

**EASTERN**  
MICHIGAN UNIVERSITY  
*Education First*

**Department of Leadership and Counseling**

**Clinical Mental Health Counseling Program**

**College Counseling Program**

**School Counseling Program**

**Council for the Accreditation of Counseling and Related Educational  
Programs (CACREP)**

**Self- Study**

**August 2020**

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### Section 3 Required Supplemental Documentation

**1. Please list each site and delivery method where the specialty area(s) is offered**

The only site where the Clinical Mental Health, School, and College Counseling programs are offered is at the main Eastern Michigan University campus in Ypsilanti. Courses are offered in a variety of formats. While the majority of classes are on campus, some are offered in a hybrid format, and a few are fully online. (Note that during the COVID 19 pandemic, all courses, including practicum and internship are being offered online, using both synchronous and asynchronous formats)

**2. Please provide a current program of study for each specialty area that includes all required courses and indicates the total number of hours required to obtain the degree. This information should also include the number of clinical hours required in practicum and internship courses.**

Attached are programs of study for the school counseling ([teacher-certified](#) and [non-teacher certified](#)), [College Counseling](#), and [Clinical Mental Health Counseling](#). School counseling students who are not certified teachers are required to take additional coursework.

**3. Please create tables or charts with the following information.**

**a) Table 1 – Faculty Who Currently Teach in the Program**

- 1. List all core faculty by name and include each person’s credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/ certifications and nature of involvement in the program(s) (e.g., academic unit leader)**
- 2. List all noncore faculty by name and include each person’s credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/ certifications and nature of involvement in the program(s) (e.g., clinical faculty, adjunct)**

See the following pages for tables reflecting core faculty and noncore (adjunct) faculty, current students, and graduate

**3a. Table 1: Core Faculty Who Currently Teach in the Program**

<b>Faculty Member</b>	<b>Credit Hours Taught (WI 19-WI 20)</b>	<b>Terminal Degree &amp; Major</b>	<b>Teaching Focus</b>	<b>Professional Memberships</b>	<b>Licenses / Certifications</b>	<b>Nature of Involvement in Program</b>
Ametrano, Irene M.	26	Ed.D, Counseling Psychology	Ethical, Legal and Professional Issues, Crisis Intervention, Advanced Treatment Planning, Counseling Process, Practicum and Internship Supervision	ACA, AMHCA, ACES, MMHCA, MACES,	LPC (MI), NCC, ACS	Program Coordinator and Coordinator of Advising; CACREP Liaison
Bounds, Patrice S.	31	Ph.D. Counselor Education and Supervision	Career Counseling, Research in Counseling, Assessment in Counseling; Diagnosis and Treatment Planning, Counseling with Children; Post-Secondary Planning	ACA, ACES, NCACES, Chi Sigma Iota	LPC (MI), LCPC (IL) NCC, ACS	School Counseling Program Coordinator, Coordinator of School Based Counseling Clinic, CSI Faculty Advisor
Choudhuri, Devika, D.	37	Ph.D, Counselor Education and Supervision	Multicultural Counseling, Group Counseling, Couple and Family Counseling, Trauma, Sexuality, Counseling Process, Counseling Practicum and Internship Supervision	ACA, ACES, AMHCA, AMCD, ALGBT, EMDR International Assoc.	LPC ( CT.MI) NCC, ACS, CCMHC, Certified EMDR (EMDRIA), Disaster Mental Health (Red Cross)	Clinical Mental Health Counseling Program Coordinator
Francis, Perry C.	9	Ed.D, Counselor Education	Ethical, Legal and Professional Issues, Group Counseling, Crisis Intervention, Counseling Process, Research in Counseling	ACA, ACCA, ACES	LPC (MI), NCC, ACS	Coordinator of Counselor Training Clinic, College Counseling Program Coordinator

**3a. Table 1: Noncore Faculty Who Taught in the Program (Jan. 2019 – April 2020)**

<b>NonCore Faculty Member</b>	<b>Credit Hours Taught (WI 19- WI 20)</b>	<b>Terminal Degree &amp; Major</b>	<b>Teaching Focus</b>	<b>Professional Memberships</b>	<b>Licenses / Certifications</b>	<b>Nature of Involvement in Program</b>
Baker, Rotesa	14	M.A. Community Counseling	Basic Skills, Life Development, Case Management	ACA, ACES, MMHCA, MCA, MACES, Chi Sigma Iota	LPC,NCC, ACS	Adjunct faculty
Brantley-Gilbert, Brooke	3	M.A. Clinical Mental Health Counseling	Basic Skills	ACA, AMHCA, Chi Sigma Iota	LPC	Adjunct faculty
Dougherty, Sean	3	M.A. School Counseling	School Counseling	ASCA, MACAC, ASCD, Oakland CA	LPC, NCC	
Hermon, David	3	Ph.D. Counselor Education	Theories of Counseling	ACA, ACES, ASGW, NCDA, SACES, Chi Sigma Iota	LPC	Adjunct faculty
Moskal, Mark	3	MA, Community Counseling	Substance Abuse Counseling		LPC, CAADC	Adjunct faculty
Parfitt, Diane	10	Ph.D, Counselor Education and Supervision	Basic skills, Practicum and Internship Supervision	ACA, ACES, MACES, MCA, and MSCA	ACS, LPC, LP, and PCC-S	Adjunct Faculty (Core faculty until 2018)
Quarto, Chris	3	Ph.D. Counseling Psychology	Assessment in Counseling	ACA, ACES, SACES, TCA, TACES	LPC, LP, ACS, BC-TMH	Adjunct faculty

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## Table 2: Current Students

Please indicate for each applicant program (e.g., School Counseling), the number of full-time, part-time, and full time equivalent (FTE) students at each campus site.

### Part-Time Students (Fall 2019-Winter 2020)

Part-time is fewer than 8 credit hours

	WI 20	FA 19
College	4	4
CMHC	40	30
School	17	15

### Full-Time Students (Fall 2019-Winter 2020)

Full-time is 8 credit hours or more

	WI 20	FA 19
College	2	4
CMHC	14	18
School	9	8

### Full-Time Equivalent Students (Fall 2019-Winter 2020)

Calculation for FTE students in each program: Total SCH for students in each program was divided by 8 (definition of a full-time student)

	WI 20	FA 19
College	5	7
CMHC	44	40
School	21	17

## Table 3 – Graduates for the past Three Years

Please indicate for each applicant program, the number graduates at each campus site.

Summer 2017 (August 2017) – Winter 2020 (April 2020)

Semester	Applicant Program		
	College	School	Clinical Mental Health
SU 19 – WI 20	2		4
SU 18 – WI 19		4	11
SU 17- WI 18	2	11	7
Totals	4	15	21

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4. **Please provide evidence of institutional accreditation by a regional accreditor recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA). See Policy 8.b.**

Eastern Michigan University is accredited by the Higher Learning Commission. This accreditation is noted on the university's homepage and on the Higher Learning Commission website.

The screenshot shows a web browser window displaying the Higher Learning Commission website. The browser's address bar shows the URL: [hlccommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1320](http://hlccommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1320). The website header includes the Higher Learning Commission logo, a search bar, and a navigation menu with items: About HLC, Accreditation, Policies, Publications, Peer Review, Programs and Events, and Student Resources. The main content area features the title "Statement of Accreditation Status" in orange, followed by the date "as of July 21, 2020". Below this, the name "Eastern Michigan University" is displayed in a large blue font. The contact information for Eastern Michigan University is listed: 202 Welch, Ypsilanti, MI 48197, (734) 487-2211, and the website <http://www.emich.edu>. A note at the bottom of the section states: "\*Previous names: Michigan State Normal College to Eastern Michigan College (1956) to Eastern Michigan University (1959)". At the bottom of the browser window, a taskbar is visible with various application icons.



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## 2016 CACREP STANDARDS

### SECTION I: THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

#### THE INSTITUTION

- A. The academic unit is clearly identified as part of the institution’s graduate degree 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 documented.**

The Graduate School website clearly identifies the [Clinical Mental Health, College, and School Counseling Programs](#), as master’s degree programs of study within the Department of Leadership and Counseling in the College of Education.

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 counseling. While students may take some elective coursework in other departments and colleges, the Counseling faculty make all admission, retention, and exit decisions, and assume responsibilities for advising and program development.

- B. The institutional media accurately describe the academic unit and, the core counselor education program faculty, each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

The Department of Leadership and Counseling consists of three counseling master’s degree programs (clinical mental health, school, and college counseling), as well as leadership programs at the master’s, specialist’s, and doctoral levels.

The Leadership and Counseling website and the Eastern Michigan University online Graduate School Catalog provide extensive information about the counseling programs: [Clinical Mental Health Counseling](#), [College Counseling](#), and [School Counseling](#), admission requirements and process, accreditation status. Links to core program faculty and other program information are found on the [program](#) home page. Accreditation status is also indicated on the [program website](#).

Financial aid information for graduate students in all departments is available on the Graduate School website and the [Office of Financial Aid](#) website.

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**C. 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.**

While the institution remains committed to providing the program with sufficient financial support, the overall budgets of all departments in the university have not seen increases in the past few years.

The overall Department of Leadership & Counseling operations and personnel [budget](#) for FY 2020 is slightly under \$2 million (\$1,974,619), while expenses are slightly above that (\$2,212,615) . It is important to note that the adjunct instructors (non-core faculty) are funded by the Dean’s office, and that is not reflected in the attached budget. Thus the Department is not operating in deficit.

Half of the Department budget reflects all Leadership and Counseling faculty lines, four which are full-time faculty lines in Counseling. The Department is supported by 2 full-time support staff, 5-8 work study students, and four graduate assistants (assigned to Counseling faculty). \$750 per faculty member is allocated for faculty travel/faculty development, however an additional \$500-\$700 is available for each faculty member from the department restricted account fund when needed

**D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.**

The Eastern Michigan University Counseling Program receives an equitable number of graduate assistantships as compared to other degree programs.

As shown in the table below, the Department has been able to offer about four graduate assistantships per year. Graduate assistants are typically counseling program students and primarily serve the counseling faculty. In addition to assistantships in the Department, many of our students received assistantships in other offices on campus such as the Office of Wellness and Community Responsibility, Counseling and Psychological Services, Holman Learning Center

**Graduate Assistantships by Year**

Academic Year	2014	2015	2016	2017	2018	2019	Total
Graduate Assistants	4	4	4	3	4	4	23

Source: Department records

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**E. The institution provides encouragement and support for counselor education program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions), scholarly activities, and service to the profession.**

The University provides faculty with an extensive network of support that encourages participation in professional organizations and activities. The Division of Academic and Student Affairs offers numerous awards that encourage faculty research and scholarly activity. Research development is supported by the Provost's Internal Research Awards; ORDA (Research Development and Administration) Workshops and Services, and Consultation with ORDA research development and pre-award officers

Internal research funding awards include the Faculty Research Fellowship, Sabbatical Leave, Summer Research/Creative Activity Award, Provost's Research Support Award, James H. Brickley Endowment for Faculty Professional Development and Innovation, Dedicated Time for Scholarly/Creative Activity program, and the Undergraduate Research Stimulus Program.

The [Office of Research Development and Administration](#) (ORDA) 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. Consultation is available for faculty and graduate students on research and instrument design, instrument validation, sample selection and sampling methods, data collection, data analysis, results interpretation and display.

More complete descriptions of these programs are available on the Office of Research Development and Administration website.

At the Department level, faculty are encouraged to join professional organizations, attend conferences and workshops, and present at professional meetings as part of their professional responsibilities. \$750 per faculty member is allocated for faculty travel/faculty development, travel to professional meetings, professional memberships, and/or books and other materials to support their teaching and scholarship. An additional \$500-\$700 is available for each faculty member from the department restricted account fund when needed. Faculty CVs reflect the extent to which faculty are professionally involved and have assumed leadership positions at the State and National levels.

**F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.**

[The Halle Library](#) opened in 1998. This 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 current collection of print and electronic materials includes the following:

Volumes held	Description	
689402	Books	Print
53717	Government Documents	Print

177483	Bound Periodicals	Print
920602	<b>Total (Books/Gov Docs/ Bound Periodicals)</b>	Print
	<b>Full Text E-Books/Documents</b>	
116501	E-Books	electronic
20998	E-Government Documents	electronic
137499	<b>Total E-books</b>	electronic
274998	<b>Journal Subscriptions</b>	
179	Current Journal Subscriptions	Print
4	Microform Journal Subscriptions	Microform
60295	Library pays some fee for access	Electronic
38667	Free access	Electronic
99145	<b>Total (Journals Received)</b>	Print/Micro/ Electronic
263	Indexes and Databases	Electronic
59380	Maps	Print
899006	Microforms	Microfiche
34221		Microfilm
61,188		Microcard
994415	<b>Total (Microforms)</b>	Microforms
9187	Audio Items	CDs
19	Audio Items	Audiocassettes
1,208	Audio Items	LPs
10,414	<b>Total (Audio Items)</b>	
7616	Video Items	Videocassettes
3793	Video Items	DVD
81	Video Items	Videodiscs
11490	<b>Total (Video Items)</b>	

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. Faculty and students can search the Library's databases from computers on or of

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campus. Additional information about the Library's extensive array of services is available on the Halle Library website.

### **Faculty Development Center**

The Bruce K. Nelson [Faculty Development Center](#) supports faculty's teaching, learning, and research needs. They provide professional development services to all tenure-track, tenured, and emeritus faculty, full-time and part-time lecturers, and instructional graduate assistants. Examples of services include consultations on teaching and learning issues, workshops on a range of teaching and learning topics, technology training, mid-semester student feedback, teaching portfolio reviews, scholarship of teaching and learning seminars, and so on.

### **G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.**

The mission of the [Division of Information and Technology \(IT\)](#) is to support students, faculty, and staff by providing information technologies that align teaching, learning, scholarly/creative activities, and administrative services with the University's mission. The Division of Information Technology is a valued partner in the operational and strategic use of information and instructional technology through creative innovation, operational reliability, and supportive leadership.

Faculty members receive new computers every four years through the Computer Refresh Program

Since 2013, Eastern Michigan University has committed to standardizing the classroom technology across campus classrooms. Information Technology and Physical Plant have worked with the Provost's Office, the Education Environment and Facilities Committee and the Academic I.T. Advisory committee to implement the following configuration:

- Large screen television or projector
- BluRay player
- Document camera
- Auxiliary VGA and HDMI cables
- In-ceiling or wall-mounted speakers
- Windows-based thin-client computer
- Touch screen control panel

Tech support is available when classes are in session.

In addition, the Division of Information Technology provides students and faculty support in using our online environment (Canvas) through training, resource development and instructional design. The Faculty Development Center also offers workshops for faculty regarding best practices for online teaching

### **H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.**

The university makes personal counseling services available to all students through Counseling and Psychological Services ([CAPS](#)). The staff provides free, confidential counseling using a

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short-term model and limited psychiatry appointments for medication (insurance or payment is required) Available services include: Individual, couples and group counseling, Emergency services and crisis intervention, educational workshops, outreach, faculty and staff consultation, and training for graduate students in the mental health professions No counseling faculty member is on the staff at Counseling Services. Although College Counseling students may do their internships at CAPS, there are eight professional staff members and several psychology department interns who are not associated with this academic department.

- I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.**

[The College of Education Clinical Suite](#) houses the EMU Counseling Training Clinic (CTC) operated by the Department of Leadership and Counseling and the EMU Speech and Hearing Training Clinic (operated by the Department of Special Education). The operation of the Counseling Clinic is managed by the Counseling Clinic Coordinator, who is a member of the Counseling Program faculty, in consultation with the faculty of the Counseling Program.

The facility is very well-equipped to provide counseling services to clients, training, and supervision. The clinical suite includes a waiting/reception area, one classroom, and a records/reception office containing locked storage for client files. The CTC portion of the suite has an office for the administrative activities of the Counseling Clinic Coordinator, five individual counseling rooms, two group counseling rooms, a play therapy room with an attached observation room, and two videoconference rooms. All counseling rooms are equipped with video recording equipment. All rooms are wheelchair accessible.

The COE Clinical Suite recently updated its recording equipment at the cost of \$270,000. Each consultation room is equipped with two digital cameras with zoom capability and a high quality microphone. Each group room and the play therapy room is equipped with four cameras and a high quality microphone. The recordings are stored on dedicated CAE servers located in the main server room of the university. Access to these recordings requires password authorization provided by the CTC director or the CTC graduate assistant and a university email account.

The CTC utilizes an electronic medical record program (Titanium), and practicum students are trained in the use of Titanium. Thus they gain hands-on experience in using an electronic medical records system (Titanium) that is used by the majority of college counseling centers across the United States. Access to the program requires prior authorization and an assigned password managed by the CTC director and CTC clinic graduate assistant. The program is maintained on university servers and is not on the public side of the university webpage. The protection of client confidentiality is assured by restricted access to the videoconference rooms, locked storage of client files, restricted access to the records room, and the COE Clinical Suite's voluntary compliance with the HIPAA standards for privacy.

SBCC: In addition, students have opportunities to provide clinical counseling services as part of their practicum hours, to students in several local public schools through the School Based Counseling Training Clinic (SBCTC). While the technology at the SBCTC is not as sophisticated as it is in the CTC, students do video record all sessions for use in supervision

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CTC and SBCC policies and procedures are described extensively in [The Counseling Training Clinic Manual](#), and the [School Based Counseling Clinic Manual](#).

## THE ACADEMIC UNIT

- J. Entry-level degree programs in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020\*\*, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester credit hours or 72-quarter hours. Beginning July 1, 2020\*\*, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students. (\*\*now 2023)**

The [Clinical Mental Health Counseling](#) and [College Counseling](#) Programs are comprised of 60 semester hours of approved graduate-level study. The [School Counseling](#) Program is comprised of 50 to 56 semester hours of approved graduate-level study, depending on whether the students has a valid Michigan teaching certificate. School counseling students who are not teacher-certified, have additional course requirements. The School Counseling program is in the process of transitioning to 60 credits.. These requirements are outlined on programs of study, in the [Counseling Student Handbook](#) (Chap.6) and, as described previously, in the Graduate catalog.

- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

Recruiting and retaining a diverse group of students has been a continuous goal of the program faculty. Eastern's location in the Detroit Corridor in Southeast Michigan has been very helpful in this endeavor. Diverse applicants are attracted to Eastern because of its convenience and its reputation for being welcoming and inclusive. We have a representation of European American, African American, Arab American, Asian and LatinX students in proportion with regional demographics. Data from 2017 – 2019 indicate that approximately 35% of enrolled students are students of color. The number of female students continues to far exceed the number of male students.

Being one of the oldest established counseling programs in the area, accredited first by CACREP in the early 1990's, we have a large number of alumni working in schools, colleges, agencies, and private practices who refer applicants to us. A significant number of our students received referrals from alumni, who valued our approach to diversity. In addition, many undergraduate students from Eastern who are psychology, criminal justice, social work, or women and gender studies majors, hear about our program through the work of our faculty and are attracted.

Currently, program faculty serve in University leadership roles with Student Government and the President's Commission on Diversity and Inclusion. In addition, we maintain close ties with campus programs that work with diverse students, including the Disability Resource Center, Academic Success Programs that support marginalized students, BrotherHOOD & SisterHOOD programs for men and women students of color, LGBTQ Resource Center, and the Women's Resource Center, and often recruit potential applicants. Our graduate students run

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workshops and support groups for many of these students on campus such as a #MeToo support group for survivors of sexual aggression and a Autism Support group. We demonstrate that we do not simply use diversity slogans but are intentional about our work.

- We have striven to have a diverse faculty , which in turn attracts diverse students. Currently, the counseling faculty represent a diversity of race, gender, religion, and sexual orientation, including African American, South Asian, European American, cisfemale, cismale, Buddhist, Jewish, Christian, heterosexual, lesbian and bisexual identities.
- Program faculty attend Graduate Open House events where potential applicants peruse the various program offerings and talk one-on-one with faculty. We advertise to regional agencies and school districts. We attend career fairs in nearby institutions such as the University of Michigan’s Department of Psychology Career Fair. We are timely in our responsiveness to applicants, reviewing admission materials as they come in year-round, and hold a two-phase admission process, which includes group interviews. While we only admit students in Fall and Winter, students can take beginning and elective courses prior to being program admitted. This allows them to make informed decisions about their interest and ability to succeed.
- Our efforts to create an inclusive learning community that supports and retains diverse students is centered in our philosophy to support adult learners for whom a graduate program is one component of a complex life. We offer courses that meet once a week in the evening so full time workers can participate. We do not encourage students to take more than three courses in fall and winter and one each in summer terms, because we want them to be able to sustain their efforts over time rather than burning out. We encourage self-directed projects and topics in courses as well as independent studies, which allow students to focus on their communities and areas they are passionate about. We are flexible and responsive to student needs so that elective and specialization courses can be taken in a variety of arenas. For example, a student who is a veteran and wishes to work as a VA counselor, would be encouraged to find elective coursework that prepares them to work effectively with military populations, as well as directing their topics in courses such as career counseling or group work to focus on a veteran population. Students with disabilities are encouraged to work with the Disabilities Resource Center and we honor accommodations requested as a matter of course. In addition, we also work to make the learning environment relevant and topical so that it meets the needs of students. We address current ethical issues and dilemmas, and offer elective coursework in topics such as spirituality, sexuality, and trauma-informed practice.

**L. Entry-level Admission decision recommendations are made by the academic unit’s selection committee and include consideration of -each applicant’s-1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.**

All regular program faculty participate in the program admission decisions. In the [first phase](#) of the process, faculty members from each program area conduct a "paper screening" of applicants for that area and recommend those who should be invited for the second phase, which includes group and individual interviews



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**The applicant's aptitude for graduate-level study** is evaluated based on the undergraduate GPA (minimum 2.75, or 3.0 in second half), the GPA from another completed graduate degree (3.3 minimum), or a GRE score (scores must be at the 50<sup>th</sup> percentile or above). In addition, the applicant is required to submit three professional recommendations on rating forms that ask about communication and writing skills, work performance, initiative, and critical thinking. For applicants who do not meet the GPA or GRE 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.

**Career goals 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. Applicants who are invited for interviews are asked, in the individual interviews, to describe their career goals and how this program will help them achieve those goals. The applicant's resume is also reviewed for work and volunteer experiences that reflect an interest in and commitment to a helping profession.

**The applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts** is evaluated using several sources of information. The recommendation rating form contains items that address understanding of others, ability to work in a multicultural setting, and aptitude for professional counseling. During on-campus interviews, applicants participate in a group activity and individual interviews. In the 30- minute small group activity, members are asked to rank pictures according to the value/importance they attribute to each. As a group, they must rank the images in order of importance/value. Faculty observe the group process and evaluate each applicant's interpersonal skills. Cultural sensitivity and acceptance of differences is reflected in how the applicants deal with others who have very different viewpoints and values.

Each applicant is also interviewed individually by a regular faculty member. One of the interview questions asks the applicant to describe experiences with people who are different from him/her. The way applicants respond says a great deal about how they define difference and about the life experiences they've had with those who are different. Through the interview, the faculty member can certainly make inferences about the applicant's interpersonal effectiveness.

**M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.**

Orientation is a three stage process.

Stage One: During our admissions interview day, applicants are provided with an [overview](#) PowerPoint presentation of the program and a summary of the program requirements. Included in this overview is our requirement for all students to adhere to the current ACA code of ethics and our non-discrimination policy.

Stage Two: During a student's first semester in the program they are enrolled in an on-line [program orientation](#) PowerPoint presentation. This orientation reviews:

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- Who are we
  - Faculty introduction and areas of responsibility
- Our values
  - Overview of the values and ethics of the profession
- CACREP Accreditation –
  - What is CACREP and why does it matter
- Program tracks
  - Overview and requirements of each program track
- Role of the advisor-
  - What does your advisor do for you
- Structure of the Program
  - Overview of the program and requirements

There is a quiz following each module. At completion, each student is required to sign a statement agreeing to abide by the current ACA Code of Ethics and values of the profession.

Stage Three: Each student meets with their advisor to develop a plan of study and to review program requirements.

**N. [The student handbook](#) includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.**

1. mission statement of the academic unit and program objectives (Chapters 2, 3)
2. information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students (Chapter 11)
3. matriculation requirements (Chapter 4)
4. expectations of students (Chapters 5-6)
5. academic appeal policy. (Chapter 5)
4. written endorsement policy explaining the procedures for recommending students for credentialing and employment; (Chapter 10)
5. student retention policy explaining procedures for student remediation and/or dismissal from the program. (Chapter 5)

The Student Handbook is available to all students online through the Department website, and students are directed to it during the orientation process.

**O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.**

The [Student Review Process](#) is attached it is available to students in the Student Handbook. (p. 9) The process clearly reflects the ACA Code of Ethics (2014), which is cited several times.

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In terms of institutional due process, we worked closely with the university's legal department to revise our previous policy after the Ward v Wilbanks et al. case was settled.

**P Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study**

When students are accepted into the program, they receive an [admission letter](#) 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, etc. In the [Counseling 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, however we encourage students to complete this by the end of their first semester in the program.. This is communicated to students in the admission letter and in the Counseling Student Handbook (Chapter 6).

The student and advisor discuss program requirements and elective options, complete the program of study, and sign it. 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 courses must meet with their advisors to discuss the desired changes.

**Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning environment**

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. We have striven to have a diverse faculty , which in turn attracts diverse students. When we have had opportunities to recruit new faculty, we recruited nationally through venues targeted at underrepresented populations. Despite having only four core faculty at the present time, the counseling faculty represent a diversity of race, gender, religion, and sexual orientation, including African American, South Asian, European American, cisfemale, cismale, Buddhist, Jewish, Christian, heterosexual, lesbian and bisexual identities.

**R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.**

All four core faculty members are tenure-track and have full-time academic appointments in counselor education. Several have release time for administrative duties (Program Coordinator/Coordinator of Advising, Counseling Training Clinic Coordinator, School-Based

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Training Clinic Coordinator) With increasing student enrollment over the past two years, it has become clear that four core faculty are insufficient to meet the demands of the program. A request for a new [faculty line](#) was submitted before the COVID pandemic. A freeze on hiring has put that on hold.

- S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by noncore faculty must not exceed the number of credit hours taught by core faculty.**

As indicated in the table below (and in the attached core vs. non-core faculty credit hours), the total number of course credit hours delivered by core faculty in the past 12 months never exceeded the number taught by core faculty. From January 2019 through April 2020, the total number of course credit hours delivered by core faculty was 109 while the total delivered by noncore faculty was 42. In the attached chart, note that internship (COUN 691 A,B,C,D) is considered a 3 credit course in the faculty member's load, although students take the course for 1-4 credits.

Semester	Core faculty course credit hours	Noncore faculty course credit hours
<a href="#">Winter 2019</a>	31	12
<a href="#">Summer 2019</a>	20	8
<a href="#">Fall 2019</a>	27	10
<a href="#">Winter 2020</a>	28	12

- T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1**

The [student-faculty ratio](#) has fluctuated between 11:1 in Winter 2018 to 14:1 in Fall 2019.

Semester	FTE Students: Faculty
Winter 2018	11:1
Fall 2018	13:1
Winter 2019	14:1
Summer 2019	9:1
Fall 2019	14:1
Winter 2020	13:1

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### **Full Time Equivalent Faculty Calculation**

Using CACREP's model (A Reasoned Approach to FTE Faculty, Urofsky, 2013) to calculate FTE faculty, the full-time equivalent faculty number is calculated based on teaching load and whether other activities (equivalencies for which the faculty member is released from teaching) are in support of the counseling program or outside entities. If those activities are in support of the counseling program, that is considered part of the teaching load. In this model, adjunct faculty are part of the calculation.

### **Full-time Equivalent Student Calculation**

Eastern Michigan University's definition of a full-time graduate student is a student who takes 8 credit hours per semester (Fall and Winter) The FTE student number is calculated by dividing the student credit hour production by 8.

FTE Student to FTE Faculty Ratio is calculated by dividing the number of FTE students by FTE faculty. ([calculations](#) are attached)

### **U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.**

The regular teaching load for full-time faculty teaching graduate courses is consistent throughout the University. The [AAUP faculty contract](#) defines load. The load is nine graduate credits (three graduate courses) per semester. In programs where intensive supervision is required, the caps on courses that require intensive supervision (i.e. practicum and internship) are strictly adhered to within the program and by the university. Advising and supervision of student research is part of our professional teaching load, and all faculty members share in these responsibilities. Release time is awarded at the discretion of the department head and college dean for program and clinic coordination.

### **V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for 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). There are two major support staff for the Department of Leadership and Counseling. Their positions and the student support positions for them are as follows:

- 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. Work-Study Students (part-time) – a cadre of five 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.

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## FACULTY AND STAFF

**W.-Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.**

Of our four core counselor education faculty, three (Bounds, Choudhuri, Francis). have doctoral degrees in Counselor Education and Supervision from CACREP-accredited programs. Ametrano has a doctoral degree in Counseling Psychology, but has been employed as full-time faculty member in this program since 1981.

**X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling and (c) research and scholarly activity in counseling commensurate with their faculty role.**

All faculty are licensed professional counselors in Michigan and hold other professional licenses and certifications including the NCC, CCMHC, and ACS credentials.

Vitae reflect each faculty member's ongoing professional development activity, along with membership and involvement in professional organizations at both the state and national levels. Faculty have served in leadership roles in ACA and in several divisions including ACCA ([Francis](#)) and ASGW ([Choudhuri](#)) Francis served as Chair of the ACA Ethics Revision Task Force. Choudhuri served on the Board of Directors of NBCC and is currently President-Elect of ASGW. [Bounds](#) has served in several capacities in Chi Sigma Iota and North Central ACES. [Ametrano](#) served on the first Michigan Board of Counseling and in a variety of leadership positions in the Michigan Counseling Association and Michigan Mental Health Counselors' Association (MMHCA). As Co-Chair of the MMHCA Public Policy and Licensure Committee, and previously of the Michigan Counseling Association Licensure committee, she has worked on counselor licensure in Michigan for decades and assumed a leadership role in the recent development and passage of a new licensure law.

Faculty vitae also reflect the extent to which each faculty member is involved in research and other scholarly activity. The faculty role and tenure/promotion system at Eastern Michigan University requires scholarship as one of the three areas (teaching, scholarly activity, service) in which faculty are evaluated on an ongoing basis.

**Y. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.**

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 Article XIII, p. 44 of the contract) each Department appoints 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. Any curricular change or change in

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program policies or procedures for any of the three counseling programs is initiated and approved by the counseling faculty. The proposed changes are then reviewed by the Leadership and Counseling Instruction Committee, and then sent through the university approval process.

Examples of curricular changes and program policies that have been developed or changed and implemented by faculty (since the last CACREP self-study) include:

- Increasing two credit courses to three credit courses. Nearly all of our courses are 3 credits, and many credentialing bodies require 3 credit courses. In addition, faculty load calculations assume 3 credit courses.
  - COUN 575 Substance Abuse Counseling was increased from a 2 credit to a 3 credit course.
  - COUN 612 The School Counselor (2 credits) and COUN 650 Organization and Administration of School Counseling Services (2 credits) were combined into one 3-credit course (COUN 654 The School Counselor)
  - COUN 693 Ethical, Legal, and Professional Issues in School Counseling was increased from a 2 credit course (COUN 696) to a 3 credit course
- Increased the College Counseling Program to a 60 credit program
- Revised the Student Review Policy
- Revised course “roll-out” to address declines in enrollment and reduced faculty, we developed a more systematic course sequence. Students are better informed about when specific courses will be offered and can plan their programs more effectively.
- New system for collecting student learning outcome data
 

Over several years, we transitioned from using LiveText to using CANVAS, the system that we use for course management, to collect data on student learning outcomes. We held discussions with our instructional technology staff to discuss how this would work and what we needed to do. We modified all evaluation rubrics for use in the new system,

**Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.**

Non-core faculty who have been employed to teach core courses either have doctoral degrees in counselor education or counseling psychology ([Hermon, Quarto](#)) or have extensive counseling experience beyond the master’s degree ([Baker, Brantley-Gilbert](#), Dougherty, [Moskal](#)) For more specialized courses such as Substance Abuse Counseling, School Counseling, Case Management, we employ faculty (Moskal, [Dougherty](#), Baker) who have specialized experience in the field. They are selected, in part, based on their ability to bring their “real-world” expertise into the classroom. They hold at least master’s degrees in counseling or a closely related field. (All non-core faculty CVs are linked)

**AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.**

When a new non-core faculty member is hired to teach, the Program Coordinator serves as the initial contact person. The Program Coordinator provides the person with a master

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syllabus, which gives the new faculty member an overview of course content that must be covered, CACREP standards that are addressed in the course, and the evaluation rubric that must be completed for each student. The person is then referred to a core faculty member who routinely teaches the course. The core faculty member can address the course in more depth and is available to answer course-content related questions. The non-core faculty member has the flexibility to modify the syllabus and course delivery model as long as the required content is covered.

**BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.**

Faculty vitae reflect more specifically how the professional experiences of faculty members match their primary program areas. Although all faculty teach core courses such as counseling skills and process, practicum, and internship, more specialized courses are taught by faculty with relevant experience. [Dr. Bounds](#) is responsible for the school counseling area, and has experience conducting assessments and providing individual and group counseling to students in grades K-12. She teaches the career and diagnosis courses, counseling with children, and ethics and professional issues for school counselors. Drs. [Ametrano](#) and [Choudhuri](#) are primarily responsible for the clinical mental health area. Dr. Ametrano has experience in college and community mental health/psychiatric emergency settings and teaches courses such as crisis intervention, advanced treatment planning, and ethical and professional issues for clinical mental health counselors. Dr. Choudhuri has extensive experience working with diverse populations, as well as survivors of sexual assault. She teaches courses such as multicultural counseling, group process and trauma. [Dr. Francis](#) is responsible for the college counseling program and has experience working in college counseling settings, as well as working with undergraduate students through student affairs and leadership. Most members of the faculty continue to provide clinical services, either directly to clients or indirectly by doing clinical supervision with limited licensed professional counselors. In addition, each faculty member's professional activities reflect these areas of interest and expertise.

As noted in Z above, the non-core faculty are selected to teach specialized courses based on their professional experiences.

**CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit.**

Irene Mass Ametrano is the faculty member who serves as the [counseling program coordinator](#) (see linked position description). Dr. Ametrano has a full-time appointment to the counseling program and is released from teaching one course in fall and one course in winter to perform the duties associated with program coordination. During the summer sessions, she remains available to assist the Department Head with counseling program matters that need attention.



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At Eastern Michigan University, a Department Head provides the administrative leadership for each academic department. The Department Head provides leadership, support, and advocacy for both program areas in the Department. The Department Head is responsible for the budget, although that person consults with a faculty committee (Finance Committee) on some of those decisions. The Counseling program is represented on the Finance Committee.

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 program meetings, and preparing meeting minutes; responding to inquiries about the counseling programs; and insuring that the Department Head is aware of counseling program needs.

**DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s) (2) responding to inquiries regarding practicum and internship experiences**

As the Counseling Training Clinic Coordinator, Dr. Perry Francis is responsible for the administrative coordination of the practicum and internship experiences. He receives and processes practicum and internship applications, and he places students in practicum and internship supervision sections in collaboration with faculty. The majority of students' practicum hours are completed in the Counseling Training Clinic. As the Clinic Coordinator, Dr. Francis is responsible for overseeing the Clinic's operations; he is released from teaching three courses a year. The [Clinic Coordinator's](#) position description is attached. Practicum and internship responsibilities are highlighted.

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## SECTION 2: PROFESSIONAL COUNSELING IDENTITY

**The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.**

### FOUNDATION

**A. The counselor education program has a publicly available mission statement and program objectives.**

The Counseling Program mission statement is:

The Counseling Program prepares graduates to work as professional counselors in clinical mental health, higher education, and K12 school settings with diverse clients presenting with a range of concerns, mental and emotional disorders. We intentionally seek to foster helping professionals who create inclusive spaces of responsiveness, respect and appreciation for all forms of diversity, developing cultural proficiency in the service of promoting mental health and wellness to benefit local and global communities.

This mission statement appears at the beginning of all course syllabi and in the [Counseling Student Handbook](#) (Chapter 2). Faculty recently reviewed the mission statement and updated it to better reflect the program's current purposes.

**B. The program area objectives meet the following requirements:**

- 1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.**
- 2. Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies.**
- 3. Address student learning**
- 4. Are written so they can be evaluated.**

The faculty considered the 2016 CACREP professional counseling identity, professional practice, and specialty area standards. We sought input from our Program Advisory Board members regarding how our training prepares students for the realities of work in each of their settings. Similarly, we consider feedback from program graduates and their employers to gauge the extent to which program objectives are being met.

The faculty has aligned program objectives with the CACREP standards but has eliminated the level of specificity in the standards. Our assessment of student learning and performance on professional counseling identity, professional practice, and program area standards certainly provides extensive information on how we are evaluating student learning in light of these objectives. These more specific objectives are reflected in the assessment rubrics available for each course.

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<b>CACREP Professional Identity Standard</b>	<b>EMU Program Objective</b>
Professional Orientation and Identity	To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession
Social and Cultural Diversity	To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society
Human Growth and Development	To train counselors who have a foundation for understanding human behavior and development To prepare counselors who are able to design, implement, and evaluate developmentally appropriate counseling interventions and programs
Career Development	To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions
Helping Relationships	To train counselors who are knowledgeable and skilled in the helping/counseling process To prepare counselors who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term approaches.
Group Work	To train counselors who are knowledgeable and skilled in providing group counseling
Assessment	To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals To prepare counselors who are knowledgeable and skilled in the use of assessment techniques, including diagnosis, with individuals and groups
Research and Program Evaluation	To prepare counselors who are knowledgeable about research and program evaluation To prepare counselors who are able to read, critique, utilize and contribute to professional research literature and who are able to engage in program evaluation
<b>Program Area Standards</b>	To prepare counselors who meet additional curricular objectives for their specialization area in the areas of service, prevention, treatment, referral, and program management
<b>Professional Practice Standards</b>	Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.
<b>Personal Growth and Understanding</b>	Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions.

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**C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.**

From the time students are admitted to the program and attend orientation, they are encouraged to join professional organizations and to become involved in professional advocacy. The importance of professional involvement is discussed in the student orientation (see Slide 45 in [Orientation PowerPoint](#) with voice-over), which is required for all new students. While professional involvement is discussed in many classes, it is a focus in the first Counselor Development class ([COUN 505](#)) and in the professional issues and ethics classes ([COUN 692](#), [693](#), and [694](#)). Information about professional organizations, along with encouragement to join, is contained in the [Student Handbook](#) (Chapter 11).

A clear indicator of our students' involvement in professional activities is the success of our chapter of Chi Sigma Iota. First organized in 2007, the Pi Omega chapter has sponsored many professional development workshops for students and counseling professionals, often in collaboration with other professional counseling organizations. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in the profession of counseling.

A chapter faculty advisor (Dr. Bounds), who assumed this role in 2016, devotes time and energy to supporting the chapter's activities, but the majority of the work is done by student members. The Pi Omega Chapter has sponsored and co-sponsored several social, service, and professional development events/workshops for counseling students, faculty, and alumni. These events have included:

- A Holiday Blanket Social (2017) - blankets were to Ozone House, a center for homeless youth
- Resume Writing Workshop (2017),
- Winter Wear Drive (2018) - winter wear donated to a local shelter
- Introduction to Expressive Arts Workshop (2018),
- Mindfulness Activities Workshop (2018),
- Tie Blanket Service Project (2019) - blankets were donated to families at the Ronald McDonald House
- Co-sponsorship with the EMU Counseling Department to co-host the Counseling Program Graduation Celebration (2019)
- Mix-and-Mingle Social (2020),
- One of the most noteworthy professional development events has been the Human Trafficking Workshops (2017, 2018, 2019) which CSI has co-sponsored with the Michigan Mental Health Counselors' Association (MMHCA). This provided our CSI members with volunteer opportunities, professional networking, discounted registration, and free registration for those who volunteered.

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## COUNSELING CURRICULUM

**D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include: (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.**

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 the counseling program mission statement, course description, CACREP standards met in the course, course objectives, required textbooks/readings, methods of instruction, statements on expected ethical/professional behavior and academic integrity, course content areas, sample course requirements and evaluation procedures/rubrics, and a university disability accommodation policy/procedure. Enrolled and prospective students may review these syllabi by contacting the Department. See F below for links to all course syllabi.

### **E. Current counseling-related research is infused in the curriculum**

Faculty members infuse counseling-related research into their teaching and expect students to become familiar with current research in the field. Evidence of this can be found in required reading lists in the course syllabi. In many courses, students are required to write literature review papers, to critique published research, or to develop programs and program evaluations. Examples of how research is infused throughout the curriculum can be seen in syllabi for a variety of courses including COUN [503](#), [504](#), [508](#), [520](#), [540](#), [571](#), [692](#), [693](#), [694](#).

All students are required to take COUN 504\_Research in Counseling. The purpose of this course is to "emphasize the role of research in the counseling profession." It covers how to use APA style, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research. Students must develop a formal research proposal and/or present a completed research report.

Students are encouraged to present research projects at the annual [Graduate Student Research Conference](#), and all graduate assistants in the Department are required to do so. Although the 2020 Research Conference was canceled due to the COVID-19 pandemic, a virtual conference was held. The [conference program](#) includes abstracts for the presentations scheduled to be given by five counseling students:

Krystol Alpert and Hannah Callison: "The Use of College Programs and Support Services to Prepare Students for Life After College" Professor Perry C. Francis

Katherine McEwen and Amanda DuCharme: "EMU Voices: Understanding How Faculty, Staff, and Students Experience Diversity and Inclusion on Campus." Professor Devika Dibya Choudhuri.

Megan Miller: "Exploring Relationships Between Mental Health Counseling and Student's Academic Achievement, Self-Esteem, Depression, Anxiety, and Stress." Professor Patrice Bounds

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**F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum**

For each of the eight common core areas, a **standards by course chart** identifies the required courses in which each standard is addressed. These “common core” courses are required for all students (clinical mental health, college, and school counseling). For some standards several courses are checked (X) because different parts of the standard are addressed in different courses.

**NOTE:** Although three ethical, legal, and professional issues courses (COUN 692, 694, 696) address issues specific to each program area, the professional orientation and ethical practice standards for the counseling profession as a whole are also addressed in “core” courses.

The **standard by course chart** begins on the next page.

**2016 CACREP STANDARDS: COMMON CORE CURRICULAR EXPERIENCES**

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
<b>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE</b>													
1a.	history and philosophy of the counseling profession and its specialty areas			X									
1b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems including interagency/interorganizational collaboration/consult.			X									
1c.	counselors' roles and responsibilities as members of interdisciplinary community outreach/emergency management response teams					X							
1d.	the role and process of the professional counselor advocating on behalf of the profession			X									X
1e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients									X			
1f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues			X									X
1g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these			X									X
1h.	current labor market information relevant to opportunities for practice within the counseling profession							X					

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
1i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling			X									X
1j.	technology's impact on the counseling profession							X					
1k.	strategies for personal and professional self-evaluation and implications for practice										X		
1l.	self-care strategies appropriate to the counselor role			X							X		
1m.	the role of counseling supervision in the profession										X		
<b>2. SOCIAL AND CULTURAL DIVERSITY</b>													
2a.	multicultural and pluralistic characteristics within and among diverse groups nationally & internationally.									X			
2b.	theories and models of multicultural counseling, cultural identity									X			
2c.	multicultural counseling competencies									X			
2d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others									X			
2e.	the effects of power and privilege for counselors and clients									X			
2f.	help-seeking behaviors of diverse clients									X	X		
2g.	the impact of spiritual beliefs on clients' and counselors' worldviews									X			



#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
2h.	strategies for eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination									X			
<b>3. HUMAN GROWTH AND DEVELOPMENT</b>													
3a.	theories of individual and family development across the lifespan	X											
3b.	theories of learning	X											
3c.	theories of normal and abnormal personality development	X			X								
3d.	theories and etiology of addictions and addictive behaviors											X	
3e.	biological, neurological, and physiological factors that affect human development, functioning, behavior	X											
3f.	systemic and environmental factors that affect human development, functioning, and behavior	X											
3g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan					X							
3h.	a general framework for understanding differing abilities and strategies for differentiated interventions									X			
3i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	X											

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
<b>4. CAREER DEVELOPMENT</b>													
4a.	theories and models of career development, counseling, and decision making							X					
4b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors							X					
4c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems							X					
4d.	approaches for assessing the conditions of the work environment on clients' life experiences						X						
4e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development						X						
4f.	strategies for career development program planning, organization, implementation, administration, and evaluation							X					
4g.	Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy							X					

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
4h.	Strategies for facilitating client skill development for career, educational, and lifework planning and management							X					
4i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making						X	X					
4j.	ethical and culturally relevant strategies for addressing career development							X					
<b>5. COUNSELING AND HELPING RELATIONSHIPS</b>													
5a.	theories and models of counseling				X						X		
5b.	a systems approach to conceptualizing clients										X		
5c.	theories, models, and strategies for understanding and practicing consultation		X										
5d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships												X
5e.	the impact of technology on the counseling process												X
5f.	counselor characteristics and behaviors that influence the counseling process										X		

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
5g.	essential interviewing, counseling, and case conceptualization skills			X							X		
5h.	developmentally relevant counseling treatment or intervention plans.											X	

5i.	development of measurable outcomes for clients										X		
5j.	evidence-based counseling strategies and techniques for prevention and intervention										X		
5k.	strategies to promote client understanding of and access to a variety of community based resources			X									
5l.	suicide prevention models and strategies					X							
5m.	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid					X							
5n.	processes for aiding students in developing a personal model of counseling										X		
<b>GROUP COUNSELING AND GROUP WORK</b>													
6a.	theoretical foundations of group counseling and group work								X				
6b.	dynamics associated with group process and development								X				

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
6c.	therapeutic factors and how they contribute to group effectiveness								X				
6d.	characteristics and functions of effective group leaders								X				
6e.	approaches to group formation, including recruiting, screening, and selecting members								X				
6f.	types of groups and other considerations that affect conducting groups in varied settings								X				
6g.	ethical and culturally relevant strategies for designing and facilitating groups								X				
6h.	direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over one academic term								X				
<b>6. ASSESSMENT AND TESTING</b>													
7a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling						X						
7b.	methods of effectively preparing for and conducting initial assessment meetings						X						
7c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide					X							
7d.	procedures for identifying trauma and abuse and for reporting abuse					X							

#	Standard	<a href="#">503</a>	<a href="#">504</a>	<a href="#">505</a>	<a href="#">508</a>	<a href="#">515</a>	<a href="#">520</a>	<a href="#">530</a>	<a href="#">540</a>	<a href="#">571</a>	<a href="#">580</a>	<a href="#">622</a>	<a href="#">692</a> <a href="#">693</a> <a href="#">694</a>
7e.	use of assessments for diagnostic and intervention planning purposes						X						
7f.	basic concepts of standardized and non standardized testing, norm-referenced and criterion-referenced assessments, group and individual assessments						X						
7g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations		X										
7h.	reliability and validity in the use of assessments						X						
7i.	use of assessments relevant to academic/educational, career, personal and social development						X						
7j.	use of environmental assessments and systematic behavioral observations											X	
7k.	use of symptom checklists, and personality and psychological testing						X						
7l.	use of assessment results to diagnose developmental, behavioral, and mental disorders						X					X	
7m.	ethical and culturally relevant strategies for selecting, administering, interpreting assessment and test results						X						



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### SECTION 3: PROFESSIONAL PRACTICE

**Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

**The following Standards apply to entry-level programs for which accreditation is being sought.**

#### **ENTRY-LEVEL PROFESSIONAL PRACTICE**

##### **A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship**

All students are required to have professional liability insurance throughout their supervised counseling experiences. This expectation is communicated to students in [the Student Handbook](#) [p. 24], in the [Counseling Training Clinic Manual](#) [p.13], and in the [Counseling Internship master syllabus](#) [p. 3]

During practicum, students' course fees cover malpractice insurance, which is in effect during their practicum experience. During internship, students are required to purchase liability insurance on their own. They must have policies that provide a minimum liability limit of \$1 million per incident and \$1 million per annual aggregate. Two insurance programs that are recommended include the Professional Liability Insurance Program offered by the American Counseling Association (ACA) and the same insurance provided to student members of the American School Counseling Association (ASCA). Students who join ACA or ASCA receive liability insurance free of charge. Students are encouraged to obtain their insurance coverage well in advance of beginning their internship experiences. They must provide faculty supervisors with proof of insurance before they can begin their internships.

##### **B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.**

During their counseling practicum experiences at the Counselor Training Clinic and the School Based Counseling Clinic,, students are required to video record all sessions. As was described previously, the COE Clinical Suite recently updated its recording equipment. Each counseling room is equipped with two digital cameras with zoom capability and a high quality microphone. Each group room and the play room is equipped with four cameras and a high quality microphone. The recordings are stored on dedicated CAE servers located in the main server room of the university. Supervisors have access to these recordings for use in supervision, and students can access their recordings for session reviews.

During internship, students are expected to either record (audio/visual) some sessions, or the supervisor must provide periodic live supervision. This expectation is conveyed in the [Supervision Contract](#) (available in the Site Supervisor Manual), which is signed by the site supervisor, faculty supervisor, and student intern.



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**C. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of a student’s practicum and internship.**

The faculty supervisor evaluates the student’s development throughout practicum by observing sessions (either live or recorded), meeting with the student in weekly individual supervision sessions, and reviewing documentation that includes intake reports, case notes, and final reports. Feedback to the student is ongoing. Midway through practicum, supervisors review the Evaluation of [Skills and Dispositions](#) rubric with each student and set goals for the remainder of the semester. At the conclusion of practicum, the supervisor completes the rubric, offers feedback to the student, and puts the rubric in the student’s file. As the [practicum syllabus](#) indicates, students must receive at minimum a rating of “developing” (1) in each skills and dispositions area in order to pass practicum

Evaluations are conducted at several points during the internship. The faculty supervisor conducts a site visit midway through the internship. During this visit, the site supervisor reviews the Site Supervisor [Midway Evaluation](#) with the faculty supervisor and the inter. In consultation with the faculty supervisor, the site supervisor completes an evaluation at the end of the internship ([Certification of Counseling Internship](#)).

**D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship** ✓

All students complete their practicum experiences in the Counseling Training Clinic (CTC), and some complete a portion of their hours in the School Based Counseling Clinic (SBCC). In both clinics, students learn to use an electronic records system (Titanium), into which they enter all casenotes and reports, client attendance, etc. In the CTC, they become familiar with the video recording system, which they use to review all session recordings. When the COVID-19 pandemic began and all courses moved to online formats, the CTC also transitioned to providing telemental health services. Practicum students were offered online training in telemental health and quickly began seeing clients and receiving supervision in that format. This has continued during the summer session and will likely continue in the Fall. Thus our practicum students are gaining valuable experience with a platform for providing counseling that will likely be more widespread in the future.

Interns are integrated into their respective sites such that they participate nearly all the activities in which professional staff are involved. Interns are expected to learn and use whatever technology the respective sites are using. The pandemic has also allowed most of our interns, particularly those in clinical mental health and college settings, to provide telemental health services. Many are planning to continue doing so in the Fall. Facilitating the professional development of interns is an expectation of site supervisors; therefore interns are offered a range of opportunities that go beyond providing counseling to clients.

**E. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.**

Students are required to facilitate a group during their practicum experience. The group must account for a minimum of 10 hours of their direct contact with clients. As stated on the COUN 686 [Counseling Practicum syllabus](#):

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At least 10 hours, but no more than 15 hours, must be spent doing group counseling. Group counseling can take place at a site outside the Counseling Clinic. The student must co-facilitate the group with a licensed mental health professional (or must be closely supervised by the mental health professional). (p.3)

## **PRACTICUM**

- F. Students complete supervised practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum 10 weeks.**
- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**
- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty members, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty members in accordance with the supervision agreement.**
- I. Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

The requirements identified in Standards F through I are communicated clearly in the course syllabus (COUN 686 [Counseling Practicum](#)) and discussed with students as they begin practicum. The syllabus page numbers where each requirement can be found are as follows:

- F: p. 1 (CACREP standards list), 2, 4
- G: p. 1, 2, 4
- H: p. 1, 3 (all supervision is provided by core program faculty)
- I: p. 1, 3

## **INTERNSHIP**

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**
- K. Internship students complete at least 240 clock hours of direct service.**
- L. Internship students have weekly interactions with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.**
- M. Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor, under the supervision of a counselor education program faculty member.**

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The requirements identified in F through I are communicated clearly to students in the course syllabus (COUN 691 [Counseling Internship](#)) and to site supervisors in the [Site Supervisor Manual](#) and in the [Supervision Contract](#)

- J: syllabus p. 1, 2; supervision contract p. 3, site supervisor manual p. 6
- K: syllabus p. 1, 3; supervision contract p. 4, site supervisor manual p. 6
- L: syllabus p. 1, 2; supervision contract p. 2; site supervisor manual p. 12
- M: syllabus p.1, 2; site supervisor manual p. 13

## SUPERVISOR QUALIFICATIONS

**N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, (3) counseling supervision training and experience.**

All practicum and on-campus internship supervision is provided by core program faculty members. As indicated in the faculty chart (p. 2 of this self-study) and in their vitae, all have doctoral degrees in counselor education and supervision (Bounds, Choudhuri, Francis) or counseling psychology (Ametrano). All are licensed professional counselors with experience in areas relevant to their teaching focus, and all have supervision experience and hold the Approved Clinical Supervisor (ACS) credential. Faculty vitae reflect those credentials. ([Ametrano](#), [Bounds](#), [Choudhuri](#), [Francis](#))

**O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparations in counseling supervision, and (3) be under supervision from counselor education program faculty**

Students never serve as practicum supervisors.

**P. Site supervisors must have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.**

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 (LPC, LMSW, LP). Supervisors for school counseling interns are endorsed as school counselors in Michigan, and some 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 ensure that supervisors meet these qualifications, the supervisor must verify qualifications on an information sheet before the site is approved. These expectations are communicated in the [Site Supervisor Manual](#) (p. 12) and in the [Supervision Contract](#). [Information sheets](#) from several recent site supervisors reflect these qualifications.

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Program expectations, requirements, and evaluation procedures are communicated to site supervisors in the Supervision Contract and in the Site Supervisor Manual provides extensive information about program expectations, requirements, and evaluation procedure

The expectation that site supervisors have training in counseling supervision is communicated to site supervisors in the [Supervision Contract](#) and in the [Site Supervisor Manual](#) (p. 12). Since many site supervisors have limited training in supervision, we provide an online supervision training module ([Clinical Supervision](#)).

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

Site supervisors are encouraged to contact program faculty for assistance and consultation, particularly at times when they have concerns about one of our interns. The Site Supervisor manual contains relevant orientation information about the internship experience and the three counseling programs. Supervisors are notified about programs sponsored by our chapter of Chi Sigma Iota.

**R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.**

The [Supervision Contract](#) identifies the goals, structure, and logistics of supervision. On page 3, the duties and responsibilities of the site supervisor, faculty supervisor, and intern are identified. Program faculty provide all practicum supervision.

**PRACTICUM AND INTERNSHIP COURSE LOADS**

**S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

COUN 686 Counseling Practicum I is a four-semester-hour course, and it is always taught by program faculty. Practicum is one course (one third) of the faculty member's teaching load. Historically the faculty-student ratio for individual practicum supervision has been maintained at a ratio of 5-to-1, although we occasionally have a ratio of 6-to-1. See [class lists](#) for several recent sections of practicum.

**T. When individual/triadic supervision is solely provided by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

The counselor education faculty provides individual and group supervision for practicum. As described in S above, the maximum ration is 1:6, and this applies to group as well as

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individual supervision. The site supervisor provides individual supervision for internship and faculty provide group supervision. The maximum enrollment for an internship group does not exceed 1:12. Class lists for Summer [2018](#) and [2019](#) reflect enrollments of 10 and 6 students. Note that a student can enroll in the internship for 1, 2, 3 or 4 credits; thus there are four different class lists for each.

**U. Group supervision for practicum and internship should not exceed a 1:12 faculty: student ratio.**

As described in S and T above, supervision groups for Counseling Practicum consist of five or six students and one faculty supervisor. Practicum students receive group supervision from the same faculty member who provides their individual supervision. Group supervision for internship, provided by a faculty supervisor, does not exceed the 1:12 faculty:student ratio.

**V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty: student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.**

Not applicable. Students do not provide supervision

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## SECTION 4: EVALUATION IN THE PROGRAM

**Evaluation in the program includes opportunities for counselor education program faculty to comprehensively educate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.**

**The following standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.**

### EVALUATION OF THE PROGRAM

**A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines**

- (1) the data that will be collected,**
- (2) a procedure for how and when data will be collected,**
- (3) a method for how data will be reviewed or analyzed, and**
- (4) an explanation for how data will be used for curriculum and program improvement**

1) Over the past several years, we developed and began to implement a new system for evaluating both student learning and the program's effectiveness in meeting program objectives and the CACREP standards. For every course, an evaluation rubric was developed. The rubric reflects the CACREP Standards met in the course; the Standards are grouped into learning objectives for the course. The rubric for each course is available on the course syllabus.

Another source of data that we use for systematically evaluating the program's effectiveness, as well as individual student learning, is the Counselor Preparation Comprehensive Exam (CPCE). A passing score on the CPCE is required for students to graduate and is now required before they can enter their first clinical experience (practicum).

- 2) At the end of the semester, instructors rate each student's performance using the course assessment rubric (available at the end of every syllabus). For every course offered in a given semester, means are calculated for each standard. The most recent data has been entered into the chart '[standards by course' data](#). CPCE scores are provided to faculty and reviewed on an ongoing basis.
- 3) The means scores reflected in the 'standard by course' chart provide an indication of overall program effectiveness in meeting the standards for each course, and thus for the program as a whole. In entering and reviewing the rubric assessments for students in their courses, instructors note patterns in student performance on each standard. A student whose performance reflects a pattern of unsatisfactory (1) ratings can be brought to the full faculty during a student review meeting, which occurs twice a year. The faculty may suggest a meeting with the student, the student's advisor and/or relevant course instructors to discuss the student's progress in the program.

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- 4) Data from the CPCE scores and from the course rubrics are reviewed regularly by faculty. [CPCE](#) scores since 2016 have been above the national means consistently and have not pointed to needed program modifications. However, we continue to monitor those scores. As we gather more data from course rubrics, we will use those to identify areas in which students are scoring below “target.” Those areas would then be identified for modifications in the curriculum.

**B. The counselor education program faculty demonstrate the use of the following to evaluate program objectives:**

**(1) aggregate student assessment data that address student knowledge, skills, and professional dispositions**

**2014-2017:** Student knowledge was assessed primarily by our use of assessment rubrics in each core course to assess performance in the eight CACREP professional identity areas. Performance was rated on a 0 to 3 scale: 0= unsatisfactory, 1 = developing, 2 = proficient, 3 = advanced. The chart below reflects mean learning/performance scores in each of the eight areas. Nearly all the means are clearly in the “proficient” range.

**Performance Assessments in Professional Identity Areas (2014-2017)**

Course	Mean	Course	Mean
<b>Human Growth &amp; Development</b>		<b>Group Work</b>	
Understanding of theories	2.55	Types of Groups	2.76
Reflection/integration of behavior	2.75	Group leadership	2.70
		Group Dynamics	2.61
<b>Professional Orient/Ethical Practice</b>		Professional Ethics	2.91
Professional role	2.16		
Relationships and functions	2.16	<b>Social/Cultural Diversity</b>	
Professional engagement	2.16	Awareness	2.36
		Knowledge	2.17
<b>Appraisal</b>		Skills	1.97
Assessment instrument	2.48		
Quantitative understanding	2.43	<b>Helping relationships</b>	
Norming samples/multicultural considerations		Theory	2.43
Evaluation by expert reviews	2.48	Reflective Understanding	2.44
		Professional Orientation/Ethical Practice	2.16
Application	2.48		
<b>Career &amp; Lifestyle</b>		<b>Research &amp; Program Evaluation</b>	
Theory	1.92	Research to inform practice	2.75
Social and Cultural Diversity	2.42	Methods	2.65
Interrelationships of Roles	2.42	Needs assessment/program eval.	2.75
Resources and Career Planning and Evaluation	2.5	Ethical/cultural considerations	2.45
Professionalism	1.58		

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**2018-present:** In the Fall 2018, we began using a new system for collecting data. The new assessment rubrics focus more directly on the CACREP standards that are met in each course, including the courses in the three specialization areas. The standards are grouped into broader learning objectives. The rubrics (available on syllabi) are posted in each Canvas course shell and are completed by the instructor at the end of the semester. Students are evaluated on each standard on a 1 to 4 scale: 1 = unsatisfactory; 2= developing; 3 = target; 4 = advanced.

We now have data from courses offered between Fall 2018 and Winter 2020. We faced a number of glitches in the new system, including missing data that had been entered and from courses that were not offered. However, mean scores for most standards in the “common core” can be found in the linked ‘[standard by course data](#)’ chart.

In addition, we have data for courses that meet standards in each entry level specialty area. While data for the [clinical mental health](#) and [school counseling](#) programs is fairly complete, the data for the [college counseling](#) program is incomplete. Due to the small number of students currently in that program, the specialization courses have not been offered. Students have completed independent studies or have taken courses in other areas where the material was covered. However, the assessments tied to the college specialization course were not administered. Two courses (COUN 550 and 655) are taught in the Higher Education program, and include counseling and non-counseling program students. In the Fall, we plan to meet with the Higher Education faculty to discuss their role in using the rubrics to assess the counseling students in those courses.

**Student skills and dispositions** are evaluated for each student in two skills and process courses (COUN 505, 580) and in the practicum, using the [Skills and Dispositions](#) rubric. At two points during the counseling internship, interns’ skills and dispositions are evaluated using the [Site Supervisor Midway Evaluation](#) and the [Final Certification of Internship](#).

## **(2) demographic and other characteristics of applicants, students, and graduates; and**

In evaluating applicants for admission we seek to admit a diverse group of students who can master the program’s demands both academically and personally. In order to succeed in our mission to “create inclusive spaces of responsiveness, respect, and appreciation for all forms of diversity...” we must have a diverse student body. As discussed previously (see Section 1.K), we are relatively successful in our efforts to attract and retain a diverse student body who succeed in the program.

Initially, we consider academic aptitude for graduate study (undergraduate GPA or graduate GPA or GRE scores) and writing ability. Next we consider the match between applicants’ goals and the program’s goals, seriousness of purpose, and recommendations. Following this phase 1 “paper screening,” we bring in selected candidates for group and individual interviews. Observing candidates in a group activity, the faculty take note of each person’s ability to work cooperatively in a group, willingness to listen to others, reactions to viewpoints different from one’s own, etc. Individual interviews focus on each candidate’s goals, experiences with diversity, and perceptions of learning styles, strengths and areas for growth. (see previous discussion of admission in Section 1.L). The 2018-19 CACREP [vital statistics summary](#) indicates that 86% of students who begin the program graduate successfully in the 6-year required timeframe; however the average time to graduation is 3 to 4 years.



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Unfortunately, the data we have available doesn't reflect the diversity that is actually represented in the program. Demographic data from the 2018-19 CACREP vital statistics survey indicates that most students (71%) choose the response "other/undisclosed" for questions about race/ethnicity and gender. Of those who did respond, over 30% are students of color and the great majority are women. Observations of students in our courses indicates that the number of men is increasing. The university does not have data on sexual orientation, gender identity, or disability status. However, in working with the students in our courses and learning about their lives as they progress through the program, it's clear that we do have a number of gay, lesbian, bisexual, transgender, and gender fluid students. See Section 1.K for discussion of our efforts to attract and retain a diverse student body.

Data on demographic characteristics of graduates (see recent follow-up study below) indicates that 32% of those who responded identify as African American, 64% are White, and 4% are Latinx or Spanish American); 96% identify as cisgender female and 4% as cisgender male.

**(3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.**

Systematic follow-up studies of graduates and employers of graduates are conducted every three years. Data from the [2017](#) and [2020](#) studies are included in this report. Data from these studies are reviewed by faculty and needed program modifications are considered. Data from graduates continues to be very positive, although only about half of the graduates contacted in 2017 and 2020 responded. Of course, it's possible that those who have the most positive feedback are the ones who respond.

It continues to be difficult to get data from employers. Only two employers (out of a possible 50) responded in the 2020 survey. In the 2017 survey only 15 graduates gave us employer contact information and 9 of those responded. Faculty need to discuss and get input on more effective ways to get this feedback from employers. In the 2017 survey, graduates were asked for contact information so that we could contact their supervisors/employers. In the 2020 survey, graduates were asked to provide the survey link to their employers, and only 2 employers responded. It appears that we would be more effective if we contact the employers directly. The faculty plan to meet with a survey methodology specialist to discuss how to maximize responses in the next survey.

Site supervisor feedback about the program's strengths and areas that need strengthening is obtained in the [final certification](#)/evaluation of every intern. This feedback is reviewed by faculty on an ongoing basis. When a faculty internship supervisor sees feedback about the program that raises concerns, that feedback is brought to the full faculty for discussion.

**C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.**

The data collected since the last self-study has indicated that the majority of students are performing at target or above on the program's learning objectives. Program modifications have been in response to feedback from graduates and employers, Advisory Board members, internship site supervisors, and the faculty's awareness of developments and changing practices in the field.. We continue to engage in an informal process of program evaluation during bi-

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monthly program meetings. Program modifications over the past several years include the following:

- **Student Learning Outcome Data**

- We encountered a number of problems in the previous system in which assessment data was entered into LiveText and was difficult to retrieve for analysis. Thus we worked with our instructional technology staff to develop a system in which instructors can more easily enter data for each course using the Canvas (course management) system. Data can be retrieved from IT at the end of the semester. New rubrics, which address the CACREP standards for each course more clearly, were developed.

- **Revised Student Disciplinary Policy and Student Review**

- In order to more fully comply with ACA Code of Ethics (2014) and CACREP standards for systematic assessment of students' professional dispositions and competencies for entering the profession, we added a step in our process called "Early Assessment." (see B.2 in the attached process). Previously, concerns about a student were addressed when a faculty member identified a problematic behavior, usually in class, and scheduled an informal review with the student. Now, faculty review every program admitted student twice a year (at a faculty meeting) to assess each student's progress through the program. Examples of behaviors that may raise concerns are listed in the policy (see Section B.1) These observations may or may not be significant enough to warrant a meeting with the student at an early stage. They may simply be observations that should be noted and that other faculty should be aware of. The name of the policy was changed from Disciplinary to [Student Review Policy](#) to better capture the policy's purpose.
- **Student Review Statement on COUN Syllabi:** The following statement about student review is now included in every course syllabus:

*The Counseling faculty endorse their ethical responsibility to monitor the readiness of students entering the counseling profession. The American Counseling Association (ACA) Code of Ethics section holds that counselor educators and supervisors are obliged to address personal and professional limitations of students and supervisees.(ACA, 2014, F.6.b, F.9.a, and F.9.b.). Our national accrediting agency also expects program faculty to systematically assess each student's professional dispositions throughout the program (CACREP 2016, Section 4.G). Students should be aware that faculty will be reviewing the progress of students on a consistent basis, identifying any areas of concern that may influence the student's readiness to be a counselor.*

*If a student discloses personal information to a faculty member, that faculty member may share that information with other appropriate faculty. Such information will only be shared to the extent necessary to assess the student's ability to succeed academically. Faculty members may also consult each other if it is observed that a student behaves in a manner that is inappropriate, unprofessional, and/or raises questions regarding the student's readiness for the profession. Faculty will address issues of readiness with individual students as detailed in the Counseling Program Student Review Policy. For additional information about the Student Review*

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*Policy, see the Counseling Student Handbook (posted on the Leadership and Counseling Department website)*

- **School Counseling Program changes**

- We increased several courses from two to three credits. Nearly all of our courses are three credits, and many credentialing bodies require three credit courses. In addition, faculty load calculations assume three credit courses.
  - We combined COUN 612 The School Counselor (2 credits) and COUN 650 Organization and Administration of School Counseling Services (2 credits) into one 3-credit course ([COUN 654 School Counseling](#)) The course content outline and rubric in the course syllabus demonstrates how the 2016 CACREP Standards are met in the combined course.
  - [COUN 693 Ethical, Legal, and Professional Issues in School Counseling](#) was increased from a 2 credit course (COUN 696) to a 3 credit course. In considering the 2016 CACREP standards, we realized that more time was needed to address those standards. Topics that can now be addressed more thoroughly include risk factors, and warning signs of students at risk for mental health and behavioral disorders, common medications that affect learning, behavior, and mood in children and adolescents, signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs, community resources and referral sources, professional organizations, preparation standards, credentials, legislation, and legal and ethical considerations specific to school counseling. Although some of these areas were covered previously, there was not sufficient time for more comprehensive teaching of these areas.
- Increase to 60 credit program. We are in the process of moving to a required 60 credit program. The current program is 53-55 credits (depending on the student's previous coursework/experience). Current elective options such as substance abuse counseling will likely become requirements.

- **[College Counseling Program change](#) to 60 credits**

- It has become clear that students in the college counseling program have career goals that fall into two different areas. One group is more interested in working in a clinical setting in a college (College Counseling Centers). Others are more interested in student affairs and career counseling with college students. Thus, in moving the program to 60 credits to meet CACREP standards, we developed two different options within the program – a clinical college specialization and a college counseling and advising specialization. Students may also choose a general option in which they select electives of interest to them.

- **Course roll-out**

- To address declines in enrollment (which have since increased), and reduced faculty, we developed a more systematic course sequence, indicating when courses will be offered and which courses students should take in each semester of their enrollment. Sequences are outlined for students who begin in the Fall and for those who begin in the Winter. Students can now plan their programs more effectively.

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- **Change in CPCE policy**
  - For several years, passing the CPCE has been a requirement for graduation. Students tended to take the exam late in the program, and in some cases had to retake the exam in order to graduate. In a few cases, students didn't pass the exam the second time and found themselves in their internships but facing the possibility that they wouldn't graduate. To address this problem more effectively, we now require students to pass the CPCE before they are approved to enroll in practicum.
- **Substance abuse course ([COUN 575](#))**
  - In response to feedback from the instructor who teaches COUN 575 Substance Abuse Counseling and the increased demand in the field for counselors who can address substance abuse, we increased this course from two to three credits.

**D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available**

The most recent CACREP self-study as well as a recent [program evaluation](#) report is available to all constituencies on the Counseling Program website under "Resources." During [Counseling Program Advisory Board](#) meetings, faculty update members about program changes and developments in the field such as changes in the licensure law. Board members represent professionals in schools, colleges, and agencies and keep the faculty apprised of the changing needs in their settings for which counselors must be prepared to respond.

**E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.**

See attached report for [2018-2019](#). The link on the Counseling program website is "Counseling Program Outcomes"

## ASSESSMENT OF STUDENTS

- F. The counselor education program faculty systematically assesses for each student's combination of knowledge and skills. The assessment process includes the following:**
- (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas)**
  - (2) measurement of student learning conducted via multiple measures and over multiple points in time, and**
  - (3) review or analysis of data**

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**(1) Key Performance Indicators**

As was discussed earlier in Section 4 (A), CACREP standards for the eight core areas and for specialty areas are identified as being met in specific courses. Students are assessed on each of these. Standards are grouped into learning objectives for the course, which is how the instructor determines whether a student has or has not met the objectives.

**(2) Multiple Measures at Multiple Points and (3) Review of data**

Program faculty assess student learning and performance on an ongoing basis throughout 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/performance of counseling skills in skills courses and supervised experiences (professional practice), 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 be a professional helper. We have identified a series of "gateway points" at which we assess student performance/outcomes in these areas.

Early COUN 505 (Basic Skills)	Midpoint 1 COUN 580 (Counseling Process)	Midpoint 1 Grades in skills courses	Midpoint 2 Admission to Practicum	Midpoint 2 Practicum	Late 1 Admission to internship	Late 2 Internship
Skills and dispositions evaluation	Skills and dispositions evaluation.	Students must receive B or better in: COUN 505 COUN 515 COUN 540 COUN 580	Completion of core courses Passed CPCE Overall GPA of 3.0 Faculty approval	Skills and dispositions evaluation	Successful completion of practicum Faculty approval	Faculty supervisor site visit (midway) Site supervisor mid and final evaluation

**Counseling Skills and Dispositions**

Using one assessment rubric (Evaluation of Skills and Dispositions) we evaluate each student's development in the acquisition and performance of intervention and relationship skills, professional skills, conceptualization skills, and personalization skills. The student is rated on a 4-point scale from "unsatisfactory/does not demonstrate" (0) to "advanced/consistently demonstrates" (3). These skills are evaluated at three points during the program, upon completion of the courses identified below. Currently, Skills and Dispositions evaluations are kept in the student's program file. We are in the process of moving those rating scales into the new assessment system. If the faculty member has concerns about a student's performance, the faculty member requests an informal review meeting with the student and the student's advisor to discuss ways to remediate the problem. (See [Student Review](#) Policy)

**(Early) COUN 505:** The Basic Skills course is taken early (first or second semester) in the program and is a prerequisite for most other courses. The course focuses on the intervention

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and relationship skills that are the foundations of counseling process. The course instructor completes the rating form and shares feedback with the student.

**(Mid point 1) COUN 580:** The Counseling Process course is taken toward the end of the 33-credit "core" and serves as a pre-practicum experience. In this course, students have opportunities to practice/demonstrate basic skills, professional skills, conceptual skills, and personalization skills. The course instructor completes the rating form and shares feedback with the student.

**Overall Performance (B or better) in "Skills" Classes:** In addition to evaluating/monitoring students' development in skills and dispositions as they progress through the program, we have set a minimum knowledge and performance standard for four counseling skills courses. Students must successfully master basic knowledge and skills before they can master the higher level skills required in practicum and internship. Therefore, students must receive a grade of B or better in COUN 505: Basic Skills; COUN 515 Crisis Intervention; COUN 540 Group Counseling; and COUN 580: Counseling Process in order to enroll in any course for which these courses are prerequisites. Any student who does not obtain a B or better must meet with the course instructor and the student's program advisor for an informal review to develop a remediation plan, which often includes retaking the course (see [Student Review Policy](#)). If a student receives less than a B in either course a second time, the student is dismissed from the program.

**Admission to Practicum:** Faculty meet during fall and winter semesters to evaluate applicants for admission to practicum. In these meetings, faculty review each student's progress through the program as well as readiness to provide counseling services. Considerations include completion of core courses, total number of courses completed, overall GPA (3.0 or above), skills and dispositions ratings in skills courses, and a passing score on the CPCE. The faculty either approve the student or identify issues that need to be resolved before the student may enroll in practicum.

**CPCE Policy:** All counseling students must pass the CPCE prior to entering practicum. Should a student fail to earn a passing score on the CPCE, the student is not allowed to register for any counseling courses in the semester following the failure. The student may not resume classes until s/he passes the CPCE. The student must meet with his/her advisor to develop a plan of study to address any issues that are impeding passing the CPCE. The plan of study is reviewed by the faculty and placed in the student's program file. Should a student fail in their second attempt, his/her program is terminated. Under extenuating circumstances, a third attempt may be granted but only with the permission of the counseling program faculty. A student must file an appeal with the counseling program faculty (through the advisor) within four weeks of being notified of the second failure.

**(Midpoint 2) COUN 686:** Counseling Practicum is taken after the student has successfully completed all required core courses, passed the CPCE, and obtains faculty approval. Practicum students must obtain a minimum rating of "1" (demonstrates unevenly or inconsistently) on each criterion in the rubric in order to pass practicum. The practicum supervisor evaluates the student's performance and offers formative feedback throughout the practicum experience.

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Upon completion of practicum, the supervisor completes the rating form and shares feedback with the student.

**Admission to Internship:** Faculty meet during fall and winter semesters to evaluate applicants for admission to internship. Approval for admission to internship is based primarily on the applicant's successful performance in practicum and the recommendation of the practicum supervisor. However, all faculty must approve each applicant.

**Internship Evaluations:** The faculty supervisor conducts an on-site visit through the student's internship. In this meeting, the on-site supervisor shares feedback regarding the student's progress and which is documented in the Site Supervisor [Midway Evaluation](#). At the end of the internship, the site supervisor, in consultation with the faculty supervisor, completes the final evaluation, the [Certification of Counseling Internship](#). These evaluations address basic and advanced counseling skills, professional behaviors, attitude, and supervision process. All evaluations are discussed with the student and files the evaluations in the student's program file. We are in the process of moving these evaluations into the new assessment system.

### **(3) Review of Data**

In addition to the ongoing assessment of student's knowledge and skills discussed above, twice a year we systematically review every program admitted student to assess the student's progress through the program. Examples of behaviors that may raise concerns, as well as scholastic performance issues, are clearly delineated in the [Student Review Policy](#). These observations may or may not be significant enough to warrant a meeting with the student at an early stage. They may simply be observations that should be noted and that other faculty should be aware of. At this point, the process is not necessarily disciplinary as much as it is a way for faculty to monitor and remain aware of each student's progress. On the other hand, if behaviors have persisted over time or are of greater concern, the faculty may decide at any stage that an informal review is warranted.

- G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.**

#### **Skills and Dispositions assessments**

See responses to H above for a more complete response to this item. As described in H, professional skills and dispositions are evaluated at multiple points throughout the program: in COUN 505 (Basic Skills) and COUN 580 (Counseling Process), in Practicum, and in Internship. Briefly, the professional skills and dispositions that are included in those assessment include the following:

**Intervention & Relationship Skills:** Intervention skills are those overt behaviors that distinguish counseling from other social interactions & include all observable counselor behaviors. Relationship skills consist of things such as additive empathy, positive regard, genuineness, and concreteness, influencing skills, structuring

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**Professional Skills:** These range from the day to day reliability and responsibility of completing paperwork in a timely and competent fashion, behaving appropriately for counseling contacts, meeting deadlines and following through on commitments, and related professional behaviors; as well as upholding ethical and legal standards.

**Conceptualization Skills:** included things such as identifying the major concern of the client, recognizing dominant themes in a counseling session, assessment and diagnosis; treatment planning

**Personalization Skills:**

These include becoming comfortable with the professional responsibility of being a counselor, being able to separate one's reactions to an issue from those of the client, allowing a sense of humor to emerge, being non-defensive with a client, being able to handle a range of emotions in oneself or when presented by the client, and being able to use constructive feedback for change.

See the [Skills and Dispositions](#) rubric for a complete view of what is assessed.

**H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.**

The [Student Review](#) Process is a thorough, systematic process for retention, remediation, and dismissal. Behaviors in the academic environment that may raise concerns about the student's ability to perform satisfactorily in the practice of counseling are clearly delineated (p. 1-2). Instances when an informal or formal review may be warranted are described. (p. 3-5) Scholastic performance issues that lead to action on the part of the faculty are outlined (p. 5). Procedures in place for addressing all concerns are described throughout.

**EVALUATION OF FACULTY AND SUPERVISORS**

**I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.**

Since the Eastern Michigan University faculty is unionized (AAUP), faculty evaluation procedures are described in the AAUP contract and in the Department Evaluation Document. The faculty has representatives on the Bargaining Council, which provides input to the AAUP Negotiating Team when a new contract is being negotiated. The faculty as a whole must ratify each new contract. Faculty are involved in writing and changing their own [Department Evaluation Document](#) and identifying the items that will appear on the student evaluations.

**J. Students have regular and systematic opportunities to formally evaluate counselor education faculty.**

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 strengths and weaknesses of the course.



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**K. Students have regular and systematic opportunities to formally evaluate practicum and internship supervisors.**

Counseling interns evaluate their on-site clinical supervisors using a [supervisor evaluation](#) form developed by faculty. Faculty practicum and internship supervisors are evaluated using the regular faculty evaluation process that is used for all courses (see Appendix C of Department Evaluation Document)

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## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

#### 1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

#### 2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling

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- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
  - l. legal and ethical considerations specific to clinical mental health counseling
  - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
3. PRACTICE
- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
  - b. techniques and interventions for prevention and treatment of a broad range of mental health issues
  - c. strategies for interfacing with the legal system regarding court-referred clients
  - d. strategies for interfacing with integrated behavioral health care professionals
  - e. strategies to advocate for persons with mental health issues

### **Clinical Mental Health Counseling: Courses Meeting Standards**

The chart that follows identifies the courses in which each of these standards is met. Relevant syllabi are available by clicking on the course number at the top of the chart.

The standards are met primarily by the program area specialization courses: COUN 574, 575, 623, 660, and 694. These are courses beyond the common core (shaded area) that are required for students in the clinical mental health counseling program. However in some cases, core professional identity courses supplement these specialized courses,. For example, we have required core courses in cross cultural counseling (COUN 571), diagnosis and treatment planning (COUN 622), assessment (COUN 520), and crisis intervention (COUN 515). These courses provide the foundations for specialized course content focusing on diversity, diagnosis, assessment, and the effects of crisis and trauma.

## 2016 CACREP STANDARDS: CLINICAL MENTAL HEALTH COUNSELING

#	Standard	503	504	505	508	515	<a href="#">520</a>	530	540	571	580	<a href="#">622</a>	<a href="#">574</a>	<a href="#">575</a>	<a href="#">623</a>	<a href="#">660</a>	<a href="#">694</a>	
<b>1. FOUNDATIONS</b>																		
1a.	history and development of clinical mental health counseling																	X
1b.	theories and models related to clinical mental health counseling																	X
1c.	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning														X			
1d.	neurobiological and medical foundation and etiology of addiction and co-occurring disorders													X				
1e.	psychological tests and assessments specific to clinical mental health counseling						X											
<b>2. CONTEXTUAL DIMENSIONS</b>																		
2a.	roles and settings of clinical mental health counselors																X	X
2b.	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders											X			X			
2c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks													X			X	





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## COLLEGE COUNSELING AND STUDENT AFFAIRS

Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

### 1 FOUNDATIONS

- a. history and development of college counseling and student affairs
- b. student development theories relevant to student learning and personal, career, and identity development
- c. organizational, management, and leadership theories relevant in higher education settings
- d. principles of student development and the effect on life, education, and career choices
- e. assessments specific to higher education settings

### 2 CONTEXTUAL DIMENSIONS

- a. roles and settings of college counselors and student affairs professionals
- b. roles of college counselors and student affairs professionals in relation to the
- c. operation of the institution's emergency management plan, and crises, disasters, and trauma
- d. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- e. characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- f. models of violence prevention in higher education settings
- g. signs and symptoms of substance abuse in individuals in higher education settings
- h. current trends in higher education and the diversity of higher education environments
- i. organizational culture, budgeting and finance, and personnel practices in higher education environmental, political, and cultural factors that affect the practice of counseling in higher education settings
- j. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- k. influence of learning styles and other personal characteristics on learning policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education setting

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- l. policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
  - m. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
  - n. higher education resources to improve student learning, personal growth, professional identity development, and mental health
  - o. professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
  - p. legal and ethical considerations specific to higher education environments
3. PRACTICE
- a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
  - b. strategies to assist individuals in higher education settings with personal/social development
  - c. interventions related to a broad range of mental health issues for individuals in higher education settings
  - d. strategies for addiction prevention and intervention for individuals in higher education settings
  - e. use of multiple data sources to inform programs and services in higher education setting

### **College Counseling and Student Affairs: Courses Meeting Standards**

The chart that follows identifies the courses in which each of these standards is met. Relevant syllabi are available by clicking on the course number at the top of the chart.

The standards are met primarily by the program area specialization courses: COUN 550, 655, and 692. These are courses beyond the common core (shaded area) that are required for students in the college counseling program. However in some cases, core professional identity courses supplement these specialized courses,. As an example, we have required core courses in assessment (COUN 520) and crisis intervention (COUN 515) which provide the foundation for specialized course content focusing on college assessments and crisis management plans.



2016 CACREP STANDARDS: COLLEGE COUNSELING AND STUDENT AFFAIRS

#	Standard	503	504	505	508	515	520	530	540	571	580	622	550	655	692
<b>FOUNDATIONS</b>															
1a.	history and development of college counseling and student affairs												X		
1b.	student development theories relevant to student learning and personal, career, and identity development													X	
1c.	organizational, management, and leadership theories relevant in higher education settings												X		
1d.	principles of student development and the effect on life, education, and career choices													X	
1e.	assessments specific to higher education settings					X	X								
<b>CONTEXTUAL DIMENSIONS</b>															
2a.	roles and settings of college counselors and student affairs professionals												X		X
2b.	roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma					X									X
2c.	roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions												X		
2d.	characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders											X			

#	Standard	503	504	505	508	515	520	530	540	571	580	622	550	655	692
2e.	models of violence prevention in higher education settings														X
2f.	signs and symptoms of substance abuse in individuals in higher education settings											X			
2g.	current trends in higher education and the diversity of higher education environments												X		
2h.	organizational culture, budgeting and finance, and personnel practices in higher education												X		
2i.	environmental, political, and cultural factors that affect the practice of counseling in higher education settings												X		
2j.	the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education												X		
2k.	influence of learning styles and other personal characteristics on learning	X													
2l.	policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings														X
2m.	unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students												X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	<a href="#">550</a>	<a href="#">655</a>	<sup>67</sup> <a href="#">692</a>
2n.	Higher education resources to improve learning, personal growth, professional identity development, and mental health												X		
2o.	professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings														X
2p.	legal and ethical considerations specific to higher education environments														X

**PRACTICE**

3a.	collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings												X		
3b.	strategies to assist individuals in higher education settings with personal/social development													X	
3c.	interventions related to a broad range of mental health issues for individuals in higher education settings														X
3d.	strategies for addiction prevention and intervention for individuals in higher education settings														X
3e.	use of multiple data sources to inform programs and services in higher education settings												X		

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## SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

### 1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

### 2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

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### 3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

#### **School Counseling Specialization: Courses Meeting Standards**

The chart that follows identifies the courses in which each of these standards is met. Relevant syllabi are available by clicking on the course number at the top of the chart.

The standards are met primarily by the program area specialization courses: COUN 651, 654, 670, and 693. These are courses beyond the common core (shaded area) that are required for students in the school counseling program. However in some cases, core professional identity courses supplement these specialized courses,. For example, the required crisis intervention course (COUN 515) addresses school emergency management plans and the career course (COUN 530) covers career counseling assessments that are developmentally appropriate



#	Standard	503	504	505	508	515	520	530	540	571	580	622	<a href="#">651</a>	<a href="#">654</a>	<a href="#">670</a>	<a href="#">693</a>
2g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders												X			
2h.	common medications that affect learning, behavior, and mood in children and adolescents												X			
2i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs												X			X
2j.	qualities and styles of effective leadership in schools													X		
2k.	community resources and referral sources															X
2l.	professional organizations, preparation standards, and credentials relevant to the practice of school counseling															X
2m.	legislation and government policy relevant to school counseling															X
2n.	legal and ethical considerations specific to school counseling															X
<b>PRACTICE</b>																
3a.	development of school counseling program mission statements and objectives														X	
3b.	design and evaluation of school counseling programs													X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	651	654	670	693
3c.	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies													X		
3d.	interventions to promote academic development														X	
3e.	use of developmentally appropriate career counseling interventions and assessments							X								
3f.	techniques of personal/social counseling in school settings												X			
3g	strategies to facilitate school and postsecondary transitions														X	
3h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement												X			
3i.	approaches to increase promotion and graduation rates													X		
3j.	interventions to promote college and career readiness														X	
3k.	strategies to promote equity in student achievement and college access														X	
3l.	techniques to foster collaboration and teamwork within schools													X		



#	Standard	503	504	505	508	515	520	530	540	571	580	622	<a href="#">651</a>	<a href="#">654</a>	<a href="#">670</a>	<a href="#">693</a>
3m	strategies for implementing and coordinating peer intervention programs													X		
3n	use of accountability data to inform decision making													X		
3o	use of data to advocate for programs and students													X		