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
June 2012**

CACREP Liaison:
  Irene Mass Ametrano, Ed.D.
  Eastern Michigan University
  304 Porter Building
  Ypsilanti, MI 48197
  iametrano@emich.edu
  734.487.0255

CD created on 6/4/2012
Microsoft Word 2008 for Mac
Version 12.2.5

Table of Contents

(Hyperlinks go directly to the identified section of this document)

Table of Contents (cont'd.)

Attachment Folders/Links

NOTE: All hyperlinks in this self-study take the reader to a file (PDF or Word) that can be found in one of the following folders. If a hyperlink does not work, go directly to one of these folders to find the documentation.

CACREP
Application for Accreditation

Date: June 1, 2012

Institution: Eastern Michigan University

Department/Academic Unit: Leadership and Counseling

Mailing Address : John W. Porter Building, Suite 304

Ypsilanti, MI 48197

Program Website : http://www.emich.edu/coe/lc/index.html

CACREP Liaison Irene Mass Ametrano, Ed.D.

Telephone (734) 487-0255 Fax (734) 487-4608 E-mail: iametrano@emich.edu

Place an "X" on the left next to the program area(s) for which accreditation is sought and indicate the degree(s) offered.

Entry-Level

		M.Ed.	M.A.		M.S.	Other
_____	Addictions Counseling	❑ M.Ed.	M.A.	❑	M.S.	❑ Other _____
_____	Career Counseling	❑ M.Ed.	❑ M.A.	❑	M.S.	❑ Other _____
__X_	Clinical Mental Health Counseling	❑ M.Ed.	X M.A.	❑	M.S.	❑ Other _____
_____	Marriage, Couple, and Family Counseling	❑ M.Ed.	❑ M.A.	❑	M.S.	❑ Other _____
__X_	School Counseling	❑ M.Ed.	X M.A.	❑	M.S.	❑ Other _____
__X_	Student Affairs and College Counseling	❑ M.Ed.	X M.A.	❑	M.S.	❑ Other _____

Doctoral-Level

_____ Counselor Education and Supervision ❑ Ph.D. ❑ Ed.D.

Application for Accreditation

President/CEO
of the Institution   Susan W. Martin, Ph.D., President

                                          (Signature)

Office of the President

202 Welch Hall

Ypsilanti, MI 48197

E-mail: sue.martin@emich.edu

Dean of
the College   Jann Joseph, Ph.D., Dean

                                          (Signature)

College of Education Dean's Office

John W. Porter Building, Suite 310

Ypsilanti, Mi 48197

E-mail: jjosep10@emich.edu

Department
Chair   Jaclynn Tracy, Ph.D., Department Head

                                          (Signature)

Department of Leadership and Counseling

John W. Porter Building, Suite 304

Ypsilanti, MI 48197

E-mail: jtracy@emich.edu

Eastern Michigan University

5

Application for Accreditation

1. **Please list each site where the program(s) is offered and the percentage of the degree requirements that can be completed at each site.**

   At this time, the only site where the programs are offered is at the main Eastern Michigan University campus in Ypsilanti.

2. **Please provide a sample transcript (with blacked out identifying information) for each program area for which accreditation is sought.**

   Transcripts for recent graduates of the College and School Counseling programs are attached.   We began admitting students to the Clinical Mental Health Counseling (CMHC) program in Fall 2011; a transcript for a current CMHC student is attached. Attached also is a transcript for a recent graduate of the Community Counseling program. That program is CACREP-accredited through 2013 and is the foundation of the new Clinical Mental Health Counseling Program.

3. **Please provide a current program of study for each program area that includes all required courses and indicates the total number of hours 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, and clinical mental health counseling programs. School counseling students who are not certified teachers are required to take additional coursework. While there is only one school counseling program, a separate program of study reflects these additional requirements.

4. **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 generated 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 generated 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 for core faculty and noncore (adjunct) faculty.

1. Core Faculty Who Currently Teach in the Program (Jan 2011- Dec 2011)

Faculty Member	Credit Hours Generated	Terminal Degree & Major	Teaching Focus	Professional Memberships	Licenses / Certifications	Nature of Involvement in Program
Ametrano, Irene M.	255	Ed.D, Counseling Psychology	Crisis Intervention, Clinical Mental Health Counseling, Legal, Ethical, and Professional Issues, Diagnosis and Treatment Planning, and Professional Credentialing/Licensure	ACA, AMHCA, ACES, MCA, MMHCA, and MACES	LPC, ACS, NCC	Program Coordinator; Coordinator of Clinical Mental Health Program
Callaway, Yvonne L.	301	Ph.D, Counselor Education and Supervision	College Counseling, Group Counseling, Multicultural Counseling, Counselor Assessment, and Campus Communities	ACA, ACES, ASGW, and NCDA	LPC	Faculty
Choudhuri, Dibya D.	156	Ph.D, Counselor Education and Supervision	Multicultural Counseling, Supervision, Crisis Intervention, Counseling Practicum and Counseling Pedagogy	ACA, ACES, AMHCA, AMCD, and MCA	ACS, LPC, NCCMHC and NCC	Coordinator of Graduate Admissions and Advising
Dugger, Suzanne M.	258	Ed.D, Counseling Psychology	School Counseling, Counseling with Children, Play Therapy, Career Counseling, Assessment, and Diagnosis & Treatment Planning	ACA, ACES, and ASCA	LPC, DLLP, ESC	Coordinator of School Counseling Program
Francis, Perry	221	Ed.D, Counselor Education	College Counseling, Ethics & Professional Issues, Group Counseling, Suicide Assessment and Management, Aggression Management, Individual Counseling	ACA, ACCA, ACES, MACES, MASGW, MCA, and MCCA	LPC, NCC, and ACS	Coordinator of Counseling Clinic, and Coordinator of College Counseling Program
Parfitt, Diane	195	Ph.D, Counselor Education and Supervision	Ethics and Professional Issues, Counseling with Adolescents, Couples and Families, Training CITs & Interns, and Supervision Private Practice	ACA, ACES, MACES, MCA, and MSCA	ACS, LPC, LP, and PCC-S	Coordinator of School-Based Counseling Clinics
Stickel, Sue A.	237	Ph.D, Counselor Edcation	School Counseling, Supervision, Assessment and Research, and Program Development	ACA, ACES, ASCA, MSCA, MASLm and EERA	LPC	Faculty

2. Noncore Faculty Who Taught in the Program (Jan. 2011 – Dec. 2011)

NonCore Faculty Member	Credit Hours Generated	Terminal Degree & Major	Teaching Focus	Professional Memberships	Licenses / Certifications	Nature of Involvement in Program
Carney, Sharon	42	Ph.D., Counseling Psychology	Dynamics of Life Development (COUN 503)	APA, Division 17, Counseling Psychology, and Division 35, Psychology of Women	LP and LPC	Adjunct
Giola, Deborah	12	MA, School Counseling	School Counseling (COUN 650)	NA	PLC	Adjunct
Janzen, Cheryl	14	MA, School Counseling	School Counseling with a college/career focus (COUN 670)	NEA, Tennesse Educ Assoc, and Bradley County Ed	LPC, NCC, NCSC, Certified School Counseling, English. Speech 7-12 (MI, TN)	Adjunct
Jones, Kalinda	39	Ph.D., Counseling Psychology	Counselor Education, and School Counseling (COUN 520)	ACA, ASCA	Michigan School Counselor Endorsement	Adjunct
Moskal, Mark	18	MA, Community Counseling	Substance Abuse (COUN 575)	MCA	LPC, CAADC	Adjunct

4b. 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 (Spring 2011 - Winter 2012)

	Spring	Summer	Fall	Winter	Total
College	4	8	12	19	43
CMHC	0	0	0	4	4
School	29	15	39	41	124
Total	33	23	51	64	171

*Spring & Summer Part time is 3 hours or less
*Fall & Winter Part-time is 8 hours or less

Full-Time Students (Spring 2011 - Winter 2012)

	Spring	Summer	Fall	Winter	Total
College	4	1	9	4	18
CMHC	0	0	1	2	3
School	6	13	11	4	34
Total	10	14	21	10	55

*Spring & Summer Full-time is 4 hours or more
*Fall and Winter Full-time is 9 hours or more

Total Number of Students (Spring 2011 - Winter 2012)

	Spring	Summer	Fall	Winter	Total
College	8	9	21	23	61
CMHC	0	0	1	6	7
School	35	28	50	45	158
Total	43	37	72	74	226

Full-time equivalent (FTE) students: The number of full-time equivalent students was calculated by taking the total number of credit hours generated in a semester and dividing that by 9 (fall and winter) or 4 (spring and summer).

	Fall 2011 – Winter 2012	Fall 2010 – Summer 2011
FTE	74	81

2. **Please indicate any other counseling program(s) in the academic unit that are <u>not</u> applying for accreditation, the number of full-time, part-time, and full time equivalent (FTE) students at each campus site.**

Community Counseling Program Students (Spring 2011- Winter 2012)

	Spring	Summer	Fall	Winter	Total
(Part time)	29	28	35	26	118
Full Time	10	1	8	9	28
Total	39	29	43	35	146

Eastern Michigan University

4c.Table 3 – Graduates for the past Three Years

1. **Please indicate for each applicant program (e.g., School Counseling), the number graduates at each campus site.**
1. **Please indicate for any other counseling program in the academic unit, the number of graduates at each campus site.**

GRADUATES
December 2008 – December 2011

	APPLICANT PROGRAMS			OTHER
	College	School	Clinical Mental Health	Community
SU 2011 – Fall 2011	1	18	0	14
SU 2010 – SP 2011	1	15	NA	6
SU 2009 – SP 2010	5	17	NA	9
Fall 2008 – SP 2009	3	15	NA	11
TOTALS	10	65	0	40

5. **Please provide evidence of institutional accreditation by an accreditor recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA).**

   Eastern Michigan University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. This accreditation is noted in the Institutional Profile on the university's main website.

6. **Clearly label and submit as part of the response for Standard I.AA in the self-study a comprehensive assessment plan that satisfies the conditions specified in Transition Policy #5 (Online policy document pp. 25-26; *2009 Accreditation Manual*, pp. 43-44).**

   See page 31 of this self-study document.

SECTION I

THE LEARNING ENVIRONMENT:
STRUCTURE AND EVALUATION

THE INSTITUTION

A. **The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), 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 Department 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, etc. Financial aid information for graduate students in all departments is available on the Graduate School website and the Office of Financial Aid website .

B. **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.

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.**

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

The overall Department of Leadership & Counseling operations and personnel budget for 2008 was $2 million and in 2011 it was $2.4 million. There will likely be moderate reductions in the future in light of the downturn in the State of Michigan economy.

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

The construction of the College of Education Clinical Suites was one of the most significant contributions to the program's learning environment which took place in early 2000. This million dollar state-of-the-art facility houses the counseling, speech & hearing, and reading clinics. An annual budget of approximately $655,000 is dedicated to maintaining this facility. There are also ongoing development activities and grant opportunities being sought to address the need to update the equipment in the clinic.

D. **The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).**

The University provides faculty with an extensive network of support that encourages participation in professional organizations and activities. The Division of Academic Affairs offers numerous awards that encourage faculty research and scholarly activity. Internal research funding awards include faculty research fellowships (FRF), sabbatical leave awards, the Provost's new faculty award, and dedicated time for scholarly/creative activity. Two counseling faculty members (Dugger and Choudhuri) received sabbatical leave awards in the past year and one (Dugger) received a faculty research fellowship for Fall 2012 (release time from teaching).

The Office of Research Development supports faculty seeking funding from external agencies. Dedicated time for proposal development provides faculty with released time for the development of grant proposals for submission to external funding agencies. More complete descriptions of these programs are available on the Office of Research Development (ORD) 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. Each faculty member receives $500 - $700 annually to use for 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 are also encouraged to assume professional leadership positions, which often involve extensive travel away from the university. One faculty member (Choudhuri) serves on the Board of Directors of NBCC. Another serves on the ACA Governing Council and as the ACA Ethics Revision Committee chair (Francis). Neither could fulfill those responsibilities without the encouragement and cooperation of the Department Head.

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

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

	Titles/Volumes Held	
685,754	Books	Print
146,823	Government Documents	Print
165,670	Bound Periodicals	Print
998,247	**Total (Books/Gov Docs/ Bound Periodicals)**	**Print**
	Full Text E-Books/Documents	
75,998	E-Books	electronic
36,275	E-Government Documents	electronic
112,273	**Total**	**electronic**
	Journal Subscriptions	
885	Current Journal Subscriptions	Print
14	Microform Journal Subscriptions	Microform
24,607	Library pays some fee for access	Electronic
15,732	Free access	Electronic
41,238	**Total (Journals Received)**	**Print/Micro/ Electronic**
238	**Indexes and Databases**	Electronic
57,177	**Maps**	Print
897,725	**Microforms**	Microfiche
33,978		Microfilm
61,188		Microcard
992,891	**Total (Microforms)**	**Microforms**
8,994	Audio Items	CDs
94	Audio Items	Audiocassettes
1,404	Audio Items	LPs
10,492	**Total (Audio Items)**	
5,359	Video Items	Videocassettes
2,420	Video Items	DVD
81	Video Items	Videodiscs
7,860	**Total (Video Items)**	
18,352	**Total (Audiovisual Items)**	**All AV Formats**

Eastern Michigan University

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 off 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 services such as 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.

F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

The Division of Information Technology (IT) oversees the university's information services.   IT works to maintain and upgrade the network infrastructure as well as insuring that faculty and students have access to computers throughout the campus. The division offers technology training and support for faculty, students, and staff. Faculty members receive new computers every four years through the Computer Refresh Program. The eFellows program was established to support faculty and lecturers in obtaining the resources needed to successfully integrate technology that enhances student-focused instruction in courses and curriculum. The goal of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technology.

The John W. Porter College of Education Building, in which all counseling courses are taught, houses numerous "smart" classrooms and two auditoriums that have built-in podiums for all forms of technology presentation. The Bonisteel Technology Lab provides students with a variety of software and hardware to enhance their learning. The Center for Adaptive Technology Education (CTE) is designed for use by students, faculty and staff with disabilities to incorporate the use of computers and related technology into their learning and work.

G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.

The university makes personal counseling services available for all students through Counseling and Psychological Services (CAPS). Services include individual and group counseling; structured workshops; and a self-help library that includes books, audiotapes and reference materials. No counseling faculty member is on the staff at Counseling Services. Although College Counseling students may do their internships at CAPS, there

are six professional staff members and several other interns who are not associated with this academic department.

H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

1. **Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.**
2. **Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.**
3. **Necessary and appropriate technologies and other observational capabilities that assist learning.**
4. **Procedures that ensure that the client's confidentiality and legal rights are protected.**

The College Of Education Clinical Suite houses the EMU Counseling Clinic (operated by the Department of Leadership and Counseling), the EMU Reading Clinic (operated by the Department of Teacher Education) and the EMU Speech and Hearing Clinic (operated by the Department of Special Education). The operation of the Counseling Clinic is managed by the Counseling Clinic Coordinator, who is a member of the Counseling Program faculty, and 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 Counseling Clinic 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 videoconference rooms are equipped with DVRs for use in recording counseling sessions, video monitors and headsets, and a long conference table and chairs. 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.

Counseling Clinic policies and procedures are described extensively in The Counseling Clinic Manual.

THE ACADEMIC UNIT

I. **Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72-quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.**

Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

The College Counseling Program is comprised of 50 semester hours of approved graduate-level study, and the School Counseling Program is comprised of between 50 (Teacher Certified) and 55 (Non-Teacher Certified) semester hours of approved graduate-level study. School counseling students who are not teacher-certified, have additional course requirements. The Clinical Mental Health Counseling Program replaced the 48-semester hour Community Counseling Program in the Fall 2011, and requires a minimum of 60 semester hours of approved graduate-level study. These requirements are outlined on programs of study, in the Counseling Student Handbook (Chap.6) and, as described previously, in the Graduate catalog.

J. **The counselor education academic unit has made 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 for the program has been a continuous goal of the program faculty. Data from 2010 and 2011 (chart below) indicate that approximately 33 % of enrolled students are students of color. The number of female student continues to far exceed the number of male students.

	2010	2010	2010	2011	2011	2011
	Male (17%)	**Female** (83%)	**Total**	**Male** (16%)	**Female** (84%)	**Total**
African-American/ Black	3 (1%)	33(14%)	**15%**	9 (2.5%)	55(15.5%)	**18%**
Asian American	1 (.4%)	6 (2.5%)	**3%**	1 (.3%)	7 (2%)	**2.3%**
Hispanic/Latino	1 (.4%)	5 (2%)	**2.4%**	1 (.3%)	6 (1.7%)	**2%**
Caucasian	31(13%)	130 (54%)	**67%**	38(10.7%)	192 (54%)	**66.4%**
Other/2 or more races	5 (2%)	25 (10%)	**12%**	8 (2.2%)	38 (10.7%)	**12.9%**

Eastern Michigan University

We have made an effort to attract students from the urban areas of Detroit and Flint by offering core coursework in those cities. After several successful cohorts of students from Detroit completed the program, demand declined and we discontinued offering courses there. In response to requests from the Flint, MI community, we began offering core courses in Flint in the Winter 2009. The first cohort of students is nearing completion of their programs. Although there seemed to be a great deal of interest in us continuing to offer courses in Flint, actual applications to the program have not matched the expressed demand. We continue to look for markets where we can offer coursework to a diverse group of students.

K. Admission decision recommendations are made by the academic unit's selection committee and include consideration of the following:
1. **Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.**
2. **Each applicant's aptitude for graduate-level study.**
3. **Each applicant's career goals and their relevance to the program.**

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. Faculty use Admission Rating forms throughout the process (recommendations, paper screening, group activity, and individual interview).

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 (minimum 450 on the Verbal test, 450 on the Quantitative test, and a Writing score of at least 3.5. In the new GRE, scores must be at the 50th 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

Eastern Michigan University
17

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.

L. **Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:**

1. **A new student orientation is conducted.**

   Twice a year (early in the Fall and Winter semesters), a formal orientation (Orientation PowerPoint Presentation) is held for all newly admitted students. The orientation covers program requirements and expectations. Program faculty members are introduced; important issues covered in the Student Handbook are highlighted; and relevant university information is discussed.

2. **A student handbook** (Counseling Student Handbook) **is disseminated that includes the following:**

   [**NOTE**: Go to the Table of Contents in the Student Handbook, and click on chapters to go directly to the designated chapter.]

   a. mission statement of the academic unit and program objectives (Chapters 2, 3))

   b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students (Chapter 11)

   c. written endorsement policy explaining the procedures for recommending students for credentialing and employment; (Chapter 10)

   d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and (Chapter 5)

   e. academic appeal policy. (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.

M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

As indicated in the faculty tables (pp. 7-8 of this self-study) the total number of credit hours delivered by core faculty in the past 12 months was 1,623. The total number of credit hours delivered by adjunct faculty for that same time period was 125.

N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

As the chart below indicates, the student-faculty ratio was 14:1 in the 2007-08 fiscal year and has gradually fallen to the current ratio of 10:1.

Fiscal Year	FTE Students: Faculty
Fall 2007 – Summer 2008	14:1
Fall 2008 – Summer 2009	13:1
Fall 2009 – Summer 2010	12:1
Fall 2010 – Summer 2011	11:1
Fall 2011 – Winter 2012	10:1

The ratios were calculated as follows:
- Divide the total credit hours produced in one year by 24 credits (the number of credits a full-time student would take in a fiscal year) to get the full-time equivalent students for the fiscal year
- Divide the number of full-time equivalent students by the number of faculty (7)
- Data used for these calculations is available in the attached student-faculty ratio chart.

O. Students have an assigned faculty adviser at all times during enrollment in the program. Students, with their faculty adviser, develop a planned program of study within the first 12 months of graduate study.

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

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

The student and adviser 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 advisers to discuss the desired changes.

P. The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Each student's progress is systematically assessed at several points during the program, and this process is described in more depth in the discussion of assessment in this self-study (see response to Standard AA 4).

The chart below identifies points at which each student's performance is regularly assessed. These assessments take into account the student's academic performance as reflected in course grades and overall GPA, and the student's professional and personal development as reflected in repeated ratings on the rubric, Evaluation of Counselor Development: Skills and Dispositions. Ultimately, the student's academic and professional development are assessed on the Counselor Preparation Comprehensive Exam (CPCE).

Early COUN 505	Midpoint 1 COUN 580	Midpoint 2 Admission to practicum	Midpoint 3 Practicum	Late 1 Admission to internship	Late 2 Internship	Exit
Skills and dispositions evaluation	Skills and dispositions evaluation.	Completion of core courses; 3.0 (B) or better in COUN 505, 540, 530; Overall GPA of 3.0 (B); Faculty approval	Skills and dispositions evaluation.	Successful completion of practicum; Faculty approval	Faculty supervisor site visit (midway) Site supervisor mid and final evaluation	CPCE

Eastern Michigan University

The Counseling Program Student Disciplinary Policy clearly identifies the academic and non-academic behaviors that may result in disciplinary action and/or dismissal from the program, as well as procedures for remediation when problems arise. Any time a faculty member has concerns about a student's behavior or academic performance, he/she may request an informal or a formal review. Skills courses in which students must receive minimum grades of B or better are identified, along with procedures that must be followed if students do no attain these grades. The Disciplinary Policy is available to all students in the Counseling Student Handbook (Chapter 5).

Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.

COUN 686 Counseling Practicum I is a four-semester-hour course, and it is always taught by program faculty. Historically the faculty-student ratio for individual practicum supervision has been maintained at a ratio of 5-to-1, although we have moved to a ratio of 6-to-1. During the student's internship, individual supervision is provided by the student's on-site supervisor.

R. Group supervision for practicum and internship should not exceed 12 students.

Supervision groups for Counseling Practicum I consist of five or six students and one faculty supervisor. The students receive group supervision from the same faculty member who provides their individual supervision.

Whenever possible, interns are placed in group supervision sections according to their program areas (clinical mental health, college, school). To maintain the ratio at 10-to-1, students from one program area may be placed in a section with interns from other program areas.

S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

All students are required to have professional liability insurance throughout their supervised counseling experiences. This expectation is communicated to students in the Student Handbook [Chapter 7], in the Counseling Clinic Manual [Chapter 2], and in the Counseling Internship Manual [Chapter 5].

During practicum students are covered, at a low cost to them, by a group policy offered through the Healthcare Providers Service Organization (HPSO). This policy has the added benefit of covering all faculty supervisors for the on-campus clinical practicum.

During internship, students must purchase liability insurance on their own. They must have policies that provide a minimum liability limit of $1 million per incident and $3

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 the can begin their internships.

T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

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

As shown in the table below, the Department has been able to offer 32.5 graduate assistantships from 2006-2011. Graduate assistants are typically counseling program students and primarily serve the counseling faculty. (Educational leadership doctoral students serve as doctoral fellows for the educational leadership faculty.) In addition to the graduate assistants assigned to the faculty, we have one full-time graduate assistantship dedicated to the Counseling Clinic. The Gear-Up Program also funded .5 of a graduate assistant to support the school-based counseling clinic program.

Graduate Assistantships by Year

Academic Year	2006	2007	2008	2009	2010	2011	Total
Graduate Assistants	4+1	4.5+1	4.5+1	4.5+1	4.5+1	4.5+1	32.5

Source: Department Records

Eastern Michigan University

22

FACULTY AND STAFF

U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.

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. Because new faculty members are hired infrequently, the composition of the faculty has not changed since the CACREP mid-cycle report was submitted in 2009. This does indicate that we retain faculty once they are employed. The newest faculty member has been with us since 2006.

Of the seven core faculty members in the Counseling Programs, there is diverse representation with regard to race, sexual orientation, and religious affiliation. Men are underrepresented, with six women and one man.

When we have had opportunities to recruit new faculty, we recruited nationally through venues targeted at underrepresented populations.

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.

The regular teaching load for full-time faculty teaching graduate courses is fairly consistent throughout the University, particularly in programs where intensive supervision is required. The load is nine graduate credits (three graduate courses) per semester, and the caps on those courses that require intensive supervision (i.e. practicum and internship) are strictly adhered to in the program. 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, advising and clinic coordination.

W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:

1. Number at least three persons whose full-time academic appointments are in counselor education.

All seven 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 Clinic Coordinator, School-Based Clinic Coordinator)

2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or 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.

Eastern Michigan University

Of our seven faculty members, five have doctoral degrees in Counselor Education and Supervision (Callaway, Choudhuri, Francis, Parfitt, and Stickel). The other two (Ametrano and Dugger) have doctoral degrees in Counseling Psychology, but they have been employed as full-time faculty members in this program since 1981 and 1997 respectively.

3. **Have relevant preparation and experience in the assigned program area.**

Faculty vitae reflect how the professional experiences of faculty members match their assigned program areas. Drs. Dugger, Parfitt, and Stickel are responsible for the school counseling area, and all have served as school counselors. Drs. Ametrano and Choudhuri are responsible for the clinical mental health area, and both have experience working with clients in community agencies. Drs. Callaway and Francis are responsible for the college counseling program and have professional counseling experience working with college students.   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.

4. **Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.**

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

Faculty vitae reflect membership and involvement in professional organizations at both the state and national levels. Faculty have served in leadership roles in ACA and in several of its divisions. For example, two have served on the ACA 20/20 Task Force (Dugger and Francis); and one serves currently on the ACA Governing Council and as Chair of the Ethics Revision Task Force (Francis). Another faculty member serves on the Board of Directors of NBCC (Choudhuri).

Faculty's extensive involvement in state professional organizations is reflected in the leadership positions we have held in various Michigan counseling organizations. Examples of these positions include: President (Dugger), Secretary (Ametrano), and Treasurer (Francis) of the Michigan Counseling Association (MCA); President of the Michigan Association for Counselor Education and Supervision (Ametrano, Parfitt); Licensure chair for MCA and Michigan Mental Health Counselors' Association (Ametrano); Editor of the MCA professional counseling journal (Choudhuri, Francis); and membership on the Michigan Board of Counseling (Ametrano, Dugger, Parfitt).

5. **Engage in activities of the counseling profession and its professional organizations, including all of the following:**
   a. **development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);**
   b. **research and scholarly activity; and**
   c. **service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).**

It is difficult to list all the professional activities in which the faculty are engaged; vitae do reflect this extensive involvement. All attend professional meetings and are active in delivering papers, presentations, and workshops. Faculty are involved in scholarly activities including research, publication in professional journals, authoring/editing books, and serving on editorial boards for professional journals. A number of faculty serve as consultants to universities, school, community agencies, and business/industry.

6. **Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of 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, 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 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.

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

1. **A faculty member is clearly designated as the academic unit leader for counselor education who**
   a. **is responsible for the coordination of the counseling program(s);**
   b. **receives inquiries regarding the overall academic unit;**
   c. **makes recommendations regarding the development of and expenditures from the budget;**
   d. **provides or delegates year-round leadership to the operation of the program(s); and**
   e. **has 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. 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 (Dr. Tracy) with counseling program matters that need attention.

At Eastern Michigan University, a Department Head provides the administrative leadership for each academic department.   Dr. Jaclynn Tracy is the Leadership and Counseling Department Head. She provides leadership, support, and advocacy for

both program areas in the Department. She is responsible for the budget, although she consults with a faculty committee (Finance Committee) on some of those decisions. 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 checking meeting minutes; responding to inquiries about the counseling programs; and insuring that the Department Head is aware of counseling program needs.

2. **A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who**
   a. **is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;**
   b. **is the person to whom inquiries regarding practicum and internship experiences are referred; and**
   c. **has clearly defined responsibilities.**

As the Counseling 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 Clinic. As the Clinic Coordinator, Dr. Francis is responsible for overseeing the Clinic's operations; he is released from teaching three courses a year. More specifically his responsibilities include:

- Facilitate Counseling Clinic orientations
- Market Counseling Clinic services to the campus and surrounding communities
- Participate in and manage the intake process involving screening, evaluation and placement of prospective clients
- Provide emergency supervision related to client crises as they arise during sessions (not 24-7) and coordinate the on-call schedule
- Manage the database of clinical services provided by the EMU Counseling Clinic
- Work with COE Clinical Suite Secretary to manage the EMU Counseling Clinic Budget
- Establish and maintain file management procedures
- Monitor and maintain clinic resource materials and test protocols
- Conduct outcome research
- Work in conjunction and collaboration with other clinic supervisors within the COE Clinical Suite

- Develop and establish groups for clinic
- Maintain collaborative relationships with other clinics on campus (e.g., Psychology Clinic, EMU Counseling Services) and other relevant units within the university

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:
1. **Hold graduate degrees, preferably in counselor education from a CACREP-accredited program.**
2. **Have relevant preparation and experience in the assigned area of teaching.**
3. **Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.**

Adjunct faculty credit hour production for the past 12 months (125) illustrates that we employ very few adjunct faculty. Those who we have employed to teach core courses (Carney, Jones, Quarto) have doctoral degrees in counselor education or counseling psychology. They are selected because they have relevant counseling and/or teaching experience in the course content areas. For more specialized courses such as Substance Abuse Counseling, Organization and Administration of School Counseling Services, or Counseling Children, we employ faculty (Moskal, Giola, Chalker) who have extensive 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 such as social work or psychology.

Z. 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). The two major support staff for the Department of Leadership and Counseling collectively have nearly 20 years of longevity in the department. This longevity greatly enhances the support for our work with our counseling program and our students. 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. Senior Student Secretary (part-time) – this individual is a senior work-study student who provides coordination and leadership for the work-study students employed by the department.

d. Work-Study Students (part-time) – a cadre of six to eight part-time undergraduate students share the responsibility of providing customer service at the front desk for the department. They perform all duties assigned by the department secretaries.

EVALUATION

AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.

We engage in an ongoing process of self-evaluation as evidenced by the numerous program modifications we have implemented since the last CACREP site visit in 2005. We use monthly program meetings, periodic faculty "retreats," annual or bi-annual meetings with the Counseling Program Advisory Board, and a University Program Review process to identify program areas that need modification, as well as other programmatic issues that need to be addressed. The following are significant changes that reflect our continuous, systematic program evaluation.

Changes in Curricular Offerings and Requirements

COUN 504 Research in Counseling (new required course)
Feedback from the 2005 CACREP site visit indicated that we needed a course focused specifically on *counseling* research to replace the course in educational research that was required at the time. We developed a counseling research course, which is now offered regularly and is required for students in all three counseling programs.

COUN 515 Crisis Intervention (new requirement)
Based on review of the 2009 CACREP standards, and the faculty's analysis that students in all settings need training in crisis intervention, we added crisis intervention as a required course for students in all three programs This course was previously an elective course.

COUN 651 Counseling Children (new requirement)
Faculty raised concerns about students working with children and not having a required course devoted solely to counseling children. The result of these discussions is that in order to be endorsed to work as school counselors in K-12 settings in Michigan, students are now required to take COUN 651 Counseling With Children. Students who choose not to take this course are endorsed to work only in grades 6-12. COUN 651 is the only course in the curriculum that prepares students to work with young children specifically.

COUN 670 Post-Secondary Planning for School Counselors (new required course)
Professional associations such as the Michigan Association of College Admissions Counselors (MACAC) and the Association of Michigan School Counselors (AMSC) have raised concerns about whether counselor education programs are adequately preparing school counselors to assist high school students in understanding their post-secondary options and planning their futures. In response a course in post-secondary planning is now required for all school counseling students who seek K-12 or 6-12 endorsement/school counselor licensure.

Eastern Michigan University

COUN 623 Advanced Treatment Planning (new course)

Faculty who teach practicum often note that students need more training in planning and implementing interventions. To address this need, we developed a new course in treatment planning and intervention, which is now required on the 60 credit Clinical Mental Health Program.

Special Topics Courses (new offerings)

Several new special topics courses that address the needs of special populations have been offered. These included Counseling Women, Counseling LGBT Populations, and Counseling Adolescents.

Two to three credit increase:

After reviewing a number of our two credit courses, we decided to increase several of them to three credit hours to adequately address the amount of material that is required. These courses include: Ethical, Legal, and Professional Issues in Clinical Mental Health Counseling, Ethical, Legal, and Professional Issues in College Counseling, Couple and Family Counseling, and Crisis Intervention.

CPCE Replaces Portfolio

The decision to change the exit requirement from a portfolio to the CPCE was the result of a great deal of faculty discussion and evaluation of the pros and cons of each.

New Program: Clinical Mental Health Counseling (60 credit hours)

A major programmatic change has been the transition from our 48-credit Community Counseling Program to the 60-credit Clinical Mental Health Counseling Program. This decision was the result of a great deal of discussion among faculty and administration, particularly since Michigan licensure requires only a 48-credit degree. Admission to the new program began in the Fall 2011.

Changes in Professional Practice (Practicum)

We developed a school-based counseling clinic in the Ypsilanti Public Schools. Beginning in 2007, we place practicum students in several local schools (a middle school, a high school, and more recently an elementary school) to provide on-site counseling services to their students. Since our students are providing clinical counseling services, and are not serving as school counselors, the program is open to any practicum students who are interested. Practicum students may complete some, but not all, of the required 40 client contact hours in the school-based clinic. They compete the remaining hours in our on-campus, community counseling clinic. In addition to providing our students with more experiences working with children and adolescents, the program has served an important community-building function. We have responded the Ypsilanti Public Schools' need for additional services that they have difficulty providing.

Increasing Diversity of Program Applicants (Off-campus course offerings)

In an effort to increase the diversity of our student body, we offered core courses in Detroit for quite a few years. When the market there became saturated and the number

of applicants declined, we discontinued offering courses there. However, we began receiving requests for coursework in Flint, another urban area. We began offering core courses there in the Winter 2009, and the first cohort of students are nearing completion of their programs. Although there seemed to be a great deal of interest in us continuing to offer courses, actual applications to the program did not warrant our continuation.

2. **Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.**

Until this year, we mailed a follow-up survey to counseling program graduates every three years.   This year for the first time, we posted the survey online using Survey Monkey. We sent e-mails to recent graduates (past three years) asking them to respond.

The survey items focus on the extent to which the program prepared graduates for their work as professional counselors. All graduates respond to items asking about the core areas (professional identity standards) of their training, including their practicum and internship experiences. They also respond to several items that are specific to their program area.

The follow-up survey and results of this year's study are available here. Note that the results are for Community Counseling graduates since there are no graduates of the Clinical Mental Health Counseling Program yet.   Those who completed the survey (n=49) were overwhelmingly positive about the program and the extent to which they felt prepared for their work. Means for all items are at or above 4 (on a scale of 1 to 5).

3. **Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.**

We asked graduates to provide us with contact information (e-mail address) for an employer who we could contact and ask to complete the survey. We stressed that we were looking for feedback on the program and how well the program prepared the graduate for the job. As we did with the graduates' survey, we posted the employer survey online. While the number of responses from graduates was comparable to previous years, the number of responses from employers, despite repeated requests, was much lower. After sending second requests, only 6 employers completed the survey. The survey and results of this year's study are available here.

We obtain feedback about the program's strengths and weaknesses from site supervisors at two points during the student's internship. On the Site Supervisor Midway Evaluation we ask site supervisors to identify areas in which the intern's training seems to be particularly strong and areas in which the intern's training is limited/needs strengthening. We ask the same questions on the final Certification of Counseling Internship.

Eastern Michigan University

4. **Assessment of student learning and performance on professional identity, professional practice, and program area standards.**

COMPREHENSIVE ASSESSMENT PLAN

Assessment at Gateway Points

Program faculty assess student learning and performance in multiple ways. First, we monitor students' progress systematically 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.

Admission	Early COUN 505	Midpoint 1 COUN 580	Midpoint 2 Admission to practicum COUN 686	Midpoint 3 Practicum COUN 686	Late 1 Admission to internship	Late 2 Internship	Exit
GPA Goals/ Program fit Experience Recs. Interviews	Skills and dispositions evaluation	Skills and dispositions evaluation.	Completion of core courses; 3.0 (B) or better in COUN 505, 540, 530; 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	CPCE

Admissions process/evaluation:
Each applicant for admission must demonstrate evidence of aptitude for graduate study and potential for effectiveness as a counselor as reflected in undergraduate GPA (minimum 2.75) or prior graduate GPA (minimum 3.0), recommendation rating forms, letter of intent focusing on professional goals, and prior experience. Faculty rate applicants on each of these criteria (1 - 5 scale) in order to screen out those who are not suitable for the program. Others are invited for individual and group interviews. Individual and group interviews focus on the fit between the applicant's professional goals and program goals, interpersonal skills and multicultural awareness/sensitivity, and readiness for the demands of graduate study in counseling.

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" (1) to "advanced/consistently demonstrates" (4). These skills are evaluated at three points during the program, upon completion of the courses identified below. 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 adviser to discuss ways to remediate the problem. (See Counseling Disciplinary 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 and relationship skills that are the foundations of counseling process. The course instructor completes the rating form, shares feedback with the student, and enters the ratings into a database (Livetext).

> **(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, shares feedback with the student, and enters the ratings and comments into a database (LiveText).

> **(Midpoint 2) COUN 686:** Counseling Practicum is taken after the student has successfully completed all required core courses. 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 completes the rating form, shares feedback with the student, and enters the ratings and comments into a database (Livetext).

Overall Performance 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 three counseling skills courses. Students must successfully master basic knowledge and skills before they can master higher level skills. Therefore, students must receive a grade of B or better in COUN 505: Basic Skills; 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 program adviser for an informal review to develop a remediation plan, which often includes retaking the course (see Student Disciplinary 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), and skills and dispositions ratings in skills courses. The faculty either

approve the student or identify issues that need to be resolved before the student may enroll in practicum.

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 (Faculty Site Visit) about one-third (200 -225 hours) of the way through the student's internship. In this meeting, the on-site supervisor shares feedback regarding the student's progress with the student and the faculty supervisor. After the student has completed approximately 300 hours, the site supervisor completes 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. The faculty supervisor enters the final ratings and comments into a database (LiveText).

Exit Requirement: All students must pass the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate. Students must obtain a score that is equal to or greater than a z score of -1.0 from the national mean for the CPCE National Exit Exam Scores. If students fail in their first attempt, they must meet with their adviser and develop a plan of study that will help them be successful in their next attempt. The plan is placed in the student's program file. Students may retake the CPCE at the next administration or 30 days or more after filing their plan of study with their adviser. Should students fail in a second attempt to pass the CPCE, they are dismissed from the counseling program. Under extenuating circumstances a third attempt may be granted but only upon the recommendation of the Departmental Examination Appeals Committee (DEAC). Students must file an appeal with the DEAC within four weeks of being notified of the second failure.

Assessment of Student Learning and Performance on Professional Identity Standards

In addition to assessing student development at identified gateway points, we assess student learning in the CACREP areas identified as the foundations for the professional preparation and development of counselors. In ten core courses, embedded performance assessment rubrics capture how students and the program are meeting learning objectives in the areas of Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation.

Professional Identity Areas and Corresponding Courses
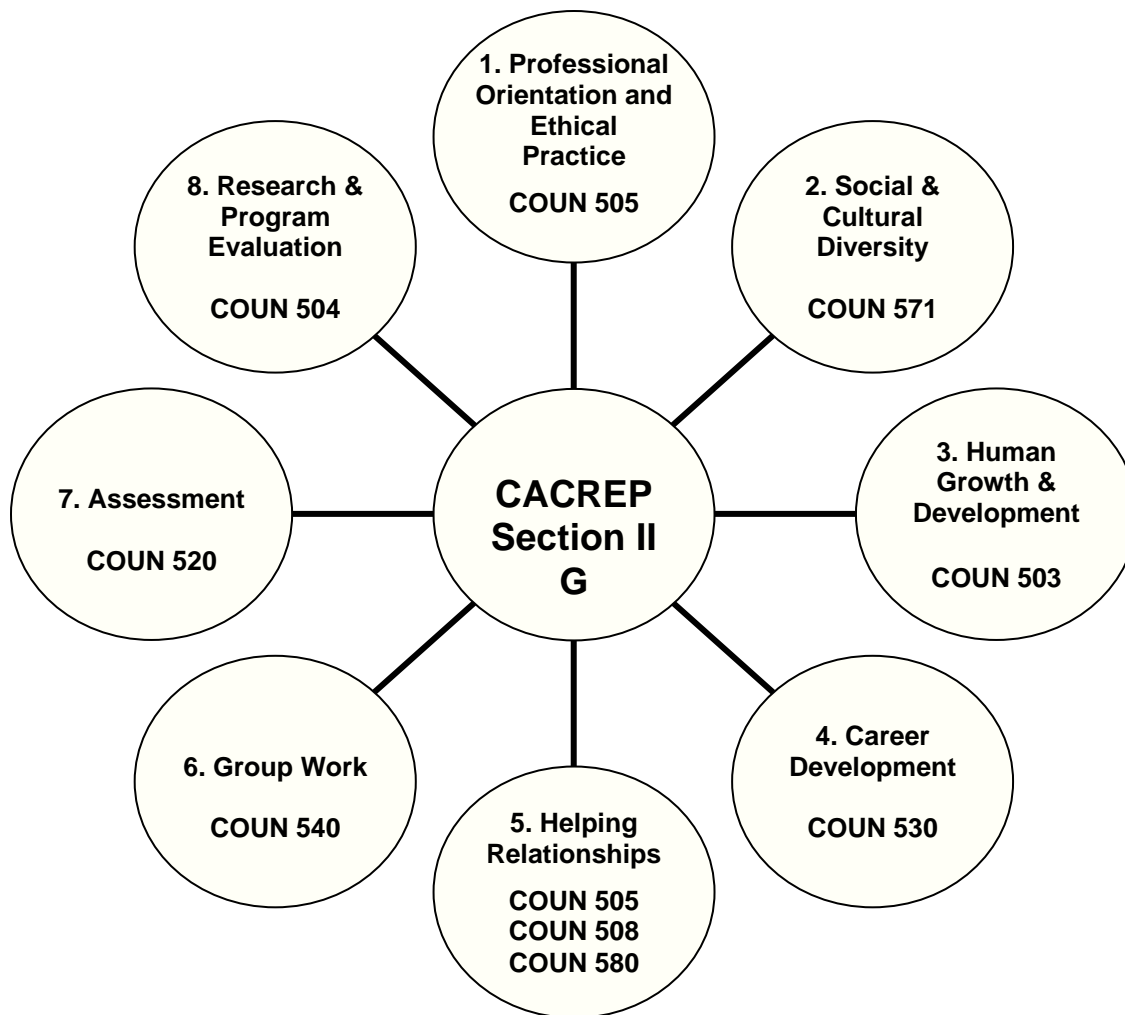
Based on each student's performance on a constellation of assignments and activities that reflect learning in key areas, the instructor complete the performance assessment rubric for the student and enters the ratings into a database (LiveText).

Course activities, assignments, and performance assessment rubrics can be found under "Sample Course Requirements/Evaluation" toward the end of each syllabus:

COUN 503 Dynamics of Life Development
COUN 504 Research in Counseling
COUN 505 Counselor Development: Basic Skills
COUN 508 Theories of Counseling
COUN 520 Assessment in Counseling
COUN 530 Career Development
COUN 540 Group Process
COUN 571 Cross Cultural Counseling
COUN 580 Counselor Development: Counseling Process

Assessment of student learning and performance on program area standards

In addition to required core coursework that addresses professional identity standards, required coursework in each program area is designed to meet the standards for that area of specialization: clinical mental health, college, or school counseling.

We have conceptualized assessment of student learning on the program area standards in a way similar to the assessment of learning on professional identity standards. Using a constellation of assignments and other course activities (reading and threaded discussion, presentations, exams, etc.), each student's learning and performance can be rated on a 4-point scale from "unsatisfactory" to "developing" to "on target" to "advanced."

See "Sample Course Requirements/Evaluation" toward the end of each syllabus for assignments and activities used to assess learning and performance on the program area standards targeted in each course:

>   **Core and Program Areas Standards:**
>   COUN 515 Crisis Intervention
>   COUN 622 Diagnosis and Treatment Planning
>
>   **Clinical Mental Health Counseling Courses:**
>   COUN 574 Couple and Family Counseling
>   COUN 575 Substance Abuse Counseling
>   COUN 623 Advanced Treatment Planning and Intervention
>   COUN 660 Case Management: Using Community Resources
>   COUN 694 Ethical, Legal, & Professional Issues in CMHC
>
>   **College Counseling Courses:**
>   COUN 550 Introduction to Student Affairs in Higher Education
>   COUN 655 College Student Development Theory
>   COUN 692 Ethical, Legal, & Professional Issues in College Counseling
>
>   **School Counseling Courses:**
>   COUN 612 The School Counselor
>   COUN 650 Organization and Administration of School Counseling Services
>   COUN 651 Counseling With Children
>   COUN 696 Ethical, Legal, & Professional Issues in School Counseling
>   COUN 670 Post-Secondary Planning for School Counselors

5. **Evidence of the use of findings to inform program modifications**

   Faculty review data from the CPCE, performance assessments (LiveText) in professional identity areas, and skills and dispositions (practice) assessments periodically at regular faculty meetings. The most recent review took place at a meeting in February 2012.

   CPCE: On the CPCE (N=116), students are scoring consistently above national means on all eight sections of the test (see chart below). These results have not pointed to any necessary program modification. However, we continue to monitor those scores and will look closely at any areas in which our students score lower than national means or areas of the test in which scores are significantly lower than in other areas.

Eastern Michigan University

Human Growth & Dev.	Social/ Cult. Found.	Helping Rel.	Group	Career	Appraisal	Research/ Prog. Eval.	Prof. Orient./ Ethics	Total/ Mean	
CPCE Scores Compared to National Means (n-116)									
11.91	10.97	12.22	12.80	10.73	11.04	11.22	12.13	93.04/ 11.63	**EMUMean**
11.22	10.22	11.52	11.66	9.76	10.65	10.41	11.66	87.10/10.88	**Composite Nat'l.Mean**
2.30	2.59	2.28	2.43	2.51	2.40	2.58	2.45	12.24	St. Dev.
2.36	2.15	2.33	2.36	2.21	1.99	2.55	2.24		Composite Nat'l. SDs
17	17	17	17	17	17	17	17	136	# questions
13	12	13	13	12	10	12	14	99	Mode
12	11	12	13	11	11	11.5	12	94	Median

Performance Assessment Rubrics: Performance is rated on a 1 to 4 scale: 1= unsatisfactory, 2 = developing, 3 = proficient, 4 = advanced. The chart below reflects mean learning/performance scores in each of the eight CACREP Professional Identity areas. The majority of means are clearly in the "proficient" range, and don't point to any immediate need for program modifications.

Performance Assessments in Professional Identity Areas			
Course	**Mean**	**Course**	**Mean**
Human Growth & Development		**Groupwork**	
Understanding of theories	3.66	Types of Groups	3.79
Reflection/integration of behavior	3.57	Group leadership	3.43
		Group Dynamics	3.57
Professional Orient/Ethical Practice		Professional Ethics	4
Professional role	3		
Relationships and functions	3	**Social/Cultural Diversity**	
Professional engagement	3	Awareness	3.17
		Knowledge	3
Appraisal		Skills	2.78
Assessment instrument	3.74		
Description	3.94	**Helping relationships**	
Analysis	3.76	Counseling theory	3.54
Application	3.58	Reflective understanding	3.56
Quantitative understanding	3.48		
Norming samples and multicultural considerations	3.29	**Research ***	N/A

Eastern Michigan University

Performance Assessments in Professional Identity Areas (cont'd,)			
Appraisal		* New course offering; data not yet available	
Evaluation by expert reviews	3.29		
Career & Lifestyle			
Theory	3.55		
Social and Cultural Diversity	3.13		
Interrelationships of Roles	3.6		
Resources and Career Planning and Evaluation	2.5		
Professionalism	3.13		
		MEAN FOR ALL AREAS	**3.37**

Skills and Dispositions assessments: Data from assessment of skills and dispositions in COUN 505 Basic Skills, COUN 580 Counseling Process (pre- practicum) and in COUN 686 (Practicum) indicate that overall, students are performing at a proficient (on target) level (see chart below). Performance is rated on a 1 to 4 scale: 1= unsatisfactory, 2 = developing, 3 = proficient, 4 = advanced. Although the rubrics used for assessment in these courses are the same, ratings are based on expected/targeted performance at that point in the program.

Mean Ratings of Skills and Dispositions			
	COUN 505	**COUN 580**	**COUN 686**
Intervention & Relationship Skills	3.0	3.17	3.69
Professional Skills	3.0	3.04	3.46
Conceptualization Skills		3.08	3.04
Personalization Skills	3.0	3.04	3.38

Program area assessment: We have yet to collect quantitative data on learning/ performance outcomes for the program area standards. The assessment rubrics (see syllabi) will be developed further and procedures will be similar to those we use to assess outcomes in the professional identity areas

6. **Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.**

All programs at Eastern Michigan University go through a systematic review process every four years. The most recent review for programs in the Department of Leadership and Counseling was completed during the 2008-09 academic year.

The final step in the process is a program review roundtable, hosted by academic affairs administrators. The purpose of the roundtable is to openly discuss the program review process and findings in a dialogue between the administrators, the Department Head, and the program faculty. Program review roundtables are public meetings that are open to all members of the University community. A letter from the Associate Provost summarizes that review. Of note is the administration's commitment to support program modifications necessary to meet 2009 CACREP standards (p. 5).

The last CACREP self-study (2004) is available to all constituencies on the Leadership and Counseling Department website. During Counseling Program Advisory Board meetings, faculty share program modifications with Board members, who represent professionals in schools, colleges, and agencies.

BB. **Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.**

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

Counseling interns evaluate their faculty and on-site clinical supervisors using evaluation forms developed by faculty.

CC. **Annual results of student course evaluations are provided to faculty.**

Every semester faculty members receive the results of their course evaluations from the previous semester. They receive the completed scantron sheets, which include student responses to open-ended questions, along with aggregated data for each course.

DD. **Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.**

Since the Eastern Michigan University faculty is unionized (AAUP), faculty evaluation procedures are described in the AAUP contract and in the Department Evaluation Document. The faculty has representatives on the Bargaining Council and the Negotiating Team, and the faculty as a whole must ratify each new contract. Faculty are involved in writing and changing their own Department Evaluation Document.

SECTION II
PROFESSIONAL IDENTITY

FOUNDATION

A. **A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program's intent and purpose. The mission statement is publicly available and systematically reviewed.**

The Counseling Program mission statement is:

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

This mission statement appears at the beginning of all course syllabi and in the Counseling Student Handbook (Chapter 2). Faculty reviewed the mission statement during the 2008-09 program review process and made minor modifications. The mission statement was reviewed again in 2011 after the clinical mental health program was approved. "Clinical mental health" was added as a setting for which we prepare professional counselors.

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 program faculty, current and former students, and personnel in cooperating agencies.**
   3. **Are directly related to program activities.**
   4. **Are written so they can be evaluated.**

The Counseling Program Objectives, revised extensively in the past year, are in the chart below. Faculty reviewed the previous program objectives in light of the 2009 CACREP standards. A faculty subcommittee considered an American Counseling Association model for program objectives along with CACREP's professional identity, professional practice, and program area standards. We used input from our Program Advisory Board members regarding how our training prepares students for the realities of work in the field. Similarly, we consider feedback from program graduates and their employers to gauge the extent to which program objectives are being met.

The faculty decided to "streamline" the program objectives, aligning them with CACREP standards but eliminating the level of specificity in the standards. Our assessment of student learning and performance on professional identity, clinical practice, and program area standards certainly provides extensive information on how we are meeting these objectives.

Eastern Michigan University
40

CACREP Professional Identity Standard	EMU Program Objective
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
Program Area Standards	To prepare counselors who meet additional curricular objectives for their specialization area in the areas of service, prevention, treatment, referral, and program management
Professional Practice Standards	Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors.
Personal Growth and Understanding	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.

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. The importance of professional involvement is discussed at the orientation session, which is held twice a year. 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 , COUN 694, and COUN 696). Information about professional organizations, along with encouragement to join, is contained in the Student Handbook (Chapter 11). In order to encourage student participation in professional conferences, we have offered credit for attendance at the Michigan Counseling Association Conference. In this "special topics" course, students attend the conference and meet as a group before and after the conference. They complete assignments and participate in group discussions based on the conference sessions they attend.

A clear indictor 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 high quality professional development workshops for students and counseling professionals, often in collaboration with other professional counseling organizations. A faculty member (Dr. Parfitt) devotes considerable time and energy to supporting the chapter's activities, but the majority of the work is done by student members. Membership in Chi Sigma Iota provides students with an important connection to the profession and enhances their own professional development.   The chapter publishes a newsletter three times a year. Currently the chapter has 55 active members. Listed below are the professional conferences/workshops sponsored by the Pi Omega chapter since 2007:

9/2007: Workshop: *Assessing & Managing Suicide risk: Core Competencies for University & College Mental Health Professionals*; led by Perry C Francis, Ed.D., LPC, NCC, Professor of Counseling & Coordinator of the Counseling Clinic. 20 attendees

2/2008: *Counseling Adolescents: Treatment & Services Conference*; 5 sessions were presented by the Community Support Treatment Services (CSTS): Youth & Family and Michigan Prevents Prodromal Progression (M3P). 35 attendees

2/2009; Workshop: *Groups with Adolescents and Children Workshop* in collaboration with the Michigan Association for Specialist in Group Work; Conducted by Dr. Janice De-Lucia-Waack; State University of New York Buffalo. 92 attendees.

3/2009: Conference: *Substance Abuse Across the Lifespan* in collaboration with the Washtenaw Counselors' Association; 6 different sessions were presented by Dawn Farm and A2C3 Campus/Community Coalition. 35 attendees.

5/2009: Conference: *Career Launch Conference* in collaboration with the Eastern Michigan University Counseling Program Faculty and Advisory Board members; 10 conference sessions were presented by the COUN faculty and Advisory Board Coalition. 35 attendees.

2/2010: Conference: *The Body, Mind and Spirit Connection;* in collaboration with the Washtenaw Counseling Association (WCA); Keynote: Elia Acuña, DC, DACBN & Colleen Mondor, MA, LPC, NCC, 55 attendees

3/2011: Conference: *Bullying: Take a Stand;* in collaboration with the Washtenaw Counselors' Association (WCA)Keynote: The Law, Sexting and Cyberbullying presented by Michigan State Police Sgt. Joshua Lator, 62 attendees

5/2011: Workshop: *Creative Techniques in Group Counseling with Youth and Adult;* in collaboration with the Michigan Association for Specialists in Group Work (MASGW); Presenter: Ed Jacobs, PhD, LPC; 70 attendees

9/2011 Workshop (2 days): *The Why Try Program;* presented by Keila Kilgore, MA, LPC, NCC; 6 attendees

2/2012: Workshop: *Assessing & Managing Suicide risk: Core Competencies for University & College Mental Health Professionals*; led by Perry C Francis, Ed.D., LPC, NCC, Professor of Counseling & Coordinator of the Counseling Clinic. 29 attendees

3/2012: Workshop: *Growing as a Professional;* presented by advanced counseling students (interns) and professionals in the field; open only to EMU CSI members; 18 attendees.

4/2012: Workshop: *Opening Your Own Practice;* keynot*e by* James Blundo, MA, LPC, NCC (former president of AMHCA and an EMU alumnus) followed by panelist of professional counselors (all LPCs/LLPCs) working in private practice; 35 attendees.

KNOWLEDGE

D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:
  1. **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.**

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, prerequisites, course objectives, required textbooks/readings, methods of instruction, statements on expected ethical/professional behavior and academic integrity, course content areas, and sample course requirements and evaluation procedures. Enrolled and prospective students may review these syllabi by contacting the Department.

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students. 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. (See examples in syllabi for COUN 503, 504, 508, 515, 520, 540, 571, 660, 692, 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 Fair, and all graduate assistants in the Department are required to do so. At the 2011 Research Fair, five counseling students gave presentations. This year (April 2012), six counseling students presented, and one student (Shadin Atiyeh) won the award for outstanding presentation. The 2012 presenters, topics, and faculty sponsors are listed here:

> Shadin Atiyeh, "Arab American Perspectives on Counseling," Professor Dibya Choudhuri
>
> Michelle R. Burdick, "Finding Your Way: Career Counseling for Nontraditional Students," Professor Perry Francis
>
> Emily A. Compton and Lisa C. Andrews, "The Power of Therapy Animals: Animal-Assisted Therapy in Counseling," Professors Sue Stickel and Yvonne Callaway
>
> Andrea J. Sulek, "The School-Based Counseling Clinic Experience," Professor Diane Parfitt
>
> Eric Sweet, "Animal-Assisted Therapy with Psychiatric Patients, Professor Irene Ametrano

F. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

Faculty incorporate the latest pedagogy and technology into their courses in order to meet the diverse needs of our students. Classrooms are equipped with technology such as computers and projectors, DVD/video players, and internet access. Most faculty use coursetools such as eCompanion so that even courses that are not taught online are "web-enhanced." This technology allows faculty to incorporate activities such as threaded discussions into their teaching. Several counseling courses have been offered as "hybrids," meeting both face-to-face and online (COUN 503, 504, 508, 520, 622, 660), and two courses have been offered completely online (COUN 520 and COUN 670)

The Counseling Clinic is the facility in which students complete their Counseling Practicum requirement. The Clinic is equipped with equipment that allows students to digitally record (on DVDs) counseling sessions and observe their peers from two remote recording rooms. In the earlier skills and process courses (COUN 505, 580), students use the Clinic to practice skills under faculty supervision/observation. Computers are available in the Clinic so that counselors-in-training can access the internet and complete their required clinical

Eastern Michigan University

paperwork. A library of books and videotapes is available for use by counselors-in-training. All of the clinic's technology and other resources are integral to our ability to provide students with high quality supervision and learning experiences during their skill building and practicum courses.

The Faculty Development Center offers numerous workshops and other assistance for faculty on how to incorporate technology into their teaching. The Center for E-Learning manages the online course management system and offers support for faculty in offering web-enhanced, hybrid, and online courses.

G. **Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.**

For each of the eight sections below, a rubric identifies the required courses in which each standard is addressed. These "core" courses are required for all students (clinical mental health, college, and school counseling). For most standards several courses are checked because different parts of the standard are addressed in different courses.

Course syllabi are available by clicking on the course number at the top of the rubric. Places within each course where standards are addressed are identified in the course content outline on each syllabus.

1. Professional Orientation and Ethical Practices

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
1.	PROFESSIONAL ORIENTATION AND ETHICAL PRACTICES—studies that provide an understanding of all of the following aspects of professional functioning:												
1a.	history and philosophy of the counseling profession			X	X			X	X	X			
1b.	professional roles, functions, and relationships with other human service providers, including strategies for interagency/ interorganization collaboration and communications			X									X
1c.	counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma--- causing event						X						
1d.	self---care strategies appropriate to the counselor								X		X		X
1e.	counseling supervision models, practices, and												X
1f.	professional organizations, including membership benefits, activities, services to members, and current issues			X									X
1g.	professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues			X									X
1h.	the role and process of the professional counselor advocating on behalf of the profession			X									X
1i.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients									X			X
1j.	ethical standards of professional organizations and credentialing bodies,and applications of ethical and legal considerations in professional counseling		X	X	X	X	X	X	X	X	X	X	X

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 each course.

Eastern Michigan University

2. Social and Cultural Diversity

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:													
2a.	multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally			X						X			
2b.	attitudes, beliefs, understandings, and acculturative experiences including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	X								X	X		
2c.	theories of multicultural counseling, identity development, and social justice.									X			
2d.	individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies									X			
2e.	counselors' roles in developing cultural self--awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	X		X						X			
2f.	counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination			X			X	X		X		X	X

Eastern Michigan University

3. Human Growth and Development

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
3.	HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts , including all of the following:												
3a.	theories of individual and family development and transitions across the life span	X											
3b.	theories of learning and personality development, including current understandings about neurobiological behavior	X			X								
3c.	effects of crises, disasters, and other trauma---causing events on persons of all ages					X							
3d.	theories and models of individual, cultural, couple, family, and community resilience					X							
3e.	a general framework for understanding exceptional abilities and strategies for differentiated interventions											X	
3f.	human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	X			X							X	
3g.	theories and etiology of addictions and addictive behaviors,including strategies for prevention, intervention, and treatment											X	
3h.	theories for facilitating optimal development and wellness over the life span	X			X								

Eastern Michigan University

4. Career Development

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
4.	**CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:**												
4a.	career development theories and decision-making models							X					
4b.	career, avocational, educational, occupational and labor market information resources, and career information systems							X					
4c.	career development program planning, organization, implementation, administration, and evaluation							X					
4d.	interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development.							X					
4e.	career and educational planning, placement, follow-up, and evaluation							X					
4f.	assessment instruments and techniques relevant to career planning and decision making						X	X					
4g.	career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy							X					

5. Helping Relationships

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
5.	**HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:**												
5a.	an orientation to wellness and prevention as desired counseling goals			X							X		
5b.	counselor characteristics and behaviors that influence helping processes			X							X		
5c.	essential interviewing and counseling skills			X							X		
5d.	counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling			X	X						X		
5e.	a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions				X				X				
5f.	a general framework for understanding and practicing consultation.		X										X
5g.	crisis intervention and suicide prevention models, including the use of psychological first aid strategies.					X							X

6. Group Work

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
6.	**GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:**												
6a.	principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work								X				
6b.	group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles								X				
6c.	theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature								X				
6d.	group counseling methods, including group counselor, orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness								X				
6e.	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 the course of one academic term								X				

7. Assessment

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
7.	**ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:**												
7a.	historical perspectives concerning the nature and meaning of assessment						X						
7b.	basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm---referenced and criterion---referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations						X						
7c.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations		X				X						
7d.	reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)		X				X						
7e.	validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)		X				X						
7f.	social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations						X			X		X	
7g.	ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling						X						

8. Research and Program Evaluation

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692 694 696
8.	**RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:**												
8a.	the importance of research in advancing the counseling		X										
8b.	research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research		X										
8c.	statistical methods used in conducting research and program evaluation		X										
8d.	principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;		X										
8e.	the use of research to inform evidence---based practice		X						X			X	
8f.	ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.		X										

Eastern Michigan University

SECTION III

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.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:
1. **A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.**
2. **Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.**
3. **Relevant supervision training and experience.**

All practicum and on-campus internship supervision is provided by the seven 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 (5) or counseling psychology (2). All are licensed professional counselors with experience in areas relevant to their teaching focus, and all have supervision experience. Faculty vitae are available here: Ametrano, Callaway, Choudhuri, Dugger, Francis, Parfitt, Stickel.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

1. **Have completed a master's degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.**
2. **Have completed or are receiving preparation in counseling supervision.**
3. **Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.**

Students never serve as practicum supervisors.

C. Site supervisors must have the following qualifications:
1. **A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.**
2. **A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.**

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 insure that supervisors meet these qualifications, the supervisor must provide a resume or information sheet before the site is approved. These expectations are communicated in the Site Supervisor Manual (p. 13) and in the COUN 691 Counseling Internship syllabus. Resumes and information sheets from recent site supervisors reflect these qualifications.

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

Program expectations, requirements, and evaluation procedures are communicated to site supervisors in several ways. In an initial welcome letter to the supervisor, expectations are summarized. The Site Supervisor Manual provides extensive information about program expectations, requirements, and evaluation procedures. Similarly, an online program ("Orientation, Supervision, and Professional Development") for site supervisors contains an "orientation" that covers similar information.

4. **Relevant training in counseling supervision.**

Because many site supervisors have limited training in supervision, we now require all site supervisors to complete an online supervision training module (Basics of Effective Supervision), which is part of the "Orientation, Supervision, and Professional Development" program. This expectation is communicated to site supervisors in a Supervision Memorandum of Understanding and in the Site Supervisor Manual (p. 13).

D. **Orientation, assistance, 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 name and contact information for the faculty supervisor (and all other program faculty) is provided in the welcome letter, in the Site Supervisor Manual, and in the online orientation, supervision and professional development program. The professional development module of the online program lists national, state, and local workshops and conferences as well as the programs sponsored by our chapter of Chi Sigma Iota. Site supervisors can attend some of these programs free of charge.

E. **Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.**

Supervision contracts are developed to define the roles and responsibilities of the faculty supervisor and student during practicum (practicum supervision contract) and during internship (group supervision contract). A contract defining the roles and responsibilities of the site supervisor and student during internship (internship supervision contract) is also developed.

PRACTICUM

F. **Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:**

1. **At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**
2. **Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.**
3. **An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.**
4. **The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.**
5. **Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.**

These expectations are communicated to students in the course syllabus (COUN 686 Practicum syllabus). 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 paperwork that includes intake reports, case notes, and final reports. Feedback to the student is ongoing. At the conclusion of practicum, the supervisor completes the Evaluation of Skills and Dispositions rubric and offers feedback to the student. Ratings are entered into LiveText.

INTERNSHIP

G. **The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:**

1. **At least 240 clock hours of direct service, including experience leading groups.**
2. **Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.**
3. **An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.**
4. **The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).**

5. **The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.**
6. **Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.**

These expectations are communicated to students and site supervisors in the Counseling Internship Manual (p. 8), the Site Supervisor Manual (p. 6), and in the course syllabus (COUN 691 Counseling Internship syllabus). In the Memorandum of Understanding (MOU), site supervisors must agree to assist students in recording some client sessions (or providing live supervision).

Evaluations are conducting at several points during the internship. The faculty supervisor conducts an evaluation during a site visit (Faculty Site Visit) after the student has completed approximately 225 hours. The site supervisor completes an evaluation mid-way through the student's internship (Site Supervisor Midway Evaluation). In consultation with the faculty supervisor, the site supervisor completes an evaluation at the end of the internship (Certification of Counseling Internship).

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains

Courses beyond the common core that are required for students in the mental health counseling program are identified in the rubric below as "CMHC Courses."   The standards below are met primarily by these program area courses; however in some cases, core, professional identity courses supplement these specialized courses,. As an example, we have a required core course in cross cultural counseling (COUN 571), which provides the foundation for specialized course content focusing on diversity.

Student learning in each domain can be assessed on a 4-point scale as unsatisfactory (1), developing (2), on-target (3), or advanced (4). The instructor uses a constellation of assignments and other course activities to evaluate each student's learning/performance on each standard. The "Sample Course Requirements/Evaluation" toward the end of each syllabus identifies the assignments and activities used to assess learning and performance in the course.

The rubrics on the following pages identify the courses in which each standard is met. Relevant syllabi are available by clicking on the course number at the top of the rubric.

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
FOUNDATIONS—KNOWLEDGE													**CMHC Courses**					
A1	Understands the history, philosophy, and trends in clinical mental health counseling												X				X	
A2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling												X		X			
A3	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.														X		X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
FOUNDATIONS—KNOWLEDGE													**CMHC Courses**					
A4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.												X					
A5	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.												X	X				
A6	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.										X					X		X
A7	Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).												X					
A8	Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.																X	
A9	Understands the impact of crises, disasters, and other trauma-causing events on people.					X												
A10	Understands the operation of an emergency management system within clinical mental health agencies and in the community.					X												

#	Standard	503	504	505	508	515	520	530	540	571	580	622	**694**	**623**	**574**	**575**	**660**	**Psy 643**
FOUNDATIONS - SKILLS AND PRACTICES													**CMHC Courses**					
B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.												X					
B2	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.																X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
COUNSELING, PREVENTION AND INTERVENTION – KNOWLEDGE												**CMHC Courses**						
C1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.																X	
C2	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.											X		X				X
C3	Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).						X								X	X		
C4	Knows the disease concept and etiology of addiction and co-occurring disorders.											X				X		
C5	Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.																X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
C6	Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.					X												

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
COUNSELING, PREVENTION AND INTERVENTION – KNOWLEDGE													**CMHC Courses**					
C7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.												X					
C8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.												X	X			X	
C9	Understands professional issues relevant to the practice of clinical mental health counseling.										X							

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
COUNSELING, PREVENTION AND INTERVENTION - SKILLS AND PRACTICES													**CMHC Courses**					
D1	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.									X				X				

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
D2	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.													X				X
COUNSELING, PREVENTION AND INTERVENTION - SKILLS AND PRACTICES													**CMHC Courses**					
D3	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.														X		X	
D4	Applies effective strategies to promote client understanding of and access to a variety of community resources.																X	
D5	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.								X	X	X				X			
D6	Demonstrates the ability to use procedures for assessing and managing suicide risk.					X	X				X							
D7	Applies current record-keeping standards related to clinical mental health counseling.												X					
D8	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.															X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
D9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.												X					

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
	DIVERSITY AND ADVOCACY –KNOWLEDGE												**CMHC Courses**					
E1	Understands how living in a mulcultural society affects clients who are seeking clinical mental health counseling services.									X					X		X	
E2	Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.									X					X		X	
E3	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.				X					X				X				
E4	Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.																X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
E5	Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare									X							X	
E6	Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.																X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
DIVERSITY AND ADVOCACY - SKILLS AND PRACTICES													**CMHC Courses**					
F1	Maintains information regarding community resources to make appropriate referrals.																X	
F2	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.																X	
F3	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.									X				X	X			

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
ASSESSMENT- KNOWLEDGE													**CMHC Courses**					
G1	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	**X**										**X**		**X**				
G2	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.						**X**				**X**	**X**		**X**				
G3	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.											**X**		**X**				

Eastern Michigan University

67

							X							X	X		
G4	Identifies standard screening and assessment instruments for substance use disorders and process addictions.						X							X	X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
ASSESSMENT- SKILLS AND PRACTICE													**CMHC Courses**					
H1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.)						X					X		X				
H2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.						X				X	X						
H3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.					X						X				X		X
H4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.															X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
RESEARCH AND EVALUATION – KNOWLEDGE																			
														CMHC Courses					
I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.		X														X	
I2	Knows models of program evaluation for clinical mental health programs.																X	
I3	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.											X		X				
RESEARCH AND EVALUATION – SKILLS AND PRACTICES																			
														CMHC Courses					
J1	Applies relevant research findings to inform the practice of clinical mental health counseling.		X										X				X	
J2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.																X	
J3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.																X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
DIAGNOSIS – KNOWLEDGE													**CMHC Courses**					
K1	Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders											X						
K2	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.											X						
K3	Knows the impact of co-occurring substance use disorders on medical and psychological disorders.											X				X		
K4	Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.						X			X								
K5	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.					X												

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	694	623	574	575	660	Psy 643
	DIAGNOSIS – SKILLS AND PRACTICES												**CMHC Courses**					
L1	Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments)											X		X	X			X
L2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.											X		X				
L3	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.					X						X						

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

Courses beyond the common core that are required for students in the mental health counseling program are identified in the rubric below as "School Counseling Courses."   The standards below are met primarily by these program area courses; however in some cases, core professional identity courses supplement these specialized courses,. As an example, we have a required core course in cross cultural counseling (COUN 571), which provides the foundation for specialized course content focusing on diversity.

Student learning in each domain can be assessed on a 4-point scale as unsatisfactory (1), developing (2), on-target (3), or advanced (4). The instructor uses a constellation of assignments and other course activities to evaluate each student's learning/performance on each standard. The "Sample Course Requirements/Evaluation" toward the end of each syllabus identifies the assignments and activities used to assess learning and performance in the course.

The rubrics on the following pages identify the courses in which each standard is met. Relevant syllabi are available by clicking on the course number at the top of the rubric.

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
FOUNDATIONS—KNOWLEDGE													**School Counseling Courses**				
A1	Knows history, philosophy, and trends in school counseling and educational systems.													X	X		
A2	Understands ethical and legal considerations specifically related to the practice of school counseling.													X	X		
A3	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.													X	X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
FOUNDATIONS—KNOWLEDGE													**School Counseling Courses**				
A4	Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.												X				
A5	Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.													X	X		
A6	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	X								X							
A7	Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.												X	X			

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
FOUNDATIONS—SKILLS AND PRACTICES													**School Counseling Courses**				
B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.												X				
B2	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.													X	X		

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
COUNSELING, PREVENTION AND INTERVENTION – KNOWLEDGE													**School Counseling Courses**				
C1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.				X						X			X	X	X	
C2	Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.													X	X		
C3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.										X						X	
C4	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.													X				X
C5	Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.						X							X				

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
	COUNSELING, PREVENTION AND INTERVENTION – KNOWLEDGE												**School Counseling Courses**				
C6	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.					X							X	X		X	
	COUNSELING, PREVENTION AND INTERVENTION - SKILLS AND PRACTICES												**School Counseling Courses**				
D1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.									X			X	X			
D2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.													X			
D3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.												X			X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
COUNSELING, PREVENTION AND INTERVENTION - SKILLS AND PRACTICES													**School Counseling Courses**				
D4	Demonstrates the ability to use procedures for assessing and managing suicide risk.												X	X			
D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.												X				

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
DIVERSITY AND ADVOCACY– KNOWLEDGE													**School Counseling Courses**				
E1	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.								X				X	X	X		
E2	Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.														X	X	
E3	Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with needs of students and their families.														X		
E4	Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.													X	X	X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
DIVERSITY AND ADVOCACY– SKILLS AND PRACTICES													**School Counseling Courses**				
F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development													X			
F2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.													X			
F3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.												X	X	X		
F4	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.													X	X		

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
ASSESSMENT– KNOWLEDGE													**School Counseling Courses**				
G1	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.												X	X		X	
G2	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.													X		X	
G3	Identifies various forms of needs assessments for academic, career, and personal/social development.					X									X		
ASSESSMENT - SKILLS AND PRACTICES													**School Counseling Courses**				
H1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.						X										X
H2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.						X										

Eastern Michigan University

82

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
ASSESSMENT - SKILLS AND PRACTICES													**School Counseling Courses**				
H3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.						X										
H4	Makes appropriate referrals to school and/or community resources.												X				
H5	Assesses barriers that impede students' academic, career, and personal/social development.													X			

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
RESEARCH AND EVALUATION – KNOWLEDGE															**School Counseling Courses**		
I1	Understands how to critically evaluate research relevant to the practice of school counseling.		X												X		
I2	Knows models of program evaluation for school counseling programs.														X		
I3	Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).														X		
I4	Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).														X		
I5	Understands the outcome research data and best practices identified in the school counseling research literature.														X		
RESEARCH AND EVALUATION – SKILLS AND PRACTICES															**School Counseling Courses**		
J1	Applies relevant research findings to inform the practice of clinical mental health counseling.														**X**		
J2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.														**X**		
J3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.														**X**		

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
ACADEMIC DEVELOPMENT – KNOWLEDGE													**School Counseling Courses**				
K1	Understands the relationship of the school counseling program to the academic mission of the school.													X			X
K2	Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.														X		
K3	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.													X			
ACADEMIC DEVELOPMENT – SKILLS AND PRACTICES													**School Counseling Courses**				
L1	Conducts programs designed to enhance student academic development.													X			X
L2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.													X			X
L3	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.													X			

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
COLLABORATION AND CONSULTATION - KNOWLEDGE													**School Counseling Courses**				
M1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.														X	X	
M2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.														X		
M3	Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.														X		
M4	Understands systems theories, models, and processes of consultation in school system settings.														X		
M5	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.													X	X	X	
M6	Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.													X			
M7	Knows school and community collaboration models for crisis/disaster preparedness and response.					X							X				

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
COLLABORATION AND CONSULTATION – SKILLS AND PRACTICE														**School Counseling Courses**			
N1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.													X			
N2	Locates resources in the community that can be used in the school to improve student achievement and success.																
N3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.												X		X		
N4	Uses peer helping strategies in the school counseling program.													X			
N5	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.													X			

#	Standard	503	504	505	508	515	520	530	540	571	580	622	696	612	650	651	670
LEADERSHIP- KNOWLEDGE													**School Counseling Courses**				
O1	Knows the qualities, principles, skills, and styles of effective leadership.														X		
O2	Knows strategies of leadership designed to enhance the learning environment of schools.														X		
O3	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.														X		
O4	Understands the important role of the school counselor as a system change agent.														X		
O5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.														X		
LEADERSHIP - SKILLS AND PRACTICE														**School Counseling Courses**			
P1	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.														X		
P2	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).													X			

Eastern Michigan University

STUDENT AFFAIRS AND COLLEGE COUNSELING

Students who are preparing to work in professional positions in higher education will demonstrate the knowledge, skills and practices necessary to promote the development of postsecondary students. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains.

Courses beyond the common core that are required for students in the mental health counseling program are identified in the rubric below as "SACC Courses." The standards below are met primarily by these program area courses; however in some cases, core, professional identity courses supplement these specialized courses,. As an example, we have a required core course in cross cultural counseling (COUN 571), which provides the foundation for specialized course content focusing on diversity.

Student learning in each domain can be assessed on a 4-point scale as unsatisfactory (1), developing (2), on-target (3), or advanced (4). The instructor uses a constellation of assignments and other course activities to evaluate each student's learning/performance on each standard. The "Sample Course Requirements/Evaluation" toward the end of each syllabus identifies the assignments and activities used to assess learning and performance in the course.

The rubrics on the following pages identify the courses in which each standard is met. Relevant syllabi are available by clicking on the course number at the top of the rubric

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
FOUNDATIONS—KNOWLEDGE													**SACC Courses**		
A1	Understands the history, philosophy, and trends in student affairs and college counseling.													X	
A2	Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling.												X	X	
A3	Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.													X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
FOUNDATIONS—KNOWLEDGE													**SACC Courses**		
A4	Knows the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education.													X	
A5	Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.												X	X	
A6	Understands student development theories, including holistic wellness and research relevant to student learning and personal development.													X	X
A7	Recognizes current trends in higher education and the diverse character of postsecondary education environments.												X	X	
A8	Understands organizational, management, and leadership theory and practice.													X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
A9	Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.													X	
FOUNDATIONS—KNOWLEDGE														**SACC Courses**	
A10	Is familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education.													X	
A11	Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community.					X								X	
A12	Understands the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events.					X								X	
FOUNDATIONS - SKILLS AND PRACTICES														**SACC Courses**	
B1	Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling. 691													X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
B2	Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.												X	X	
													SACC Courses		

FOUNDATIONS - SKILLS AND PRACTICES

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
B3	Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.													X	
B4	Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding).													X	
B5	Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.													X	
B6	Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that												X	X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
B7	Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions.					X								X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
COUNSELING, PREVENTION AND INTERVENTION - KNOWLEDGE														**SACC Courses**	
C1	Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education.							X						X	X
C2	Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education.													X	X
C3	Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education.													X	
C4	Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education.					X							X	X	

Eastern Michigan University

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
C5	Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate.												X		
COUNSELING, PREVENTION AND INTERVENTION - SKILLS AND PRACTICES													**SACC Courses**		
D1	Applies multicultural competencies to the practice of student affairs and college counseling.									X			X		
#	**Standard**	503	504	505	508	**515**	520	**530**	540	571	580	622	**692**	**550**	**655**
COUNSELING, PREVENTION AND INTERVENTION – SKILLS AND PRACTICES													**SACC Courses**		
D2	Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students.							X						X	
D3	Demonstrates skills in helping postsecondary students cope with personal andi nterpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.					X								X	
D4	Demonstrates the ability to use procedures for assessing and managing suicide risk.					X							X		
D5	Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to														X

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
	appropriate counseling for students in postsecondary education.														
D6	Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education.												X	X	
#	**Standard**	**503**	**504**	**505**	**508**	**515**	**520**	**530**	**540**	**571**	**580**	**622**	**692**	**550**	**655**
	DIVERSITY AND ADVOCACY -KNOWLEDGE												**SACC Courses**		
E1	Understands postsecondary student development in a multicultural society,including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.									X				X	X
E2	Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.												X	X	X
E3	Knows the sociopolitical and socioeconomic forces that affect all students.												X		
E4	Understands the effect of discrimination and oppression in postsecondary education.								X						

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
E5	Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.												X	X	
E6	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.									X			X	X	

DIVERSITY AND ADVOCACY –SKILLS AND PRACTICES — SACC Courses

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
F1	Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment.													X	X
F2	Analyzes postsecondary student needs for appropriate learning and developmental opportunities.														X
F3	Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.													X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
F4	Applies multicultural competencies to serve diverse postsecondary student populations.												X	X	
F5	Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).												X	X	
F6	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.													X	
#	**Standard**	**503**	**504**	**505**	**508**	**515**	**520**	**530**	**540**	**571**	**580**	**622**	**692**	**550**	**655**

ASSESSMENT - KNOWLEDGE													SACC Courses		
G1	Knows principles and models of assessment for postsecondary student development, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans.	X											X		X
G2	Knows current theories and methods of using assessment data, especially program evaluation and environmental assessment models, to support data-based decisionmaking.												X	X	X

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
ASSESSMENT - SKILLS AND PRACTICES													**SACC Courses**		
H1	Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities															X
H2	Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.														X	

#	Standard	503	504	505	508	515	520	530	540	571	580	622	692	550	655
RESEARCH AND EVALUATION - KNOWLEDGE													**SACC Courses**		
I1	Understands how to critically evaluate research relevant to the practice of student affairs and college counseling.		X										X		
I2	Knows models of program evaluation for student affairs and college counseling that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations.												X	X	
I3	Knows basic strategies for evaluating counseling outcomes and/or programmatic outcomes in student affairs and college counseling.												X		X
RESEARCH AND EVALUATION - SKILLS AND PRACTICES													**SACC Courses**		

J1	Applies relevant research findings to inform the practice of student affairs and college counseling.												X		X
J2	Develops measurable outcomes for college counseling and student development activities.												X		
J3	Analyzes and uses data to enhance student affairs and college counseling programs.												X		
J4	Demonstrates the ability to prepare a research proposal for a human subjects/institutional review board review.												X		

Eastern Michigan University