(s);**
- 4. methods of instruction, including a clear description of how content is delivered (e.g., lecture, seminar, supervised practical application, distance learning); an**
- 5. student performance evaluation criteria and procedures.**

University policy requires that a course syllabus be distributed at the beginning of each curricular experience. A master syllabus for every course offered in the counseling program is on file in the department. Each syllabus contains a course description/ statement of purpose, prerequisites, goals and/or objectives, methods of instruction, required textbooks/readings, content areas, student evaluation procedures, and recommended readings. Enrolled and prospective students may review these syllabi by contacting a Department secretary. [See Appendix II for course syllabi]

I. Evidence exists of the use and application of research data among program faculty and students

Faculty members bring current research findings into most courses and have consistently incorporated their own scholarly work in their teaching. One requirement for tenure in the department (under the category of scholarly activity) is that the faculty member disseminates his/her scholarly work in the classroom. This expectation is communicated to faculty in the Department Evaluation Document. [See Appendix I 13]

In many courses, students are required either to write literature review papers or to critique specific journal articles. (COUN 502, 510, 520....) In several courses they are required to develop their own research proposals (COUN 692, 660, 696). All students are required to take EDPS 677 Research Techniques. In this course, they learn to understand and critically evaluate published research. [See Appendix II for course syllabi] In addition, students are encouraged to present research projects at the annual Graduate Student Research Fair. In the past two years, four counseling students have presented projects. See the Graduate Studies and Research website, [www.gradord.emich.edu], for project abstracts from past research fairs.

J. Each program for which accreditation is sought must show a history of graduates.

This is the third CACREP-accreditation cycle for the Community Counseling Program and the second cycle for the School Counseling Program. The first group of community counseling graduates completed that program in 1991, and the first group of school counseling graduates completed that program in 1998. The College Counseling Program was first accredited in June 2001. Students have been enrolled in various stages of that program's development since 1995, with the first group of graduates completing in August 1997. The first students to graduate from the CACREP-accredited College Counseling program did so in June 2001. [See Appendix I 14 for graduates since 2000]

K. Curricular experiences and demonstrated knowledge in each of the eight common-core areas are required of all students in the program. The eight common-core areas follow.

Identified below are the required courses that address each of eight common-core knowledge areas. Core courses refers to courses that are required for students in all three programs. Specialty courses are required for all students in that specific program. The small letters in parentheses () following each course identify the specific areas of knowledge that the course addresses. [All course syllabi can be found in Appendix II]

- 1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:**
- a. history and philosophy of the counseling profession including significant factors and events;**
 - b. professional roles, functions, and relationships with other human service providers;**
 - c. technological competence and computer literacy;**
 - d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;**
 - e. professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;**
 - f. public and private policy processes including the role of the professional counselor in advocating on behalf of the profession;**
 - g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and**
 - h. ethical standards of the ACA and related entities, and applications of ethical and legal considerations in professional counseling.**
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Core Courses: COUN 502 Helping Relationships: Concepts & Serv. (**a, b, c, d, e, f, h**)
COUN 505 Counselor Development: Basic Skills (**d, h**)
COUN 510 Counselor Development: Counseling Process (**h**)
COUN 520 Assessment in Counseling (**h**)
COUN 530 Career Development & Information Services (**c, g, h**)
COUN 540 Group Process I (**h**)
COUN 571 Cross Cultural Counseling (**g, h**)

College: COUN 550 Intro. to Student Affairs in Higher Education (**b, c, d, h**)
COUN 692 Seminar in College Counseling (**b, c, e, g, h**)

Community: COUN 660 Community Resources in Counseling (**b, g**)
COUN 694 Seminar: Counseling in the Community (**c, d, e, f, h**)

School: COUN 612 The School Counselor (**b**)
COUN 650 Organization Admin of School Counseling Services (**g**)
COUN 696 Seminar in School Counseling (**e, f, h**)

- 2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following**
- a. multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally;**
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;**
 - c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;**
 - d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;**
 - e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and**
 - f. ethical and legal considerations**
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Core Courses: COUN 502 Helping Relationships: Concepts & Services (**a, b, e, f**)
 COUN 510 Counselor Development: Counseling Process (**b, e, f**)
 COUN 520 Assessment in Counseling (**b**)
 COUN 571 Cross Cultural Counseling (**a, b, c, d, e, f**)
 COUN 686 Counseling Practicum (**c**)

College: COUN 551 Contemporary College Students (**a, b**)
 COUN 692 Seminar in College Counseling (**f**)

Community: COUN 694 Seminar: Counseling in the Community (**f**)
 COUN 660 Community Resources in Counseling (**d**)

School: COUN 650 Organization Admin of School Counseling Services (**f**)
 COUN 696 Seminar in School Counseling (**f**)

- 3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following**
- a. theories of individual and family development and transitions across the life span;**
 - b. theories of learning and personality development;**
 - c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;**
 - d. strategies for facilitating optimum development over the life span; and**
 - e. ethical and legal considerations.**
-

<u>Core Courses:</u>	COUN 502	Helping Relationships: Concepts & Services (a)
	COUN 508	Theories of Counseling (b)
	COUN 530	Career Development & Information Services (a, d)
	COUN 571	Cross Cultural Counseling (c)
	COUN 622	Diagnosis and Treatment Planning (c, e)
	COUN 686	Counseling Practicum I (d)
<u>College:</u>	COUN 550	Intro. to Student Affairs in Higher Ed. (a, b, e)
<u>Community:</u>	COUN 631	Dynamics of Life Development (a, c)
<u>School:</u>	COUN 612	The School Counselor (a, c)

- 4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:**
- a. career development theories and decision-making models**
 - b. career, avocational, educational, occupational and labor market information resources, visual and print media, and computer-based career information systems, and other electronic career information systems;**
 - c. career development program planning, organization, implementation, administration, and evaluation;**
 - d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;**
 - e. career and educational planning, placement, follow-up and evaluation;**
 - f. assessment instruments and techniques that are relevant to career planning and decision-making;**
 - g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world wide web sites;**
 - h. career counseling processes, techniques and resources, including those applicable to specific populations; and**
 - i. ethical and legal considerations.**
-

<u>Core Courses:</u>	COUN 502	Helping Relationships: Concepts & Services (a, g)
	COUN 520	Assessment in Counseling (f)
	COUN 530	Career Development and Information Services (a - i)
	COUN 571	Cross Cultural Counseling (d)
	COUN 686	Counseling Practicum I (b, f, g, h, i)
<u>Community:</u>	COUN 631	Dynamics of Life Development (d)
<u>School:</u>	COUN 612	The School Counselor (b, c, e, g)

- 5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following**
- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;**
 - b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;**
 - c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;**
 - d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;**
 - e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;**
 - f. integration of technological strategies and applications within counseling and consultation processes; and**
 - g. ethical and legal considerations.**

Core Courses: COUN 502 Helping Relationships: Concepts & Services (a, c, d, e)
COUN 505 Counselor Development: Basic Skills (a, b, f)
COUN 508 Theories of Counseling (c, d)
COUN 510 Counselor Development: Counseling Process (a, b, c, e, f)

- 6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:**
- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;**
 - b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;**
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;**
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;**
 - e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;**
 - f. professional preparation standards for group leaders; and**
 - g. ethical and legal considerations.**

Core Courses: COUN 502 Helping Relationships: Concepts & Services (**a, b, d**)
COUN 540 Group Process I (**a - g**)

School: COUN 612 The School Counselor (**e**)

- 7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:**
- a. historical perspectives concerning the nature and meaning of assessment;**
 - b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;**
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;**
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);**
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);**
 - f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;**
 - g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;**
 - h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and**
 - i. ethical and legal considerations.**
-

Core Courses: COUN 502 Helping Relationships: Concepts & Services (**a, b**)
COUN 520 Assessment in Counseling (**a- h**)
COUN 530 Career Development and Information Services (**b, f**)
COUN 571 Cross Cultural Counseling (**f**)
COUN 622 Diagnosis and Treatment Planning (**h, i**)
EDPS 677 Research Techniques (**b, c, d, e**)

- 8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:**
- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,**
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;**
 - c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;**
 - d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modification**
 - e. use of research to improve counseling effectiveness; and**
 - a. ethical and legal considerations.**
-

Core Courses: COUN 502 Helping Relationships: Concepts & Services (**a, e, f**)
COUN 510 Helping Relationships: Counseling Process (**e**)
EDPS 677 Research Techniques (**a – e**)

College: COUN 692 Seminar in College Counseling (**d, f**)

Community: COUN 660 Community Resources in Counseling (**d, f**)

School: COUN 612 The School Counselor (**d**)
COUN 650 Organization and Administration of School
Counseling Services (**d**)
COUN 696 Seminar in School Counseling (**b, d, f**)

SECTION III

CLINICAL INSTRUCTION

Clinical instruction includes supervised practicum and internships that have been completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

- A. Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have**
- 1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;**
 - 2. relevant professional experience and demonstrated competence in counseling; and**
 - 3. relevant training and supervision experience.**

At the present time, full-time tenure-track faculty provide all individual and group practicum supervision. During the past several years, two psychologists from the University's Counseling Services provided individual practicum supervision in order to maintain the 5-to-1 student-faculty ratio during the spring-summer semester [Vitae for Kathryn Lewis, Psy.D. and Marianne Davis, Ph.D. are in Appendix II]. Smita Nagpal, Ph.D. has been approved to supervise practicum as needed. [See Appendix II]

All on-campus internship supervision is provided by full-time, tenure-track faculty members.

- B. Students serving as individual or group practicum supervisors must**
- 1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;**
 - 2. have completed or are receiving preparation in counseling supervision; and**
 - 3. be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.**

Students never serve as practicum supervisors.

- C. A site supervisor must have**
- 1. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;**
 - 2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and**

All internship site supervisors have, at minimum, masters' degrees in counseling, social work, or psychology and the state certification or licensure appropriate to their degrees. Several hold doctoral degrees. Supervisors for school counseling interns are endorsed as school counselors in Michigan, and many also hold licenses as professional counselors (LPC). All supervisors have at least two years of relevant professional experience in the setting in which the student is placed. To insure that supervisors meet these qualifications, the supervisor must complete an information sheet before the site is approved [See Appendix I 15 for site supervisor information sheet]. Supervisors' vitae and completed information sheets are available in the Department files.

3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

Site supervisors receive a *Site Supervisor Manual* that explains all expectations for the internship. CACREP hourly requirements for counseling and supervision, expectations regarding evaluation, a copy of the "affiliation agreement" that is completed by the university's Office of Legal Affairs, weekly and semester summary log sheets, and all evaluation forms are included [See Appendix III].

- D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:**
- 1. settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);**
 - 2. settings for small-group work with assured privacy and sufficient space for appropriate equipment;**
 - 3. necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;**
 - 4. settings with observational and/or other interactive supervision capabilities; and**
 - 5. procedures that ensure that the client's confidentiality and legal rights are protected.**

The COE Clinical Suite houses the EMU Counseling Clinic (operated by the Department of Leadership and Counseling), the EMU Reading Clinic (operated by the Department of Teacher Education) and the EMU Speech and Hearing Clinic (operated by the Department of Special Education). [See Appendix I 11 for Clinic brochure] By all accounts, this facility is exceptionally equipped. The Counseling Clinic portion of the Clinical Suite features a faculty office for individual supervision and for the administrative activities of the Counseling Clinic Coordinator, five individual counseling rooms, 2 group counseling rooms, a play therapy room with an attached observation room, and a videoconference room. In addition, approximately one-third of the records/reception office is dedicated to storage for counseling clinic assessment materials and client files. Grant monies secured by a team of two counseling faculty members allowed for the furnishing of one group counseling room and for the furnishing and stocking of the play therapy room.

Each counseling room in the counseling clinic is wired for Ethernet access and is equipped with a camera and microphone. The videoconference room is equipped with nine VCR's for use in recording counseling sessions, nine video monitors and headsets, a long conference table and chairs, and a shelving/storage system. This technology is integral to our ability to provide students with high quality supervision and learning experiences during their skill building and practicum courses. The protection of client confidentiality is assured by restricted access to the videoconference room and the COE Clinical Suite's voluntary compliance with the HIPAA standards for privacy.

E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.

The College of Education provides ample technical support for computer equipment, both through the employment of a full-time Senior Network Systems Administrator dedicated to the College of

Education and through the university's Information and Communications Technology (ICT) division.

There is, however, only limited technical assistance for the use and maintenance of audio and videotaping equipment. Currently, one camera is not functioning and there is a need to have it repaired. Because the original vendor for this equipment has since gone out of business, repairs have proved quite challenging. The Counseling Clinic has been limited to volunteer efforts of those employed by the university's Information and Communications Technology (ICT) division. Repair of audio and video technology does not fall within these employees' job descriptions, but they have historically demonstrated a willingness to attempt repairs.

F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

The student's program advisor serves as the initial contact with the on-site supervisor. Orientation, assistance, and consultation is provided to on-site supervisors in a variety of ways. The *Site Supervisor Manual* conveys expectations for the internship experience, responsibilities of supervisors, and evaluation procedures and is given to on-site supervisors when a student is being considered for a placement. Faculty supervisors send a letter introducing themselves to site supervisors, initiating contact, and encouraging ongoing discussion of intern performance. [See Appendix I 16] When interns are approximately half way through their experiences, the faculty supervisor makes a formal site visit.

The Internship Committee develops and offers an annual site supervisor forum, where site supervisors can meet with faculty internship supervisors and discuss program preparation. A professional development opportunity is also offered at this time. [See Appendix I 17 for information on recent forums and I 5 for letter] At other times site supervisors are invited to on-campus programs; for example, the Counseling program recently co-sponsored (with the Department of Social Work and numerous agencies) a day-long conference focusing on LGBT inclusion in schools and agencies, and site supervisors were invited. [See Appendix I 4]

G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

- 1. 40 hours of direct service with clients, including experience in individual counseling and group work;**
- 2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;**
- 3. an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and**
- 4. evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.**

All students are required to take COUN 686: Counseling Practicum I. Students work with individuals and families in the Counseling Clinic in the College of Education Clinical Suite. All sessions are videotaped. All students facilitate groups; the majority do so outside of the Clinic in schools, agencies, or elsewhere on the EMU campus. Course requirements and expectations are

communicated to students in the course syllabus [See Appendix II] and in the *Practicum Manual* [See Appendix III]. These requirements include 40 hours of direct service with clients, 10 of which must be in group counseling, one hour of individual supervision per week, and 1.5 hours of group supervision per week.

Student performance is evaluated throughout the practicum experience. Supervisors regularly observe videotape recordings of students' counseling sessions and provide evaluative feedback to the student during weekly individual supervision sessions. Written feedback is provided in a variety of formats. During group supervision students deliver case presentations. The purpose of the case presentation is to give students opportunities to demonstrate counseling skills; understanding of counseling theory and the ability to apply theory in work with clients; use of resources; the ability to understand self in the counseling process; and the potential for continued professional development as a counselor. [See Appendix I 18 for sample evaluation and case presentation format]

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

- 1. 240 hours of direct service with clients appropriate to the program of study;**
- 2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor);**
- 3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member**

Students enrolled in COUN 786-789: The Counseling Internship are expected to complete 600 hours in counseling-related activities, 240 of which must be spent providing direct services to clients in college, community, or school settings. They are required to receive at least one hour per week of individual supervision, provided on-site by the site supervisor. Throughout the time that students are enrolled in the Counseling Internship, they are expected to attend a regularly scheduled group supervision session on campus run by a program faculty member. These groups meet every week for one and one-half hours or every other week for three hours. These expectations are communicated to students via the course syllabus [See Appendix II], the *Internship Handbook* [See Appendix III], and to site supervisors through the *Site Supervisor Manual* [See Appendix III].

4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings);

During the Counseling Internship students are expected to observe and participate in a number of professional activities other than direct service. These activities vary from program to program and are identified on the time logs that interns keep.

College Counseling interns may participate in staff development and programming activities, grant proposal and report writing, the operation of student affairs offices, and case presentations. Community counseling interns may participate in case presentations and consultation, learning seminars, psychoeducation workshops, community outreach activities, and opportunities to learn about the operation of an agency. School counseling interns must be involved in the activities

identified in the Michigan Comprehensive Guidance and Counseling Plan, which include the guidance curriculum, individual planning, responsive services, and systems support. The intern is expected to develop specific professional goals that he/she plans to attain during the internship experience. [See *the Internship Handbook* in Appendix III for logs that identify activities]

5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;

The extent to which interns are able to audio/videotape their interactions with clients varies depending on the college, agency, or school and the client population with whom they are working. The expectation that taping be done, if possible, is communicated to both students and on-site supervisors in the *Internship Handbook* and *Site Supervisor Manual*. [See Appendix III]

6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and

During the Counseling Internship, students are expected to gain experience in the use of a variety of professional resources. Examples of the kinds of resources with which students should become familiar (i.e., assessment instruments, computers, print and non print media, professional literature, research, etc.) are identified for students and site supervisors in the *Internship Handbook* and *Site Supervisor Manual*. [See Appendix III]

7. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor

The process for evaluation of the student's performance during the internship is described in the *Internship Handbook* and the *Site Supervisor Manual*. [See Appendix III] The first scheduled evaluation occurs midway through the student's internship when the faculty supervisor makes a site visit. The faculty supervisor meets with the on-site supervisor and the intern to discuss the intern's progress, the intern-site supervisor relationship, the intern's strengths and areas that need work, and the general performance of the intern.

At the end of the internship, after completion of 600 clock hours, the site supervisor completes a final assessment that describes the intern's activities during the internship, provides a comprehensive statement about the intern's performance, and documents the total number of hours of direct client contact, individual supervision, group supervision, and other activities. The site supervisor signs the form to indicate that the intern has satisfactorily completed the internship experience. [See the *Internship Handbook* and *Site Supervisor Manual* in Appendix III for copies of all evaluation forms]

I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

COUN 686 Counseling Practicum I was changed from a three-semester-hour to a four-semester-hour course during 1996-97. Since that time the faculty-student ratio for individual practicum supervision has been maintained at a ratio of 5-to-1.

Individual supervision is always provided by the on-site supervisors during the Counseling Internship.

J. Group supervision for practicum and internship should not exceed 10 students.

Supervision groups for Counseling Practicum I most often consist of five students and one faculty supervisor. During the spring/summer semester, when adjunct faculty have provided individual supervision, their supervisees were placed in supervision groups with regular faculty members. At these times, the group supervision ratio was 10-to-1.

As much as possible, students are placed in group internship supervision sections according to their program (school, community, college). To keep the ratio at 10-to-1 it is sometimes necessary to place school counseling (the largest program) interns with students from other programs.

K. Clinical experiences (practicum and internship) provide opportunities for students to counsel clients representative of the ethnic and demographic diversity of their community.

Ethnic, lifestyle, and demographic diversity is quite evident at Eastern Michigan University and in the surrounding communities of southeastern Michigan. Students participate in internships in a wide variety of local postsecondary settings, schools and community agencies in which they have opportunities to work with diverse client populations. The expectation that students have opportunities to work with diverse clients who represent the community is conveyed to site supervisors in the *Site Supervisor Manual* and to students in the *Internship Handbook*.

The Counseling Clinic in the College of Education Clinical Suite attracts clients who are students at the university as well as individuals from the surrounding community. During the past few years, program faculty have increased efforts to market the clinic off-campus as well as on-campus. The development of a brochure, letters sent to schools and agencies every fall, and the Clinical Suite website are examples of these efforts.

L. Students formally evaluate their supervisors and learning experiences at the end of their practicum and internship experiences.

At the conclusion of their practicum and internship experiences, students evaluate the faculty supervisor by filling out a standard university course evaluation form that includes items specific to this department. Faculty may add their own questions or may ask students to complete an additional evaluation form. Evaluation of internship site supervisors and learning experiences takes place less formally through the student's feedback to the faculty supervisor.

M. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

Since the 1995 Fall Semester, all students have been required to have professional liability insurance throughout their supervised counseling experiences. This expectation is communicated to students in the *Student Handbook* [Appendix III], in the *Practicum Manual*, [Appendix III], in the *Internship Handbook* [Appendix III], and with their letter of acceptance into practicum [Appendix I 19]; it is communicated to internship site supervisors in the *Site Supervisor Manual* [Appendix III].

From 1997-2004, students were required to purchase an individual policy for professional liability insurance through either the American Counseling Association or the American School Counselor Association. Beginning in the Fall of 2004, all students enrolled in practicum, internship or other field experiences will be covered by a group policy offered through the Healthcare Providers Service Organization (HPSO). This policy has the added benefit of covering all faculty supervisors for both the on-campus clinical practicum and the off-campus clinical internships.

Section IV

FACULTY AND STAFF

- A. The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:**
- 1. are sufficient in number for their academic and professional responsibilities;**
 - 2. number at least three (3) individuals whose academic appointments are to the unit in counselor education; (If one or more of the three (3) academic appointments is not teaching full-time in the academic unit then there must be at least three (3) full time equivalent (FTE) faculty teaching in the academic unit);**
 - 3. have earned doctoral degrees in counselor education, preferably from CACREP accredited programs, or doctoral degrees in a closely related field;**
 - 4. have relevant preparation and experience in the assigned area of teaching;**
 - 5. identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and**
 - 6. have the authority to determine program curricula within the structure of the institution's policy.**

There are seven full-time faculty positions assigned to the counseling programs within the Department of Leadership and Counseling. All seven faculty members are tenure-track and have full-time assignments to the counseling programs. Their assignments include teaching and, for some, release time for administrative duties. As their vitae [See Appendix II] reflect, all have doctoral degrees in counselor education or counseling psychology and professional counseling experience. As delineated in the chart below, each faculty member's professional expertise and interests reflect the program area in which he or she teaches specialized courses. (College: Broughton and Callaway; Community: Ametrano, Choudhuri, and Thayer; School: Hobson and Stickel). All are licensed professional counselors in Michigan, and several have other professional licenses and certifications including the NCC and ACS credentials. [See faculty vitae in Appendix II]

Vitae reflect the faculty's extensive involvement in professional activities at both the state and national levels. Faculty members have served in leadership roles in ACA and several of its divisions and in state professional organizations. All faculty attend professional meetings and are active in delivering papers, presentations, and workshops. Faculty are involved in scholarly activities including research, publication in professional journals, authoring/editing books, and serving on editorial boards for professional journals. A number of faculty serve as consultants to universities, school, community agencies, and business/industry.

2003-04 Counseling Faculty

Faculty Member	Areas of Expertise/Interest
Irene Mass Ametrano Ed.D. Professor	Crisis Intervention, Community Counseling, Legal, Ethical, and Professional Issues, Diagnosis and Treatment Planning, Professional Credentialing/Licensure
Elizabeth Broughton, Ed.D. Associate Professor	Student Affairs, Grant Writing, Leadership Development, Career Counseling, Stress Management, Alcohol/Substance Abuse
Yvonne Callaway, Ph.D. Professor	College Counseling, Group Counseling, Multicultural Counseling, Counselor Assessment, Campus Communities
Dibya Choudhuri, Ph.D. Assistant Professor	Multicultural Counseling, Supervision, Crisis Intervention, Counseling Practicum and Counseling Pedagogy
Suzanne Hobson, Ed.D. Associate Professor	School Counseling, Counseling with Children, Play Therapy, Private Practice, Assessment, and Diagnosis & Treatment Planning
Sue Stickel, Ph.D. Professor	School Counseling, Assessment
Louis Thayer, Ed.D. Professor	Group Counseling, Person-Centered Theory, Couple & Family Counseling, Taoist Philosophy

The Counseling faculty have the authority to determine program curricula within Eastern Michigan University's input structure. As outlined in the EMU-AAUP contract [See Appendix I 20] each Department has a faculty Instruction Committee that approves new courses and programs, as well as course and program revisions. These proposals are then sent through a university system for approval.

B. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions simultaneously.

- 1. A core faculty member is clearly designated as the academic unit leader for counselor education who**
 - a. is responsible for the coordination of the academic unit**
 - b. receives inquiries regarding the overall academic unit,**
 - c. is assigned at least 50% to the academic unit,**
 - d. makes recommendations regarding the development of and expenditures from the budget,**
 - e. has release time from faculty member responsibilities to administer the academic unit, and**
 - f. provides or delegates year-round leadership to the operation of the program.**

At Eastern Michigan University, a Department Head provides the administrative leadership for each academic department. Although Department Heads usually have faculty rank, they are members of the administration, not the faculty, while they serve in this leadership role. Dr. Jaclynn Tracy is the Leadership and Counseling Department Head. She provides leadership, support, and advocacy for both program areas. Because Leadership and Counseling are different academic disciplines, each has a faculty member who serves as the program coordinator. The program coordinators work closely with Dr. Tracy to insure that the needs of all programs and faculty in the department are addressed. [Dr. Tracy's vita is in Appendix II]

Irene Mass Ametrano, Ed.D. has served as the counseling program coordinator since Fall, 1999. She is assigned full-time to the counseling area, and is released from teaching one course in fall and one course in winter to perform the duties associated with program coordination. During the spring and summer, she remains available to Dr. Tracy for tasks that need attention.

As program coordinator, Dr. Ametrano serves as the primary contact person for all three Counseling Programs and works closely with the Department Head to coordinate the counseling programs. Responsibilities include overseeing program development and course scheduling; serving as the CACREP liaison and providing leadership and coordination for accreditation activities; preparing monthly program meeting agendas, chairing monthly meetings, and checking meeting minutes; responding to inquiries about the counseling programs; and insuring that the Department Head is aware of counseling program needs.

B2. One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has:

- a. a teaching assignment in the program,**
- b. identified responsibilities as coordinator, and**
- c. relevant preparation and experience.**

With seven full-time faculty members, we are a relatively small program and function largely as a committee-of-the-whole. Specific coordinating responsibilities for each program area are not identified and assigned to one person. When curricular decisions must be made about a specific program (college, school, or community), the faculty members who specialize in that area work together and bring their input to the committee-of-the-whole. For example, when Michigan changed its law that required school counselors to have teaching certificates, the school counseling faculty (Stickel and Hobson) worked on developing requirements for non-teacher-certified students and brought those recommendations to the full faculty for a vote. When questions arise regarding a specific program, the Counseling Program Coordinator (Ametrano), or a faculty member from the specialization area, would serve as the contact person.

B3. A core faculty member is identified as the clinical coordinator for the academic unit and/or program who

- a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is sought,**
- b. is the individual to whom inquiries regarding clinical experiences are referred, and**
- c. has clearly defined responsibilities as clinical coordinator.**

Clinical coordination is accomplished in two ways. Dr. Suzanne Hobson serves as the Counseling Clinic Coordinator and is released from teaching one course in the fall and one course in the winter for performing that function. As Clinic Coordinator she serves as the primary contact person for the Counseling Clinic; oversees the intake and scheduling process; manages the Counseling Clinic budget, materials, and supplies; represents the counseling Clinic as a member of the COE Clinical Suite Coordinating Committee; develops and administers clinic policies and procedures; and conducts orientations for new counselors-in-training.

Other clinical coordination responsibilities are assumed by two faculty committees – an internship committee and a practicum committee. The Practicum and Internship Committees are responsible for screening practicum/internship applications and bringing them to the faculty for approval; assigning students to practicum/internship sections; revising/updating the practicum and internship manuals; and identifying practicum or internship-related issues that the faculty or Clinic Coordinator need to address. Each committee is chaired by a faculty member to whom inquiries regarding the experiences are directed. Clinical supervision responsibilities for practicum and internship are rotated among the faculty.

B4. If the counselor education academic unit operates a clinical facility, there must be a facility director who

- a. is responsible for the overall operation of the facility,**
- b. has identified responsibilities, and**
- c. works closely with the clinical coordinator.**

The Director of the College of Education Clinical Suite, Mr. Steven Press, has overall administrative responsibility for the Counseling Clinic, the Speech and Hearing Clinic, and the Reading Clinic. The Director works closely with the Counseling Clinic Coordinator (Dr. Hobson) and with the Clinical Suite Coordinating Committee. Mr. Press' full-time responsibilities, stated within the classification specification for the position, include:

- select, evaluate and supervise the Speech & Hearing clinic supervisors, clerical staff and student workers
- coordinate and manage the marketing and public information programs for the COE Clinics in the local community and on campus
- identify and pursue activities in the local community that will benefit the clinic activity
- prepare and administer the annual budget for the clinics in consultation with COE Area Coordinators
- facilitate the delivery of accreditation information and assist with the maintenance of the accreditation standards
- manage the intake procedures, scheduling and room use for the COE clinics
- manage the database of clinical services provided by the COE clinics
- initiate requests to obtain and repair equipment for the COE, and review and approve requests to obtain office supplies and materials
- establish file management policies and procedures for the clinics
- perform related departmental duties, as required

C. The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who

- 1. hold graduate degrees, preferably from CACREP accredited programs;**
- 2. have relevant preparation and experience in the assigned area of teaching;**
- 3. identify with the counseling profession through memberships in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and**
- 4. understand the mission, goals, and curriculum of the program**

The great majority of adjunct faculty hold doctoral degrees in counselor education, counseling psychology, or a closely related field. The few who do not hold doctoral degrees have master's degrees from programs in counseling, social work, or psychology, and are selected to teach because they have expertise in specialized areas such as substance abuse counseling. Adjunct faculty are selected, in part, based on their professional experiences and ability to bring their "real-world" expertise into the classroom. [Vitae for adjunct faculty who teach courses regularly are in Appendix II]

D. During the three-year period preceding the date of application for program accreditation, core faculty should have engaged in activities of ACA and/or other professional activities including all of the following:

- 1. development/renewal (e.g., attended appropriate professional meetings, conventions, workshops, seminars);**
- 2. research and scholarly activity; and**
- 3. service (e.g., program presentations, workshops, consultations, speeches, direct service).**

Faculty vitae reflect extensive involvement in professional activities at both the state and national levels. Tenure and promotion decisions are based on teaching effectiveness, scholarly activity, and service; thus all faculty who are tenured (six out of seven) have demonstrated accomplishments in each of these areas. The seventh faculty member has not been on the faculty long enough to apply for tenure, but has received outstanding annual evaluations in each area. Faculty members have served in leadership roles in ACA and several of its divisions and in the Michigan Counseling Association (MCA) and its divisions. All faculty attend professional meetings and are active in delivering papers, presentations, and workshops. Faculty are involved in scholarly activities including research, publication in professional journals, authoring/editing books, and serving on editorial boards for professional journals. Faculty are invited to present workshops and serve as consultants to schools, colleges, agencies, and business/industry. In responding to the Department's recent program review document, the Vice-President for Graduate Studies and Research noted that "the counseling faculty are extremely productive, conscientious, and...have established well-balanced and credible records of scholarly work and dissemination of results over the past five years."

E. Adequate clerical assistance, technical equipment and support, software, and training are available to support faculty activities and the operations of the program and are commensurate with similar graduate programs.

Support staff are assigned to work for the Department of Leadership and Counseling as a whole (both the educational leadership and counseling programs). The current support staff for the Department of Leadership and Counseling consists of the following positions:

- a. Senior Department Secretary (full-time) – this individual's job responsibilities for the department include: managing the operating and personnel budget, payroll, course schedule entry, and supervision of student workers.
- b. Admissions Processor (full-time) – this individual has department job responsibility for the following: maintenance of student files and student databases, all admissions application processing information and contact with students regarding all admissions requests, acceptance and denials.
- c. Senior Student Secretary (part-time) – this individual is a senior work-study student who provides coordination and leadership for the work-study students employed by the department.
- d. Work-Study Students (part-time) – a cadre of six to eight part-time undergraduate students share the responsibility of providing customer service at the front desk for the department. They perform all duties assigned by the department secretaries.

Another level of support for faculty and staff comes from our College of Education computer network systems administrator. His responsibilities include providing expert technical assistance for

all aspects of computer-related functions in the college. Computer training is provided through EMU Library Services and the various ICT university-wide computer labs. These entities provide adequate support for the needs of counseling faculty, staff and students.

F. Program faculty members are assigned to provide classroom and clinical instructional services only in areas for which they have demonstrated knowledge and skills.

Since all program faculty have doctoral degrees in counselor education or counseling psychology, all are qualified to teach basic skills, process, and theory courses. Courses such as COUN 502 Helping Relationships: Basic Concepts and Services; COUN 505 Basic Skills; COUN 508 Theories of Counseling; COUN 510 Counseling Process; and COUN 540 Group Process I are taught by several faculty members on a rotating basis, as are COUN 686 Counseling Practicum and COUN 785-9 Counseling Internship.

More specialized required courses are taught by faculty who have expertise in the area as a result of training, work experience, and/or research/scholarly work. These courses and the faculty members who generally teach them are as follows:

Required Core Courses:

- COUN 520 Assessment in Counseling (Dr. Stickel, Dr. Hobson)
- COUN 530 Career Development and Information Services (Dr. Broughton)
- COUN 571 Cross Cultural Counseling (Dr. Callaway, Dr. Choudhuri)
- COUN 622 Diagnosis and Treatment Planning (Dr. Ametrano, Dr. Hobson)

Required College Counseling Courses:

- COUN 550 Intro. to Student Affairs in Higher Education (Dr. Broughton)
- COUN 551 Contemporary College Students (Dr. Broughton)
- COUN 692 Seminar in College Counseling (Dr. Callaway)

Required Community Counseling Courses

- COUN 631 Dynamics of Life Development (Dr. Thayer)
- COUN 660 Community Resources in Counseling (Dr. Ametrano, Dr. Callaway)
- COUN 694 Seminar: Counseling in the Community (Dr. Ametrano, Dr. Choudhuri)

Required School Counseling Courses

- COUN 612 The School Counselor (Dr. Hobson)
- COUN 650 Organization and Administration of School Counseling Services (Dr. Stickel)
- COUN 696 Seminar in School Counseling (Dr. Stickel, Dr. Hobson)

G. The counselor education academic unit has made systematic and long-term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society.

Eastern Michigan University, the Department of Leadership and Counseling, and the Counseling Programs are committed to recruiting and retaining faculty members representative of the diversity among people in society. New faculty are hired infrequently. Thus, changing the composition of a faculty that, in 1990 included five Caucasian men and one Caucasian woman, takes time. Currently, of the seven full-time faculty members in the Counseling Programs, there is diverse representation with regard to race, sexual orientation, and religious affiliation. Men are now underrepresented on the faculty, with six women and one man.

In order to attract persons of diverse perspectives and origin we recruit nationally through venues targeted at underrepresented populations. We routinely post all open faculty positions in the Chronicle of Higher Education, Black Issues in Higher Education, Hispanic Outlook and the Affirmation Action Registry.

In 1998, the Department of Leadership and Counseling faculty members collectively volunteered to engage in a university pilot study addressing diversity issues within departments. Working with consultant, Dr. Kevin Slater, the department identified the following five areas to foster a more open and diverse environment:

1. Hiring of minority personnel
2. Incorporation of issues of diversity in course syllabi
3. Development of curricula with attention to these issues
4. Awareness among faculty and staff
5. Institutional support for minority personnel

The first three areas have been the focus of our efforts, but financial support to continue the important work in the final two areas was not forthcoming. Efforts to increase cultural awareness among faculty and staff are ongoing and remain a priority under the present leadership in the department.

H. Adequate assistance, including technical support and professional development activities, is available for faculty members who are engaged in distance learning.

The university's Continuing Education Unit, as well as Information and Communications Technologies (ICT), provide extensive technical support and professional development opportunities for faculty across campus for the development of online and hybrid courses. Online instructors meet with a course development team to become acclimated to the online teaching and learning environment. Training takes place in one-on-one sessions customized to the needs of each instructor. Distance education instructors have opportunities to participate in monthly workshops and training sessions and have continuous course development and management support available to them. Monthly workshops focus on industry best practices and the emerging trends within distance education. Instructors convene on a specific topic and share their experiences with colleagues. During non-business hours, support is also available to faculty and students through a helpdesk.

Section V

ORGANIZATION AND ADMINISTRATION

A. Program descriptions and requirements are published and disseminated to all prospective students.

Program descriptions and requirements are available to prospective students through a variety of sources. This information is published in the Graduate Catalog, which is available in hard copy or online [See Appendix I 2]; in the *Student Handbook*, available online at the Department website [See Appendix I 21]; and in program information sheets that are mailed out with application materials. [See Appendix I V] A brochure provides a more general description of the counseling programs [See Appendix I 11]. In addition, prospective students may schedule appointments with counseling faculty members to discuss the programs and their own career goals.

B. A clear procedure for responding to inquiries of prospective students has been identified and carried out.

When a prospective student requests information, several steps are taken. The name and address is added to a request sheet [See Appendix I 22] which is maintained by the support staff. The prospective student is sent a packet of information that includes admission requirements and process and program information [See Appendix I 22]. If the applicant requests further information, he/she is referred to the Coordinator of Advising, who serves as the primary contact person for questions, calls and emails from individuals inquiring about the Counseling program and the admission process, or to the Program Coordinator. If neither is available, the applicant is referred to another program faculty member or to the Department Head.

C. Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all students:

1. a new student orientation is conducted

Prospective students and admitted students are oriented to the program in several ways. During the final stage (Phase 2) of the admission process, applicants come to campus for individual and group interviews. Applicants for each program (college, community, and school counseling) are given both general and program-specific information. They are also informed about expectations regarding time commitments, particularly during their supervised clinical experiences, and they are given opportunities to ask questions during the process.

In addition, twice a year a formal orientation is held for all new students enrolled in the program. The orientation covers program requirements and expectations. Program faculty are introduced; important issues addressed in the *Student Handbook* are highlighted; and relevant university and regional information is discussed. [See Appendix I 23 for orientation powerpoint slides]

2. a student handbook is disseminated that includes the institutions and/or programs:

The *Student Handbook* [See Appendix III] is disseminated to all students in several ways. . It is available as an online pdf document on the Department website at <http://www.emich.edu/coe/leadcons/index.html>, and students are directed to it during the orientation process. It is also required reading for students in the introductory course, COUN 502. The information listed below can be found in the *Student Handbook* in the chapters identified.

a. academic appeal policy,

There are appeal processes available to applicants who have been denied admission to the program (Chapter 4); for students who wish to appeal grades received in coursework (Chapter 5 in dismissal policy); and for students who have been dismissed from the program (Chapter 5).

b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program for other than academic (i.e., grade-point average) reasons,

The Dismissal Policy can be found in the *Student Handbook* in Chapter 5. The policy identifies academic and non-academic behaviors that may result in dismissal from the program as well as procedures for remediation.

c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,

The endorsement policy can be found in the *Student Handbook* in Chapter 10.

d. information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program:

Information about professional organizations is in the *Student Handbook* in Chapter 11.

e. mission statement and program objectives.

The Program's mission and goals and objectives are found in the *Student Handbook* in Chapter 3.

D. The program has procedures for disseminating current information to all students enrolled in the program, and associated personnel

All students are encouraged to subscribe to a listserv (COUN Listserv) through which students and faculty are informed about requirements, deadlines, events, and professional development activities. [See Appendix I 24 for flyer] Any program faculty member can post an announcement on the listserv. Students who wish to post announcements must go through the faculty member who administers the listserv. In addition, faculty distribute informational flyers in classes, and post information on Department bulletin boards. Associated personnel are provided information through mailings. Since all students have university e-mail accounts, faculty can use the university system to e-mail all students registered in any given class to disseminate course-specific information.

E. The recommended ratio of FTE students to FTE faculty is 10:1.

In both the school and community counseling programs, enrollments have increased since 1998, while enrollments in the college counseling program (formerly college student personnel) are at about the same level as they were in 1998. This is likely due to the many changes that have been implemented in this program area since 1998. Our goal has been to maintain seven full-time faculty members while admitting approximately 50 new students per year. As the following table indicates, the number of new students admitted each year has generally remained close to 50.

At the end of the 2002-03 academic year, we had a total of 210 students on programs in College, Community, and School counseling. The majority of those students are part-time, taking approximately two courses (5-6 credits) per term. Since full-time students take twice as many credits as part-time students (three or four courses per term, or 9-12 credits), we can estimate the full-time equivalent number of students to be half of 210, or 105. With seven faculty members, the full-time equivalent faculty-student ratio is about 1:15.

Admission and Enrollment AY 1998-2003

	1998-99	1999-00	2000-01	2001-02	2002-03
College Counseling					
New Admits	12	20	11	10	11
Total Enrolled	15	12	11	10	13
Community Counseling					
New Admits	15	12	18	14	7
Total Enrolled	59	64	60	68	72
School Counseling					
New Admits	22	20	38	27	25
Total Enrolled	95	110	108	115	125
Counseling Program Totals					
New Admits	49	52	67	51	43
Total Enrolled	169	186	179	193	210
FTE Faculty-Student Ratio					1:15

F. The teaching loads of program faculty are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for:

1. advising and supervising student research using formulae consistent with established graduate school policies within the institution;

The regular teaching load for full-time faculty teaching graduate courses is consistent throughout the University. The load is nine credits (three courses) per semester. Released time is not given for advising and supervision of student research, and all faculty members share in these responsibilities.

2. maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service; and

The University and the Department provide opportunities for faculty to receive released time for research, and those have been discussed in section I.F of this report. During the past several academic years, the typical load for full-time program faculty has been two courses per semester with released time for research and/or administrative responsibilities.

3. administrative responsibilities (if applicable).

Several faculty members receive released time for administrative responsibilities. Those with responsibilities for coordination of advising, overall counseling program coordination, and coordination of the Counseling Clinic have been released from one course in each of the fall and winter semesters.

G. Graduate assistantships for program students are commensurate with graduate assistantships in other clinical training programs in the institution.

The Eastern Michigan University Counseling Program receives an equitable number of graduate assistantships as compared to other degree programs. There are six clinical training programs in addition to the Counseling Program at Eastern. These programs are Nursing, Social Work, Occupational Therapy, Human Nutrition & Dietetics, Clinical Psychology, and Speech & Hearing. Four of these programs are housed in the College of Health & Human Services, one resides in the College of Arts & Sciences and two are in the College of Education. Of these seven programs, three have the same number of graduate assistantships. Social Work, Human Nutrition & Dietetics and the Counseling Program each have four graduate assistantships, the largest proportion of slots, supporting their program.

As shown in the table below, the Department has been able to offer 29 graduate assistantships from 1997 to 2003. Graduate assistants are typically counseling program students and primarily serve the counseling faculty. (Educational leadership doctoral students serve as doctoral fellows for the educational leadership faculty.) For the past several years, we received additional assistantships beyond the four already allocated to us – two for minority students and one for the Counseling Clinic.

Graduate Assistantships by Year

Academic Year	1997	1998	1999	2000	2001	2002	Total
Graduate Assistants	4	4	4	4	6**	7**	29

Source: Department Records

** Includes additional minority assistantships awarded to the department & college for special projects, etc. and a graduate assistant for the Counseling Clinic (in 2002-03).

H. A written policy has been developed to recruit students to represent a multicultural and diverse society and is implemented by program faculty.

Recruiting diverse students for the program has been a continuous goal of the program faculty. The Counseling Program has had a recruitment committee in place for the past 2- 3 years. As an extension of the department’s marketing plan, the counseling program recruitment plan was developed. The plan describes target populations, strategies, timelines, costs, and responsibilities for the counseling programs. In Fall, 2001 the graduate school solicited proposals for graduate marketing plans. The counseling recruitment committee prepared a proposal entitled, “Side by Side: Partners in Counseling Project”, [See materials in Appendix I 25]. The purpose of the program was to recruit diverse applicants by targeting multicultural service agencies and organizations in the greater Detroit area. The proposal focused on the recruitment of African American, Latina, Arab, Asian, and Native American students. Although the graduate school did not fund the proposal, a modified version of the plan was supported by the department and Continuing Education and was executed in summer, 2002. These efforts resulted in the establishment of a new cohort of students who entered the counseling program in Fall, 2003 at EMU-Detroit.

The decision to offer core coursework and some specialization courses at EMU’s Detroit Northwest Activities Center has been a way to attract more students of color from the Detroit area. Program faculty participation in the Continuing Education College of Education Information Sessions held at EMU-Detroit has allowed counseling program faculty to meet individually and in groups with interested participants.

Other strategies to increase diverse representation include waiving the GRE requirement for admission for applicants who have the requisite undergraduate or graduate grade point average. For those applicants who do not meet the academic admission criteria (undergraduate GPA of 2.75, or a graduate degree GPA of 3.3), but have five or more years of experience in helping services, a writing examination is available as an alternative admission procedure.

Reflecting the program's progress toward its goal of increasing racial diversity in the student body, the percentage of African-American students is now approximately 12%. Approximately 80.2% of students are female and 19.8% of students are male. Fifty-eight point four percent students fall within the range of 28-37 years of age, whereas only 14.9% of students are younger and 26.7% of students are older. Seventy-six point seven percent of students are Caucasian and 23.3% of students represent racial diversity. By and large, the vast majority of students in the Counseling Program area are residents of Michigan with only 8.8% reporting non-resident status.

I. The program admissions criteria, as well as selection and retention procedures, are distributed to prospective students. The criteria and procedures include consideration of:

1. input from regular, adjunct, and affiliate program faculty;

The admissions criteria and process are distributed to prospective students through the program information sheets [Appendix I 22], the Graduate Catalog [Appendix I 2], and the Department website [Appendix I 21]. Retention procedures are described briefly in the Graduate Catalog and in greater detail in the *Student Handbook*, Chapter 5. [See Appendix III]

All regular program faculty are involved in developing the admissions criteria and selection and retention procedures. All are involved in selecting students for the program. In Phase I of the process, faculty members from each program area conduct a "paper screening" of applicants for that area and recommend applicants who should be invited for interviews. The paper screening includes a review of the applicant's Graduate School application, resume, letter of intent, and three letters of recommendation. All regular faculty are involved in Phase II of the process, during which time selected applicants are interviewed. Adjunct program faculty are not involved in the selection process.

2. each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts;

The applicant's potential success in forming effective interpersonal relationships in individual and small group contexts is considered by using input from a number of sources. The letter of recommendation, which is actually a rating form developed by the faculty, contains items that address "interpersonal skills," "understanding of others" and "ability to work in a team."

When applicants come to campus for interviews they participate in a group and an individual interview. They spend 20 - 30 minutes participating in an assigned group activity. Faculty observe the group and rate members on empathic understanding, positive regard for others, genuineness, and contribution. Each applicant is also interviewed individually by a regular faculty member. Although the structured interview does not address effectiveness in interpersonal relationships directly, the interviewer can make inferences about the applicant's effectiveness. Questions focus on the applicant's reasons for choosing this particular program, the applicant's view of his/her strengths and areas for growth, and the applicant's experiences with people different from self. [See Appendix I 26 for all admission rating forms]

3. each applicant's aptitude for graduate-level study including technological competence and computer literacy

Aptitude for graduate-level study is judged using either the undergraduate grade point average, the grade point average from a completed advanced degree, or scores on the Graduate Record Examination (GRE). Applicants must meet one of the following minimum criteria: a 2.75 undergraduate grade point average, a 3.0 grade point average in the second half of the undergraduate program, a 3.3 grade point average on another completed advanced degree, or an 850 total score on the verbal and quantitative tests of the GRE and a writing score of at least 3.5 on the GRE. Technological competence and computer literacy are not assessed; however faculty will begin to identify ways to do this in upcoming admission cycles.

For applicants who do not meet any of these criteria, but who do have an acquired knowledge of the field based on at least five years of counseling-related experience, aptitude for graduate-level study may be judged on the basis of a writing examination in addition to an expanded resume and letters of recommendation.

4. each applicant's career goals and objectives, and their relevance to the program;

Career goals and objectives and their relevance to the program are assessed in several ways. In the letter of intent, the applicant is asked to describe reasons for seeking admission to this particular program in light of his/her professional goals. In the structured individual interview, the applicant is asked to describe the reasons for seeking admission to this particular program. Work and volunteer experiences that reflect an interest in and commitment to a helping profession are reflected in the applicant's resume.

5. each applicant's openness to self-examination and personal and professional self-development,

Each applicant's openness to self-examination and personal and professional self-development can be assessed through the group activity and the individual interview. For some applicants, openness to self-examination comes through during the group interaction. They talk about themselves in ways that reflect their ongoing self-reflection. For other applicants, self-examination is clearly not something with which they are comfortable. In the structured individual interviews, all applicants are asked to discuss personal areas of strength, areas for further work, and how they take care of self .

J. Admission decision recommendations are made by an academic unit's selection committee.

Admission decisions are made by all regular program faculty. All program faculty participate in Phase I paper screening of applicants by program area. Following the paper screening, two interview days are scheduled during the fall semester and two during the winter semester. One interview day is scheduled during the spring and one during the summer semester. Several faculty members are present at each interview day. As a result of participation in group and individual interview sessions, every applicant is seen by two or three faculty members. Faculty members share ratings from group and individual interviews, discuss each applicant, and make admission decisions.

K. Effort is made to secure financial assistance for students in the program including all of the following:

- 1. monitoring to ensure that the program receives a proportionate share of institutional funds allocated for such purposes; and**
- 2. informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.**

The Department of Leadership and Counseling, particularly the Department Head, has worked with the Graduate School to ensure that our students receive a proportionate share of financial aid funds. In addition to graduate assistantships, which were discussed in response to item VG, numerous sources of aid are available.

The University Fellowship is a distinction of honor awarded to select graduate students on the basis of academic merit. Fellowship awards are valued between \$500 and \$4,000 per year. The Martin Luther King Jr. - Cesar Chaves - Rosa Parks (KCP) Future Faculty Fellowship program was created to increase the number of minority candidates pursuing teaching careers in postsecondary educational institutions within the state. A number of counseling students have been awarded King-Chavez- Parks fellowships over the years. The Barton Scholarship is a one-time competitive award for new graduate students who begin a graduate program in fall or winter semesters and pays up to full in-state tuition and fees or a maximum of \$4,000 (\$2,000 each semester). The Brenner Scholarship is a one-time award of \$500 to recognize outstanding academic and personal achievement by graduate students at EMU. Graduate Meritorious Award is a one-time award of \$500 to new graduate students who exhibit outstanding service to their profession or community, or scholarly achievement. The Graduate Deans' Award for Research Excellence is a \$250 cash award made in the fall and winter semesters to recognize excellence in ongoing or completed research projects. Faculty members frequently write letters of recommendation for already-enrolled students who apply for fellowships and scholarships.

Students are informed about financial aid in several ways. Flyers announcing graduate assistantships are distributed in classes, are posted on the listserv, and are given to prospective students when they come to campus for interviews. Information about other sources of aid is available to students online through the Graduate School and the Office of Financial Aid websites. [See Appendix I 3] Faculty advisors refer prospective students and newly admitted students to these sources for detailed information.

L. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve semester of eighteen quarter hours of graduate study. The planned program of study identifies the following:

- 1. program prerequisite curricular experiences;**
- 2. core curriculum requirements;**
- 3. specialized curricular experiences;**
- 4. supervised practicum and internship requirements; and**
- 5. appropriate elective curricular requirements.**

When students are accepted into the program, they receive letters informing them of their acceptance and identifying their faculty advisors. Students are encouraged to meet with their advisors as soon as possible in order to discuss the program, begin writing programs of study, and so on. In the *Student Handbook*, the student-advisor relationship is described as "ongoing," and students are urged to meet with their advisors periodically throughout their programs. Students are assigned to faculty advisors who are identified primarily with the program areas in which the students are enrolled.

The Graduate School requires that students develop a planned program of study prior to the completion of twelve semester hours of coursework. This is communicated to students in the *Student Handbook*, Chapter 6. [Appendix III] Students, however, are encouraged to meet with their assigned advisors and to write their programs as soon as possible after admission to the program.

The program of study is written on a program of study sheet and is signed by both the student and the advisor. The date by which the student must complete the program (six years from the time the first course is taken) is also noted. One copy of the program of study is sent to the Graduate School, one copy is placed in the student's file, and one copy is sent to the student. Students wishing to make changes in their elective or cognate courses must meet with their advisors to discuss the desired changes. [Sample programs of study are in Appendix I 27]

Section VI

EVALUATIONS IN THE PROGRAM

A. Program mission, objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

Rapid changes in the counseling profession, both in Michigan and nationally, have served as the impetus for faculty to work continuously to update program goals and objectives to reflect those changes. Toward this end, counseling faculty members evaluate the curriculum on a regular basis by comparing it with recommendations from state and national organizations.

CACREP Standards serve as the primary structure within which we assess the rigor, breadth and currency of the core curriculum as well as the three specialization areas. The Counseling Program faculty rely on these national standards to provide criteria for our own program assessment and to serve as guides for curricular decisions and changes. State of Michigan requirements for counselor licensure (LLPC/LPC) and school counselor endorsement/licensure, as well as national standards for counselor certification through the National Board for Certified Counselors (NCC) serve as guidelines in our assessment of program currency. An important program goal is to insure that graduates are eligible for the appropriate state and national licenses and certification.

In addition, the faculty seeks information from clinical supervisors in cooperating agencies about the needs of the clients and the training needs of the counselors who serve those clients. Similarly, the faculty also seeks and utilizes feedback from program graduates and their employers by conducting follow-up studies to determine the extent to which program objectives are being met. This feedback is also used for ongoing curriculum development and updating of program goals.

All regular faculty members who teach in the counseling programs meet on a monthly basis to review progress toward these goals and to identify any necessary actions or programmatic changes. In addition, the faculty generally schedules a full-day retreat annually to more intensively focus on broad program goals and curricular planning. Finally, the faculty members facilitate an annual full-day meeting with internship supervisors and practitioners in the field for the dual purposes of eliciting their feedback and suggestions and of providing them with the information and support needed to enhance their effectiveness as field supervisor.

B. The program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development.

Each student's progress is systematically assessed at several points during the program. These assessments take into account the student's academic performance as reflected in course grades and overall GPA; the student's professional development as reflected in the acquisition of counseling skills and performance in supervised experiences; and the student's personal development as reflected in qualities such as respect for individual differences, openness to personal growth, and interpersonal or intrapersonal problems that may interfere with the ability to help others.

The Departmental Student Dismissal Policy clearly outlines the academic and non-academic behaviors that may result in disciplinary action and/or dismissal from the program, as well as procedures for remediation when problems arise. Any time a faculty member has concerns about a

student's behavior or academic performance, he/she may request an informal or a formal review. These procedures are outlined in the Student Dismissal Policy, which is available in the *Student Handbook*, Chapter 5. [See Appendix III]

Regular points for evaluation of all students include the following:

COUN 505 and COUN 510: Basic Skills and Process Assessments

Upon completion of each of these core courses, the instructor evaluates each student on counseling skill and process variables, and the evaluation is placed in the student's file. These are available to faculty when students apply for admission to practicum. Additionally, according to the Student Dismissal Policy [see *Student Handbook* in Appendix III], a student who receives a grade lower than a "B" in COUN 505 or COUN 510 is placed on departmental scholastic probation. The student then meets with the instructor and the program advisor to develop a plan for improvement. If the student receives a second deficient grade (below B) in either of these courses, the student is dismissed from the program.

Admission into Counseling Practicum I

Student progress and readiness to see clients is reviewed by the faculty prior to approval and placement in Counseling Practicum I.

Practicum Supervisor Evaluations

Through the use of videotaping and clinical writing assignments, faculty supervisors evaluate the student's knowledge and skills in their work with clients. This evaluation process allows the supervisor to address deficits in students' skills and/or knowledge base, thereby serving a gatekeeper function and ensuring that the program graduates only those students who have mastered the theory and practice of counseling.

Internship Supervisor Evaluations

Throughout the course of a student's internship, the on-site supervisor evaluates the student's knowledge and skills in working with clients. Faculty supervisors visit the student and on-site supervisor once during the internship to conduct a mid-point evaluation. On-site supervisors submit a final evaluation at the end of the internship. This evaluation process allows the supervisor to address deficits in students' skills and/or knowledge base, thereby serving a gatekeeper function and ensuring that the program graduates only those students who have mastered the theory and practice of counseling.

Student Portfolios

Students are required to complete portfolios that document their process of development as professional counselors from program admission to graduation. Through the portfolios, students engage in reflective self-assessment in the areas of counseling skills, professional attitudes and orientation, and the counseling knowledge base. The portfolio gives students an opportunity to present a collection of "artifacts" to demonstrate the knowledge, skills, and personal/professional growth they have achieved as a result of the Counseling Program. Students present their portfolios at an annual symposium that is attended by Counseling Program faculty and students as well as by EMU faculty, staff, and students from other departments. Students receive formal feedback on their portfolios from their faculty advisor and/or seminar instructor. It is the intention of the Counseling Program faculty to periodically review aggregate student performance on the portfolio in order to assess program effectiveness and to make appropriate curricular changes. The portfolio is described in the *Student Handbook*, Chapter 8. [Appendix III]

C. Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows:

- 1. an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;**
- 2. a review by program faculty of programs, curricular offerings, and characteristics of program applicants;**

All programs at Eastern Michigan University go through a formal program review process every four years. The most recent Counseling Program Review was completed in April 2004 and reflects the ongoing evaluation and program development in which faculty are involved at all times. [The Program Review document is available in the Department upon request]

Program faculty meet monthly as a committee-of-the-whole to conduct business, to review programs, and to identify any necessary actions or programmatic changes. In addition, the following faculty committees meet monthly and bring input to the full faculty:

- Practicum and internship: oversee placements; update manuals; suggest needed changes
- Admissions: review, evaluate, and revise the admission process
- Recruitment: develop plans for recruiting diverse students and for increasing students in smaller programs (college and community)

A full-day faculty retreat is scheduled as needed to more intensively focus on broad program goals and curricular planning.

In order to attain the program goals identified in Section II of this self-study, the Counseling faculty focuses on the delivery of quality programming necessary to train highly skilled counselors who will be competitive in the job market and effective in their roles (goals 1, 2, 3 and 4), the continual monitoring of changes in the profession and marketplace (goals 4, 5, and 6), ways in which the counseling program area can be more responsive to the demands of the marketplace (goals 7 and 8), and the creation of an environment conducive to recruiting, supporting and retaining a diverse faculty and student body (goal 9). More specifically, the ways in which goals have been met, including the extent to which goals are addressed in the curriculum, is discussed below.

Goal 1: Deliver high quality counselor training at the EMU campus site through three master's degree programs: (i) College Counseling (ii) Community Counseling, and (iii) K-12 School Counseling

This goal is achieved through the program offerings in the Counseling Program Area and through attention to the remaining goals specified below.

Goal 2: Ensure the high quality of each program by maintaining CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation for all three counseling programs

Maintaining CACREP accreditation for all three counseling programs is something that the faculty works on continuously. Faculty monitor changes in the standards and make curricular changes as appropriate. For example, based on changes in the CACREP Standards, the faculty recently added COUN 622: Diagnosis and Treatment Planning as a requirement for the College Counseling Program and the School Counseling Program. It had been required only in the Community Counseling Program.

Goal 3: Build the counseling curriculum around professional ethical standards, professional standards of practice, and contemporary theories and principles of counseling while ensuring that program requirements remain consistent with requirements for the State of Michigan Licensed Professional Counselor credential, K-12 School Counselor Endorsement credential and the National Certified Counselor credential.

All curriculum goals for the Counseling Program Area are clearly related to one or more courses in the curriculum. The ways in which each goal is achieved through specific coursework is the focus of the following discussion. [Course syllabi are in Appendix II]

Goal 3.A. To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession

The history and philosophy that underlies the counseling profession are presented to students in their first required core course, COUN 502. In courses taken later in the program, current and future trends are examined in much more depth. For example, the culminating seminars in each program area (COUN 692, 694, 696), as well as one school counselor specialization course (COUN 612), offer students the opportunity to examine those trends and the potential implications for their own careers as professional counselors.

Goal 3.B. To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society.

Although COUN 571 is a required core course designed to focus exclusively on cross-cultural issues in counseling, the notion that all aspects of counseling must be culturally sensitive necessitates a broader approach than requiring one course. The faculty members in the Counseling Program are therefore dedicated to infusing multicultural perspectives throughout all coursework in the curriculum. For example, case studies in COUN 622 often address cultural diversity and the skills necessary to diagnose in a culturally sensitive manner; test critiques in COUN 520 frequently address the diversity of a test's norming sample; discussions in COUN 505 include attention to cultural variations with regard to non-verbal behavior; and vignettes used in COUN 612 commonly include attention to the school counselor's role in advocating for diverse youth. Additionally, electives such as LGBT Issues in Counseling are occasionally offered as special topics courses.

Goal 3.C. To train counselors who have a foundation for understanding human behavior and development

Although many students, particularly those with teaching degrees, come into the program with a foundation in human development, the nature of counseling requires that they revisit this area in the context of counseling. Basic theories of human development are introduced in the first core course (COUN 502). Theories of human behavior and change are also introduced in COUN 502 and are then examined in increasing depth in COUN 508 and COUN 510. In COUN 510 students have their first opportunity, through in-class dyads, to apply knowledge about helping clients change problematic behaviors. In COUN 622, they are introduced to the diagnosis and treatment of mental disorders, thus adding a new dimension to their understanding of human behavior. In specialization courses such as COUN 612 and COUN 631 students acquire knowledge about human development in specialized populations with whom they will work. Students apply their knowledge about human

development, human behavior, and change in their work with clients in Counseling Practicum (COUN 686) and Internship (COUN 785-9).

Goal 3.D. To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions

Effectiveness in career counseling requires knowledge about theories of vocational choice, career exploration and decision making, and sources of educational and career information, including the use of technology. Students are given an overview of career counseling in the first core course, COUN 502. Another core course, COUN 530, provides more extensive study of all aspects of career counseling. COUN 520 includes a unit on career-related assessments in counseling. COUN 631 is a required course for community counseling students, some of whom are interested in working with adults around issues of career choice and change. In COUN 612, school counseling students learn about the Michigan Comprehensive Guidance and Counseling Program. One content area within this program includes a model of career education that is used in schools throughout the state. In COUN 686, students have opportunities to apply their knowledge about career counseling in their work with clients during this practicum experience. While providing counseling services in the EMU Counseling Clinic as part of their COUN 686 experience, students often have the opportunity to work with clients who are also college students and who seek counseling to address concerns related to the selection of a major and career direction. During their internships (COUN 785-9), students work in schools, colleges, and community agencies with clients who have career concerns specific to those settings.

Goal 3. E. To train counselors who are knowledgeable and skilled in the helping/counseling process

It would be safe to say that the majority of the courses in the curriculum implement the goal of training counselors who are skillful helpers. Discussion here will focus on the courses that specifically address counseling skills and process. Beginning with COUN 505, students learn about the basic counseling skills that they will use in their relationships with clients and they practice those skills in class. To complete this course successfully, students must demonstrate a level of mastery that is documented by the course instructor on a skill assessment rating form. COUN 505 is a prerequisite for COUN 510, a course in which students apply those basic skills, along with knowledge they acquire about theory (COUN 508), in an ongoing counseling process that has identifiable stages and expected outcomes. Again, students must demonstrate a level of mastery that is documented by the course instructor. Group counseling knowledge and skills are introduced in COUN 540. Students have opportunities to apply their developing knowledge and skills about helping in a group experience.

After completing all core coursework, students may seek faculty approval to begin a sequence of supervised clinical experiences (COUN 686 and COUN 785-9). Approval is based, in large part, on students' performance in the skills and process courses (COUN 505, 510 and 540). In these clinical experiences, students synthesize the knowledge and skills acquired in previous coursework and apply those in their work with clients. At each point in this sequence, a student must demonstrate mastery of identified skills in order to receive approval to continue in the training sequence.

Goal 3.F. To train counselors who are knowledgeable and skilled in providing group counseling

Although students are introduced to group counseling in COUN 502, COUN 540 is the course in which they acquire knowledge about group theory, process, and skills. Basic skills learned in COUN 505, a prerequisite for COUN 540, are applied to group interactions. Additional knowledge about planning groups, group development, and group facilitation is acquired here. COUN 612 also focuses on the use of counseling groups in a school setting. Students apply their group knowledge and skills in practicum (COUN 686), where they are required to facilitate a group and on internship (COUN 785-9).

Goal 3.G. To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals

Assessment of individuals, including the administration and interpretation of standardized instruments, is addressed in COUN 520. In this course, students acquire knowledge about gathering information about clients by using clinical interviews, observations, standardized tests, non-standardized instruments, etc. They acquire skills in synthesizing information from these various sources and presenting that information to clients, families, teachers, etc. In COUN 622, students acquire knowledge about diagnosis and treatment planning and how to use the DSM-IV. Assessment processes specific to school counseling are covered in COUN 612 and COUN 650. Students apply assessment knowledge and skills in their work with clients in the counseling practicum (COUN 686) and internship (COUN 785-9). In COUN 686, students see clients in the EMU Counseling Clinic and this clinic has an array of instruments that can be used to assess career interests and personality characteristics.

Goal 3.H. To prepare counselors who are knowledgeable about research and program evaluation

All students are required to take a basic research methods course, EDPS 677. In that course, they have opportunities to review and evaluate research in a field of their choice. Specialty courses prepare students to plan and evaluate programs in schools (COUN 650, COUN 696), colleges (COUN 692), or community agencies (COUN 660). In some internships (COUN 785-9), students have opportunities to apply this knowledge by planning, implementing, and evaluating programs in their internship setting.

Goal 3.I. To prepare counselors who meet additional curricular goals for their specialized program

Each of the three programs builds on the core curriculum foundation to prepare counselors who are skilled in working with the specific and varied needs of clients in identified work settings. In order to ensure that upon completing the program, students in each program will be able to demonstrate the ability to function in their chosen setting (community, school, university) and with setting-specific client needs, students must also complete coursework specific to their specialized program.

Specifically, students in the College Counseling Program are required to take COUN 550, COUN 551, COUN 692 and 5 credits of electives relevant to the practice of college counseling.

They are also required to complete a 600 clock-hour internship in a college setting. Similarly, students in the Community Counseling Program are required to take COUN 631, COUN 660, COUN 694 and 5 credits of electives relevant to the practice of community counseling. They are also required to complete a 600 clock-hour internship in a community setting. Likewise, students in the School Counseling Program are required to take COUN 612, COUN 650, COUN 696 and 5 credits of electives relevant to the practice of school counseling. They are also required to complete a 600 clock-hour internship in a K-12 school setting. Students are also encouraged to seek non-classroom opportunities (workshops, involvement in organizations, etc.) that enhance their abilities to work effectively in settings of interest; and use opportunities for independent study and research in areas where coursework is not sufficient to meet individual needs.

Goal 4: Prepare students who are competitive in the job market, particularly in the state of Michigan

The curricular requirements for each Counseling Program are developed with regard to our goal of preparing students who are competitive in the job market, particularly in the state of Michigan. Being competitive in the job market requires being eligible for necessary credentials, having strong skills, understanding the demands of the job market, and having a strategy for marketing one's unique skills. With regard to credentials, the college counseling, community counseling, and school counseling programs each meets the program requirements for the State of Michigan Licensed Professional Counselor (LPC) credential and the National Certified Counselor (NCC) credential. The school counseling program also meets the Michigan Department of Education requirements for the K-12 School Counselor (NT) Endorsement and/or the School Counselor License (SCL) credential. With regard to skills, the Counseling Program strives to prepare students with the highest level of skills through a rigorous curriculum taught by a dedicated faculty. The capstone seminars for each program (COUN 692, 694 and 696) give substantial attention to issues related to the job market and to strategies for marketing one's unique skills in a highly competitive field. Finally, each faculty member in the Counseling Program Area serves as an academic advisor to students. The advising process includes significant attention to preparing students to be competitive in the job market upon completion of their academic program.

Goal 5: Maintain interactive linkages with community agencies, institutions of higher education, and K-12 educational settings

This goal is accomplished as individual faculty members oversee student internships. Each faculty member works with his/her advisees to identify an internship site appropriate to the student's program (college, community, or school). Faculty supervisors maintain contacts with the personnel in these settings and conduct on-site visits to evaluate student progress.

Another way in which these linkages are maintained is through faculty interaction with the adjunct instructors who teach courses in the program. As practitioners working in these settings, these instructors serve as important linkages between the program and their settings.

Goal 6: Create formal input vehicles that integrate practitioners' perspectives into the curricular design and decision-making process

The internship process is one way that faculty create formal input vehicles that bring practitioners' perspectives into curricular decisions and design. Feedback is sought from on-site supervisors

during faculty site visits. In addition, an annual site supervisor forum brings site supervisors to campus for a program. During this time, they are invited to provide formal feedback with regard to the strengths and weaknesses of our students and with regard to their suggestions for curricular changes in our training programs. This input is taken into account when making decisions regarding curricular modifications. The faculty is in the process of reforming an advisory committee of professionals from schools, community agencies, and colleges who can bring their perspectives as practitioners into the program.

Goal 7: Remain responsive to the demands of the marketplace

Responsiveness to the demands of the marketplace is reflected in ongoing program development activities. Ensuring that the program meets requirements for licensure, endorsement, and certification; maintaining program accreditation; implementation of new post-master's certificate programs; and offering coursework in alternate locations are examples of ways in which this goal is accomplished.

Goal 8: Increase availability of the counseling program by offering courses in alternative formats and locations while maintaining quality standards

In 2000, the Counseling Program Area established a Detroit cohort program in order to meet our goal of offering courses in alternative locations and to increase the diversity of the student body. This cohort program, housed at the Northwest Activities Center in Detroit, allows students to take the core courses at an off-campus location and is presently in its third cycle.

Another method in which this goal is implemented is through the offering of courses in alternative formats. Several faculty members have offered both required and elective courses in weekend and one-week formats to accommodate the scheduling needs of our students. Care is taken to assure that these courses are well suited to an alternative format so as to ensure that we maintain our quality standards.

Goal 9: Increase and maintain the diversity of the faculty and the student body so that they reflect the multiculturalism of society

The decision to offer core coursework and some specialization courses at the Northwest Activities Center was a way to attract more students of color from Detroit. Because faculty members are hired infrequently, it takes much longer to increase faculty diversity and this is an ongoing goal for the Counseling Program Area. Currently, of the seven full-time faculty members in the Counseling Program Area, we have representation of diversity with regard to race, sexual orientation and religious affiliation.

C. 3. at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;

C. 4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program; and

Every three years, a follow-up survey is sent to counseling program graduates and their employers/supervisors. The survey questions reflect core curriculum goals as well as specialized program goals and focus on the extent to which the program prepared graduates for their work as professional counselors, [See Appendix I 28 for the questionnaires] A follow-up study was conducted during the Winter 2001, and another was completed during Winter 2004. Results of the most recent study are reported here.

The follow-up survey was sent to 92 graduates and returned by 51 (55 %return rate). Forty-two graduates gave us permission to contact their supervisors for feedback. Surveys were sent to all 42 supervisors; however, only 20 were returned (48% return rate).The feedback from graduates and employers is extremely positive. Mean ratings on a scale from 1 to 5 (5 being the most positive) were obtained for all items on the questionnaire. For the graduates, all means except one are at 4 or above; the mean below 4 is 3.96. Among the employers, all means are 4 or above, with over half being higher than 4.5. [Graphs reflecting these results are in Appendix I 29]

In responding to open-ended questions, graduates consistently comment on the strength of the practicum and internship experiences. Other themes in their comments include the commitment, availability, and support of the faculty; the faculty's "real world" knowledge; the encouragement to get involved professionally; and the focus on skill development.

Formal follow-up studies have not been conducted with clinical site supervisors; however, their feedback is obtained in a variety of informal ways. As discussed in other parts of this self-study, site supervisors are invited to an annual forum during which time their feedback is sought. Faculty supervisors visit the student and on-site supervisor once during the internship to conduct a mid-point evaluation, and on-site supervisors submit a final evaluation at the end of the internship. In addition to allowing the supervisor to address strengths and deficits in students' skills and/or knowledge base, this evaluation process allows the faculty to monitor for patterns that might be indicative of curricular or programmatic strengths and weaknesses that need attention.

C. 5. at least once every three years, program faculty document use of findings from VI. C.1, 2, 3, and 4 above in program modifications.

Periodic retreats and monthly faculty meeting time provide an on-going opportunity to address general needs and challenges in the delivery and execution of the Counseling Programs. The extent to which faculty are involved in program development is reflected in the program modifications that have been implemented in the past several years.

Major initiatives

Student Affairs Restructuring and CACREP-accreditation for College Counseling

Historically, the College Student Personnel professionals were educated within the academic counseling departments on university campuses. Our College Student Personnel program underwent many changes during the 90's and was the only program that did not seek CACREP-

accreditation in 1996. Over time, however, the profession has shifted and become more closely aligned with the field of higher education administration. EMU has joined this national movement by moving the College Student Personnel specialization, now known professionally as Student Affairs, from the Counseling Program Area to the Educational Leadership Program Area. This transition began in 2001. At the same time, a college counseling program, with a clear focus on counseling in college settings, was kept in the counseling program area. The program was CACREP- accredited for the first time in 2001.

School Counseling Training Program Modifications

Largely because of severe shortages of school counselors in Michigan, the past five years have brought dramatic changes in the credentialing requirements for school counselors. On April 15, 1999, the Michigan Department of Education approved an experimental program that created a two-tiered credentialing system for school counselors. On July 10, 2000, the Michigan Legislature passed into law Public Act 288. This law removed the requirement that school counselors hold a valid Michigan teaching certificate.

In response, the EMU Counseling Faculty has made several major programmatic changes to ensure that our academic offerings are consistent with emerging issues in the school counseling profession and with changes in the market with regard to student and employer needs. First, the faculty has identified a subset of requirements within a student's complete program of study necessary for the Preliminary Employment Authorization. Students who receive this credential can be hired as school counselors while they are completing their internships. Second, the faculty has designed a program for candidates who do not possess a teaching certificate.

Detroit Cohort

In 2000, we established a Detroit cohort to meet the goals of offering courses in alternative locations and to increase the diversity of the student body. This cohort program, housed at the Northwest Activities Center in Detroit, allows students to take the core courses at an off-campus location that is much more accessible to students who live and work in Detroit. Detroit students come to campus to take specialty courses, practicum, and for internship group supervision. We begin a new cycle of course offerings every other year in Detroit; the program is presently in its third cycle.

General Curricular Modifications

Additionally, in the past three years we have made the following modifications in our curricular offerings without increasing the number of required courses for the program:

- In order to better prepare students for practicum, the basic core for all three counseling programs was expanded to include COUN 508 Theories of Counseling and COUN 622 Diagnosis and Treatment Planning
- Changed seven course titles to better reflect the course content and to emphasize consistency with licensure and accreditation standards. (example: COUN 622 was changed from Case Studies: Assessment and Intervention to Diagnosis and Treatment Planning)
- Modified the course description for eight courses to better reflect the course content and program goals.
- Adjusted credit hours to be congruent with course content for four courses
- Created one and two credit hour options in internship and practicum so that students have additional registration options to insure that they are registered whenever they are seeing clients.

- Made prerequisite changes for three courses
- Changed practicum prerequisite to require completion of all core courses
- Created two new elective course offerings
- Removed one course as a required cognate and made it an elective

D. An official report that documents outcomes of the comprehensive program evaluation shall be prepared and distributed on a systematic basis (at least once every three years) to students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors).

Eastern Michigan University has implemented a system of program review that requires every university program to undergo an extensive process of structured self-examination every four years. The process requires that programs review goals; examine the quality, efficiency, and productivity of each individual program; and set goals for the future.

The Department of Leadership and Counseling submitted our program review document in December 2003, and a roundtable discussion was held in April 2004. The program review roundtable is hosted by the Provost and the highest level academic affairs administrators. The purpose is to openly discuss the program review process and findings in a dialogue between the administrators, the Department Head, and the program faculty. Program review roundtables are public meetings that are open to all members of the University community.

The program review document is available in the Department and can be reviewed by interested students and personnel in cooperating agencies. At this time, however, we have not distributed the document.

E. Students have regular and systematic opportunities to formally evaluate faculty and the students' curricular experiences.

The University conducts course evaluations every semester; thus students do have regular and systematic opportunities to formally evaluate the faculty and the curricular experiences in which they participate. On the standard evaluation form the student is asked to rate the overall effectiveness of the instructor and the overall quality of the course. The Department has selected additional items that are consistent with our department evaluation document. Students are also asked to respond to open-ended questions regarding what they liked and disliked about the course. [See Appendix I 30]

F. Provide annual results of student course evaluations to faculty.

Every semester faculty receive the results of their course evaluations from the previous semester. They receive the completed scantron sheets along with aggregated data for each course.

G. Present written faculty evaluation procedures to program faculty at the beginning of each evaluation period and whenever changes are made in the procedures.

Since the Eastern Michigan University faculty is unionized (AAUP), faculty evaluation procedures are described in the AAUP contract and in the Department Evaluation Document. Faculty have representatives on the Bargaining Council and the Negotiating Team, and the faculty as a whole must ratify each new contract. Faculty are involved in writing and changing their own Department Evaluation Document. [See Appendix I 31 for relevant parts of the current faculty contract]

STANDARDS FOR COLLEGE COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program. [Course syllabi are in Appendix II]

A. FOUNDATIONS OF COLLEGE COUNSELING

1. history and philosophy of college counseling, student affairs, and higher education;

COUN 550 Introduction to Student Affairs in Higher Education

2. issues, problems, and trends in student development in higher education;

COUN 550 Introduction to Student Affairs in Higher Education
COUN 551 Contemporary College Students

3. the purpose and function of college counseling in higher education;

COUN 550 Introduction to Student Affairs in Higher Education
COUN 692 Seminar in College Counseling

4. legal and ethical issues and standards of practice specifically related to college counseling;

COUN 692 Seminar in College Counseling

5. models for designing, managing, and evaluating college counseling programs, including the use of technological applications;

COUN 550 Introduction to Student Affairs in Higher Education
COUN 692 Seminar in College Counseling

6. models and methodologies of program development and implementation that use professional standards and other resources; and

COUN 550 Introduction to Student Affairs in Higher Education
COUN 692 Seminar in College Counseling

7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in college counseling.

COUN 551 Contemporary College Students
COUN 571 Cross Cultural Counseling
COUN 692 Seminar in College Counseling

B. CONTEXTUAL DIMENSIONS OF COLLEGE COUNSELING

1. historical and contemporary theories of college counseling and student development;

COUN 550 Introduction to Student Affairs in Higher Education

2. characteristics of traditional and nontraditional college students;

COUN 551 Contemporary College Students

3. impact of different kinds of college environments;

COUN 550 Introduction to Student Affairs in Higher Education

COUN 551 Contemporary College Students

4. methods of needs assessment that are applicable to college student populations;

COUN 551 Contemporary College Students

COUN 692 Seminar in College Counseling

5. systematic assessment techniques that are applicable to higher education environments; and

COUN 551 Contemporary College Students

6. theories of adult development.

COUN 550 Introduction to Student Affairs in Higher Education

COUN 551 Contemporary College Students

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COLLEGE COUNSELORS

1. knowledge and skills related to personal, social, educational, and career planning and development for college students;

COUN 530 Career Development and Information Services

COUN 785-89 Counseling Internship

2. methods and procedures in group work applicable to college populations;

COUN 540 Group Process I

COUN 785-89 Counseling Internship

3. small-group counseling approaches appropriate for the developmental stage and needs of traditional and nontraditional college students;

COUN 540 Group Process I

COUN 785-89 Counseling Internship

4. knowledge of issues that might affect the development and functioning of college students (e.g., attention deficit hyperactivity disorder, sexual assault, various disabilities, eating disorders, substance abuse, stress) and the methods and procedures that are designed to prevent, cope with, and/or deter them and promote healthful living;

COUN 622 Diagnosis and Treatment Planning
COUN 692 Seminar in College Counseling

5. application of procedures to ensure academic success (e.g., study skills, tutoring, academic advising);

COUN 550 Introduction to Student Affairs in Higher Education
COUN 551 Contemporary College Students

6. methods and procedures to promote positive interpersonal relationships (e.g., interventions for gender identity issues, intimacy development);

COUN 551 Contemporary College Students
COUN 505 Helping Relationships: Basic Skills

7. theories, models, and practices of leadership, organizational management, program development, and conflict resolution.

COUN 550 Introduction to Student Affairs in Higher Education
COUN 551 Contemporary College Students

8. consultation skills for working with faculty, professional staff, and student families in areas related to student development and welfare;

COUN 692 Seminar in College Counseling
COUN 510 Helping Relationships: Counseling Process

9. principles and models of biopsychosocial assessment, case conceptualization, and concepts of psychopathology that lead to diagnoses and appropriate counseling; and

COUN 622 Diagnosis and Treatment Planning

10. appropriate referral systems for diagnosing and treating of disorders.

COUN 622 Diagnosis and Treatment Planning

D. CLINICAL INSTRUCTION

For the College Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a counseling setting that serves college students, and is under the clinical supervision of a site supervisor, as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (College Counseling Programs).

COUN 785-789 Counseling Internship

Log sheets and supervisors' evaluations document activities for defining and measuring outcomes

Course syllabus is in Appendix II

Internship Handbook and Site Supervisor Manual are in Appendix III

STANDARDS FOR COMMUNITY COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program. [Course syllabi are in Appendix II]

A. FOUNDATIONS OF COMMUNITY COUNSELING

- 1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/ mental health movement;**

COUN 660 Community Resources

- 2. roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors;**

COUN 694 Seminar: Counseling in the Community

- 3. policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling;**

COUN 694 Seminar: Counseling in the Community

- 4. ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*); and**

COUN 694 Seminar: Counseling in the Community

- 5. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in community counseling.**

COUN 571 Cross Cultural Counseling
COUN 660 Community Resources

B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

- 1. the roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;**

COUN 660 Community Resources
COUN 694 Seminar: Counseling in the Community
COUN 502 Helping Relationships: Basic Concepts and Services

- 2. organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;**

COUN 660 Community Resources
COUN 694 Seminar: Counseling in the Community

3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and

COUN 660 Community Resources

4. general principles of community intervention, consultation, education, and outreach; and characteristics of human services programs and networks (public, private, and volunteer) in local communities.

COUN 660 Community Resources

COUN 510 Helping Relationships: Counseling Process

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR COMMUNITY COUNSELORS

1. typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

COUN 631 Dynamics of Life Development

COUN 660 Community Resources

COUN 571 Cross Cultural Counseling

2. models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;

COUN 660 Community Resources

3. effective strategies for promoting client understanding of and access to community resources;

COUN 660 Community Resources

4. principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

COUN 622 Diagnosis and Treatment Planning

COUN 631 Dynamics of Life Development

5. knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*;

COUN 622 Diagnosis and Treatment Planning

6. effective strategies for client advocacy in public policy and other matters of equity and accessibility; and

COUN 660 Community Resources
COUN 571 Cross Cultural Counseling

7. application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

COUN 508 Theories of Counseling
COUN 510 Helping Relationships: Counseling Process
COUN 686 Counseling Practicum

D. CLINICAL INSTRUCTION

For the Community Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a community setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C.1 - 2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (Community Counseling Programs).

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Log sheets and supervisors' evaluations document activities for defining and measuring outcomes.

Course syllabus is in Appendix II
Internship Handbook and Site Supervisor Manual are in Appendix III

STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program. [Course syllabi are in Appendix II]

A. FOUNDATIONS OF SCHOOL COUNSELING

1. history, philosophy, and current trends in school counseling and educational systems;

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COUN 650 Organization and Administration of School Counseling Services
COUN 696 Seminar in School Counseling

2. relationship of the school counseling program to the academic and student services program in the school;

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3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

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4. strategies of leadership designed to enhance the learning environment of schools;

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5. (6) knowledge of the school setting, environment, and pre-K—12 curriculum;

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6. (7) current issues, policies, laws, and legislation relevant to school counseling;

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7. (8) the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

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8. (9) knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;

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9. (10) knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

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10. (11) ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*).

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B. CONTEXTUAL DIMENSIONS OF COMMUNITY COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1. advocacy for all students and for effective school counseling programs;

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2. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

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3. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academic, career, and personal/social development;

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4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

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5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

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6. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

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7. knowledge of prevention and crisis intervention strategies.

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C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOLCOUNSELORS

1. Program Development, Implementation, and Evaluation

- a. use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;**

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- b. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home;**

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- c. implementation and evaluation of specific strategies that meet program goals and objectives;**

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- d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;**

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- e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;**

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- f. strategies for seeking and securing alternative funding for program expansion; and**

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- g. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.**

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2. Counseling and Guidance

- a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;**

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- b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;**

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- c. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;**

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- d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)**

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- e. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);**

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- f. constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;**

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- g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and**

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- h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.**

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3. Consultation

- a. strategies to promote, develop, and enhance effective teamwork within the school and larger community;**

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- b. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;**

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- c. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and**

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- d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.**

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D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

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Log sheets and supervisors' evaluations document activities for defining and measuring outcomes

Course syllabus is in Appendix II

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