

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 [ISU Graduate Catalog](#) provides admissions and accreditation information for the University as a whole. Sections of the catalog also include information about specific programs. Accreditation of the counseling programs is documented in the catalog [here](#) (p. 2-3).

General admission requirements for the Graduate School are located [here](#) (p. 9-29).

Information about the specific admissions and program requirements for the Clinical Mental Health Counseling program may be found [here](#) (p. 196-198) within the Graduate Catalog. Academic standings policies are outlined there as well.

Information about admission and program requirements for the School Counseling program may be found within the Graduate Catalog [here](#) (207-209). Academic progress requirements are also located on that page.

Instruction delivery systems are provided in each of the course syllabi within the department.

Information about financial aid is provided in the [ISU Graduate Catalog](#) (36-42) and on the [ISU Financial Aid Office](#) webpage.

- 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 Department of Communication Disorders and Counseling, School and Educational Psychology (CDCSEP) has primary responsibility for educating professional counselors at ISU. Evidence for this may be found in the [Graduate Catalog](#) (191-214).

The counseling programs are among other graduate programs within the Department of CDCSEP. The department also includes one doctoral program, one education specialist program, one other master's degree program, one undergraduate program and one unit that operates as a service unit for other programs, including those indicated above. The Department of CDCSEP is one of four departments within the BCOE. Other departments in

the BCOE include the Department of Curriculum, Instruction, and Media Technology, the Department of Educational Leadership, Administration, and Foundations and the Department of Elementary, Early, and Special Education.

Administratively, the BCOE is comprised of the Dean, one Associate Dean, the BCOE Congress, and the Administrative Council. The BCOE Congress oversees policy for BCOE regarding curriculum requirements for programs. Each department has two representatives on Congress. The Administrative Council advises the Dean on matters concerning BCOE budgets, schedules, staffing, and program integrity. The Administrative Council includes department chairs, the BCOE Congress chair, and the Deans. Within the department, the chair is responsible for budgets, schedules, staffing, and personnel issues. The chair serves as spokesperson for the department.

Administrative oversight for the program is provided by the Counseling Area Committee, which is comprised of the core counseling faculty, a staff member serving as the liaison to the ISU Student Counseling Center and one student representative. The program coordinators serve as the spokesperson for each program.

Graduate programs at Indiana State University are administered by the Dean of the College of Graduate and Professional Studies (CGPS). The CGPS maintains responsibility for developing and monitoring policies and procedures for issues such as admissions, graduate faculty status, assistantships, fellowships and scholarships, graduate program requirements, standards for student conduct, and resolution of grievances taken beyond the BCOE. Overall policies and regulations governing all graduate programs are brought before the Graduate Council which is a standing committee of the University Faculty Senate. The immediate supervisor of both the Dean of the BCOE and the Dean of the CGPS is the Provost and Vice President for Academic Affairs who reports to the President and ultimately to the Board of Trustees.

The program is included in the University's operating budget and sufficient resources are provided to address program needs. The program receives adequate financial support to assist a core faculty and related departmental faculty to teach required and elective courses, to serve on doctoral committees, to conduct research, and to provide advising and mentoring for students progressing through the program. The department receives scholarship, assistantship, and fellowship resources sufficient to provide support for all doctoral students who apply for [assistance](#). Secretarial support is provided by two Administrative Assistants and two Program Student Services Assistants.

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 budget for the CDCSEP department for fiscal year 2009-2010 is outlined below. Note that the counseling area receives the bulk of graduate student funding.

CDCSEP 2009-2010 Fiscal Year Budget	<u>2009-10 Amount Spent on Personnel</u>
Graduate Assistants	\$250,860.00
Staff	\$74,461.09
Academic Year Payroll-Fall 2009 & Spring 2010	
Full Time Tenure Track Faculty	\$865,132.00
Special Purpose Faculty	\$154,462.00
Part-time adjuncts	\$112,500.00
Benefits	\$349,128.00
Faculty Travel	\$15,078.00
Supervision	\$6,038.00
Professional Development	\$9,040.00
Graduate Student Awards	\$11,146.00
Counseling Area	\$7,001.00
School Psychology Area	\$4,145.00
CD Area	\$0.00
Operating Budget	
Supplies	\$14,235.00
Telephone	\$11,326.00
Postage	\$1,375.00
Printing	\$10,180.00
Office Equipment	\$3,502.00

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 counseling area faculty members share the financial resources of the overall department, which are outlined below. Overall, \$15,078.00 was allocated to the CDCSEP

department for travel in fiscal year 2009-2010. Of this total amount, \$4,000.00 was spent on travel by counseling area faculty members.

In addition to department funds, other resources are available to support such efforts. Faculty may receive financial support for attending conferences and workshops through the [Blumberg Center](#) for Interdisciplinary Studies in Special Education and BCOE funds.

Also, faculty can apply for Research/Creativity and Instructional Development Grants from the University Research Committee and the Center for Teaching and Learning, respectively. Core and department faculty have been awarded research grants in the past. The department and university have regularly supported faculty sabbaticals. Since the last visit two Faculty have applied and been granted sabbatical leaves. Each year for the last several years the School of Graduate Studies has awarded funds in competitive Student Research Grants.

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

The ISU Cunningham Memorial Library collections include more than 1.4 million items. Graduate students may check out most materials for a 120-day loan period, using their student ID. More than 110 full-time service computers are available throughout the library. Nine computers are equipped with scanners and one computer has Zoom Text capabilities that will enlarge print and screen, and read aloud for the visually challenged. Printers and photocopiers are also available. Collaborative, group, and individual study areas are offered as well as group study rooms.

The library offers students library basics, research tips, citation information, books, electronic database resources, and tips for creating literature reviews, theses and dissertations and is described [here](#).

The library offers faculty resources to library basics, citation information, databases, electronic journals, books, internet tools, and access to theses and dissertation sites and is described [here](#).

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

All faculty members have personal computers in their offices. Laptop computers are available for checkout through the department office. The university also provides all faculty, staff, and students with computer accounts that allow email communications, provide Internet access, and permit research activities. Access is available from any computer that is connected to the university LAN system and from home computers with internet access when logged into a personal university account. All faculty in the BCOE are also provided with Palm Pilots as an additional technological resource.

Most courses are taught in the BCOE where each classroom is equipped with a multi-media cabinet and drop down screen as well as large dry erase boards. The college also maintains

two large computer labs for student use. The computer labs, located on the lower level, have internet access and printers. Also on the lower level is the Instructional Resource Center (IRC) staff assist faculty and student use of instructional technology for instructional and research use. The IRC provides access to an audio-visual cart including LCD projectors with state-of-the-art presentation capabilities in a portable format, curriculum materials, laptop computers available for checkout, as well as technical assistance from the Director of IRC. The IRC is open to students and faculty during working hours. Additionally, the Director of Instructional and Information Technology Services and his staff are available for technical assistance.

Multiple computing labs are available for students within the College, and across campus. The labs include general purpose labs on the lower level of the BCOE, and in the Student Computing Center and Cunningham Memorial Library across campus.

The Center for Instruction, Research and Technology offers faculty and students access to instructional design information, training opportunities and tutorials, information and opportunities for technology workshops, information on emerging technology, access to research and evaluation software, and information for grant writing and resources may be found [here](#).

The Office of information Technology offers faculty and students access to software and information to assist with academic, safe, and personal computing. The Office of Information Technology may be found [here](#). The OIT also supports the [Help Desk](#), which students and faculty members may call for immediate assistance with technical problems.

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

Information about counseling services is discussed [here](#) (p. 34-35).

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.

The University Hall Clinic offers services to help individuals deal with personal issues such as: depression, anxiety, stress, grief and bereavement, low self-esteem, anger management, chronic health issues, eating disorders/body image problems, academic problems, and career and job changes and/or concerns. There are nine therapy rooms which are equipped with audio and video recording equipment. There are also six observation rooms to facilitate live supervision of sessions. This space is shared among the counseling, school psychology, and communication disorders programs. Clients may

be served by one or all programs. There is no fee for services. The UH Clinic is supported by Dori Ball, an administrative assistant.

2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.

There are two large group therapy rooms and three smaller group therapy rooms in the UH Clinic. All of these are accessible for live supervision via the six observation rooms. All group counseling rooms have audio and video recording equipment.

3. Necessary and appropriate technologies and other observational capabilities that assist learning.

The UH Clinic has six observation rooms with one-way mirrors for licensed supervisors to observe live sessions. All observation rooms and therapy rooms are equipped with audio and video technology to hear and see live and recorded sessions.

4. Procedures that ensure that the client's confidentiality and legal rights are protected.

The clinic procedures, client's legal rights and confidentiality are explained [here](#).

The clinic ensures the client's rights by obtaining consent and this form is [here](#).

The clinic ensures confidentiality with [releases of information](#) for permission to obtain information concerning treatment.

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 current student handbook states on [page 30](#) that the Clinical Mental Health program includes, "60 semester credit hours and includes 1,000 clock hours of supervised clinical experience. In general, the program allows the student to be eligible for Indiana's Licensed Mental Health Counselors (LMHC) credential as well as other mental health/professional licenses requiring 60 semester hours of training in other jurisdictions.

Students take courses and must demonstrate proficiency in eight core areas of counseling: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, appraisal, and research and evaluation.”

According to the student handbook on [pages 45-46](#), the School Counseling master’s degree requires 48 semester hours of study.

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.

The Counseling Area Programs have a strong focus on issues of cultural diversity and social justice. This is evident in the mission statements for the [programs](#) and the [department](#), elective course offerings, and the careful infusion of multicultural training in all courses. All syllabi and the student handbook also include a diversity statement which clearly states the department’s values around the importance of diversity. Although we are located in a part of the country which is not rich in terms of racial and ethnic diversity, we do have a range of diversity represented in our students in terms of social class, race, religion, sexual orientation, and gender.

Departmental Diversity statement:

“Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.”

Additionally, the student handbook outlines equal opportunity, affirmative action, and sexual harassment policies on page [19 and 20](#).

The Bayh College of Education has also recently adopted a diversity policy, which can be found [here](#).

K. Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:

Each candidate for admission into the master’s program completes the university on-line application. Applicants for the CMHC program must include; previous work history, undergraduate education and transcripts, scores for either the GRE or Miller Analogies Test, a minimum of three references addressing candidate’s suitability for graduate work, and a personal goals statement addressing desired career path. Applicants for the SC program must submit; the online application, transcripts of all previous

undergraduate and graduate work, three letters of reference, GRE scores if available, a current resume, and a personal statement describing personal and professional goals.

Once the completed applications are received, the program director and counseling area faculty review each file. The [application review form](#) is completed for each candidate. After the faculty review, acceptable candidates are invited for an on-campus interview. On [interview day](#), all potential students are interviewed by at least one program faculty member and by current students and/or alumni. Each candidate is [interviewed](#) by multiple people to assess for interpersonal skill, interest in the profession, academic preparation, and leadership potential. On interview day, students tour the building and clinic, visit with the program faculty and students, and receive information about ISU and the counseling area programs. Following interview day, the counseling area faculty meets and makes offers to students for admission.

1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

Applicants participate in writing prompts and in interviews with multiple faculty and students in order to get an initial assessment of their interpersonal skills.

2. Each applicant's aptitude for graduate-level study.

This information is gleaned by reviewing undergraduate and/or transfer transcripts, GRE or MAT scores (if applicable), and the writing sample/personal statement submitted by the student. In addition, the SC program's interview day includes having all students create a short writing sample in our computer lab. We find this quite helpful in determining student's writing ability. None of these factors alone are sufficient for admission.

3. Each applicant's career goals and their relevance to the program.

Students submit a personal statement describing their personal and professional goals and how they plan to use their ISU graduate education to achieve these goals. Interviewers also ask about professional goals during interview day.

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.

The School Counseling program conducts its orientation as a part of COUN 535, Introduction to School Counseling. This is the first course each cohort takes. Due to the geographic spread of students in the School Counseling program, we do not require a separate orientation day.

The Clinical Mental Health Counseling program conducts its orientation on the first day of classes in the COUN 533 Techniques of Counseling course.

2. A student handbook is disseminated that includes the following:

a. mission statement of the academic unit and program objectives;

The mission statement of the Clinical Mental Health Counseling program can be found on page 30 of the [Student Handbook](#). It reads as follows:

The program's philosophy is student-centered and developmentally based. It is designed to provide the highest quality training in professional mental health service delivery. Academic and fieldwork experiences are intended to foster a commitment to scientific investigations, improve problem solving skills and critical thinking, and develop effective intervention techniques. In addition, program faculty are committed to promoting interpersonal values which support and inform our professional relations with others. These values include compassion, self-awareness, genuineness, a commitment to justice, and an authentic appreciation for diversity.

The mission statement of the School Counseling program can be found on page 44 of the [Student Handbook](#). It states:

The mission of the Indiana State University School Counseling Program is to educate prospective school counselors for the 21st century as advocates and agents of change who are capable of assessing, developing, implementing, and sustaining programs for youth which will enable them to become full participants in our diverse society.

The objectives of the Clinical Mental Health Counseling and School Counseling program are found on page 8 of the [Student Handbook](#). They are as follows:

- Students will develop a knowledge base relevant to their profession.
- Students will develop knowledge and skill relevant to scholarly activity research and inquiry.
- Students will develop knowledge of diversity in their academic career at Indiana State University.
- Students will develop appropriate clinical knowledge and skills.
- Students will develop knowledge of professional ethics and standards based on applicable professional organizations and other applicable ethical standards (such as state licensure standards). In addition, students will apply these ethics and standards in their professional practice.
- Students will develop an appropriate professional identification.

b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students;

In CMHC and SC programs, opportunities for professional development through organizations, both national and state, conferences, and workshops are found on pages 21-23 of the [Student Handbook](#).

In the CMHC program, students must participate in either ICA or ACA and attend at least two professional development days annually.

In the SC program, students are required to participate in both ASCA and ISCA and attend four professional development days annually.

c. written endorsement policy explaining the procedures for recommending students for credentialing and employment;

Tracking forms for student progress are used as a basis for credentialing and employment recommendations. Forms are found on pages 54-55 of the [Student Handbook](#). Identification and assessment of the [students' dispositions](#) throughout the SC program is discussed on pages 56-58 of the Student Handbook. It assesses students on personal and interpersonal levels as follows:

- The educator as a person
- The educator as a mediator of learning
- The educator as a member of the community

Credentialing and employment recommendation procedures for the CMHC program are found on page 38 of the [Student Handbook](#). For a recommendation from the Clinical Mental Health Counseling program, students must:

- Receive favorable faculty program evaluations
- Successfully present a case study from their clinical work (Clinical Comprehensive Oral Exam)
- Complete all degree requirements, including clinical requirements.

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

The CMHC and SC programs' retention policy can be found on page 14 of the [Student Handbook](#). Additionally, information regarding professional expectations can be found on page 9 of the [Student Handbook](#). The process of student evaluation is also discussed in detail on pages 9-11 of the [Student Handbook](#). Through this information, students know what is expected of them professionally and academically.

The School Counseling program describes what is expected of student personal dispositions on pages 56-58 of the [Student Handbook](#).

The Clinical Mental Health Counseling program describes what is expected of student personal dispositions on page 42 of the [Student Handbook](#).

e. academic appeal policy.

The academic appeal policy for the CMHC and SC programs can be found on pages 15-17 of the [Student Handbook](#). This section of the Student Handbook provides a detailed step-by-step process for students and the necessary documentation.

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.

During academic year 2010-2011, 20 separate courses were offered for CMHC students. Of these, 8 were delivered by non-core faculty. This includes courses taught by faculty in the CDCSEP department but not in the counseling area (EPSY 612, Human Development), two courses taught in the Psychology department (Psychopathology and Psychopharmacology) and five courses taught by adjunct faculty (COUN 710, Community Counseling; COUN 615, Intro to Group Work; COUN 631, Human Sexuality in Counseling which is an elective; COUN 620, Foundations of Research; and COUN 738D, Ethics and Professional Practice).

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

We currently have 59 students enrolled in the SC and CHMC programs. We have four full time tenure track faculty appointed to these programs, one full time adjunct, part-time adjunct clinical supervisors (.5), and .5 of our current department chair's time. This gives us a ratio of 59:6 or 9.83:1. For the academic year 2011-2012, we expect to have 50 full-time students and the 5 FTE faculty numbers. This generates an expected overall ratio of 10:1.

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

The directors of each program act as student advisors. Since we admit students in cohorts, they all generally take the same courses together throughout the programs, minimizing the need for individual advisement about course selection. The School Counseling program has no elective options. Students may choose to take courses above and beyond the 48 hours required by the state for licensure, but the basic 48 hours are prescribed by the [program](#). The CMHC program includes twelve hours of electives within the sixty hours of study. Students can meet with their advisor or other faculty member to determine which electives best fit their needs. The remaining courses are taught in sequence to each entering cohort. Students who are out of sequence or transfer in from another program or university meet with the program director in their first semester to outline a course of [study](#).

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.

We use multiple measures of student progress throughout both programs. Aside from grades, we gather information about student interpersonal and professional skills from on site supervisors each semester. In the SC program, students are placed in schools each fall and spring semester of the program, and we receive [feedback](#) from their supervisors each semester. We also use the database software, TK20, to assess SC students' personal and professional dispositions.

In the CMHC program, students are assessed by clinical supervisors in the [techniques course](#), during their [practicum](#) and [internship](#). In the CMHC program, students are placed in external internship sites in the second year of the program, and we receive feedback from their supervisors each [semester](#). Additionally, the counseling area faculty discusses the progress of each student between the fall and spring [semesters](#) of their first year and prior to internship placement. The progress forms can be found [here](#) (p. 40-41).

Students are held to both the ACA and/or ASCA ethical standards and the ISU [academic integrity policy](#). Students who are not making adequate progress may be placed on remediation plans or dismissed from the program. According to the Graduate School catalog on p. 20, students must maintain a minimum GPA of 3.0 in order to remain in the [program](#). In addition, students who do not make adequate progress with clinical skills may be remediated according to the [Student Handbook](#) (p. 9-11).

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.

According to records kept by the COUN program's administrative assistant, in 2010-2011, ratios in supervision were as follows:

SC: COUN 634: 3 faculty members (Balch, Byrer, Tucker) split a load of 13 students. Ratio= 3:13 or 1: 4.3

COUN 793B: 2 faculty members (Balch & Byrer) split 18 students. Ratio = 1:9

CMHC: COUN 634: 2 faculty members split a class of 13 students. Ratio = 1:6.7

COUN 739D: 2 faculty members split a class of 16 students. Ratio = 1:8

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

Faculty members in the SC and CMHC programs divide the supervision responsibilities for internship as evenly as possible each semester. During the 2010-2011 academic year, in the CMHC [COUN 739D Internship](#), Dr. Leggett and Dr. Roberts-Pittman each supervised 8 students. In the SC internship course, [COUN 739B](#), Dr. Balch and Peg Byrer each supervised nine students.

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

The SC program requires all students to obtain professional liability insurance before participating in field placements, [practicum](#), and internship.

The CMHC program requires all students to obtain professional liability insurance before participating in counseling activities in [lab](#), practicum, and internship.

Professional liability insurance is to be kept up-to-date with proper documentation turned into the Student Services Assistant, Sandie Edwards, and supervisors. The SC and CMHC requirement for professional liability insurance is also stated on page 23 in the [Student Handbook](#).

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

The only other clinical program at ISU is the PsyD program in Clinical Psychology, in the College of Arts and Sciences. The Psychology Department Chair, Dr. Virgil Sheets, states that the program has a normal total enrollment of 40 students. Of these, about 16 per year are funded with assistantship dollars. This is a very comparable arrangement with the two counseling master's programs, which have a normal total enrollment of about 60, and have about 12-15 assistantship slots per year. [Assistantship](#) dollars have been decreasing across the university, but with the loss of the Counseling Psychology doctoral program, a higher percentage of CDCSEP assistantship dollars are available to master's students.

FACULTY AND STAFF

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

A number of steps to recruit and retain a diverse faculty have been taken at the department, college and university levels. At the University level, the Office of Diversity states its mission as, "The mission of the ISU Office of Diversity is to promote the climate, competencies and connections that enhance the lives of all our students, staff and faculty as well as others who live in the greater Terre Haute community. The ISU Office of Diversity, working in conjunction with the President's Council on Diversity, advocates for practices, programs and policies that model equity and lead to multicultural excellence." This office provides support and guidance to search committees in locating and hiring diverse candidates. In 2010, the Office of Diversity worked with a consulting firm to produce a report entitled, "[Diversifying Faculty and Staff: Indiana State University Search Committee Study](#)". This report is available online to the general public. Faculty search committees are expected to follow the recommendations in the report around hiring diverse faculty members. One outcome of this study was the Provost's office launch of the [Opportunity Hires Program](#), which is specifically

designed to increase the presence of minority faculty members on campus. At least nine new minority faculty members have been hired as a result of this process as of May 2011. One of these hires is in the CDCSEP department.

The college level commitment to hiring and maintaining a diverse faculty is evidenced in the recent strategic plan that was developed in 2010. In the values section of the [Executive Summary](#), the plan includes the value of, "Social Justice and Diversity - We work to create environments that support and enable all members of our community to thrive." In the Office of Diversity report, the Bayh College of Education is cited as being proactive and planful in its approach to hiring diverse faculty.

At the department level, a focus on diversity and social justice has been a defining aspect of mission, vision, and values statements and the direction of our programs. We are working to diversify our faculty and participated in the Opportunity Hires Program this year. We were able to bring two African American candidates to campus and are hoping to hire one of them.

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.

According to [Section 3 of the University Handbook](#), the current expected teaching load for all full-time tenure earning faculty members at ISU is 4 courses per semester. At present, there is no differentiation between undergraduate and graduate teaching loads. However, the University Handbook allows for negotiation between faculty members and the department chair for changes in load based on the need for more time to conduct research, handle administrative matters, etc. In the counseling programs, most faculty members maintain a teaching load of 3 courses per semester, and most also teach at least two courses in the summer. Course load varies with regard to number of students in clinical supervision. Faculty members in the PsyD program typically teach 2 content courses and carry one course with clinical supervision duties for 3-4 students.

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:

Following is a brief biography of each of our faculty members, including their respective degree areas, areas of expertise and scholarship, and professional association service. Each faculty member name is a link to the vita of that faculty member. Vitas are provided for additional information.

[Dr. Tonya Balch](#) serves as program coordinator of the School Counseling program. Dr. Balch received her Ph.D. in Educational Administration from Indiana State University. She holds a M.Ed. in School Counseling from Indiana State University. She is currently licensed in Indiana as a School Counselor. Prior to her work at ISU, she worked as Director of

Guidance and Counseling for Southeast Fountain School Corporation. She has maintained memberships in the American Counseling Association (ACA) and American School Counseling Association (ASCA). As well, she maintains memberships in the Indiana Counseling Association (ICA), and Indiana School Counseling Association (ISCA). Dr. Balch has been an active presenter for ISCA conferences. Her expertise is in the areas of fieldwork, counseling children and adolescents, and administration.

[Dr. Michele Boyer](#) is the Department Chair. She is licensed in Indiana as a Psychologist, has a permanent School Psychologist Certificate in New York, and is a Certified Intercultural Developmental Inventory Administrator and Trainer. Dr. Boyer graduated with a Ph.D. in Counseling Psychology from the State University of New York at Buffalo and began as an assistant professor at the Indiana State University in 1986. She specializes in intercultural communication, Counselor/Psychologist training and supervision, feminism in psychology, ethics in psychology, assessment, career development, spirituality and culture in psychology, and has over 19 publications in the areas of culture, spirituality, and counseling. She has maintained memberships in the American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Association for Multicultural Counseling and Development, Association for Spiritual, Ethical, and Religious Values in Counseling, American Psychological Association Divisions 17, 35, 36, 44, 45, 47, Association for Applied Sport Psychology, Association for Women in Psychology, Association of State and Provincial Psychology Boards – Individual Member, Council of Counseling Psychology Training Programs, Indiana Counseling Association, Indiana Counselor Educators and Supervisors, West Central Chapter (Section 7) of the Indiana Counseling Association, Indiana Psychological Association, Midwestern Psychological Association, North Central Association of Counselor Educators and Supervisors. Dr. Boyer is an active presenter for the memberships she maintains, giving more than 50 presentations in the last 10 years. Dr. Boyer was awarded the Outstanding Faculty of the Year Award in 2011 and 2009

[Peg Byrer](#) has over 25 years of experience in the education and mental health fields. She began working for Indiana State University in 1994 as an adjunct professor; in 2008, she became a special purpose faculty member for the department. She received her M. Ed. in School Counseling from Indiana State University with a certification in School Psychology. Peg Byrer is a Nationally Certified School Psychologist, has an Indiana license in School Psychology and School Counseling, and holds a Florida license School Psychology. Her career roles have included: school psychologist, therapist, drug education coordinator, community mental health administrator, supervisor of school-based programs for at-risk students, private practitioner in a psychology and consulting firm, as well as an adjunct and special purpose professor for ISU. She is a current member of ASCA, ACA, and the National Association of School Psychologists (NASP). Peg Byrer received the Innovative Counselor Education Program Award-North Central Association for Counselor Education and Supervision in 2010 and the Trailblazer Award-Education Trust-National Transforming School Counseling Academy in 2009.

[Dr. Debra Leggett](#) obtained her master's degree in Community Counseling in 2001 from Mississippi State University and doctorate in Counselor Education in 2005 from Mississippi State University. She is an NCC, and holds a mental health counseling license in Indiana. Her counseling training has been in community counseling with an emphasis in couples and family counseling. Dr. Leggett has seven years of teaching experience in higher education, six of which have been at Indiana State University. Dr. Leggett is a member of the American Counseling Association, the Association for Counselor Education and Supervision, Indiana Counseling Association, and the International Association of Marriage and Family Counselors. Dr. Leggett was the president for the Indiana Counseling Association in 2009 and received the Outstanding Faculty of the Year Award in 2006. Her research interests include couples, marriage, and family issues, and supervision and counselor preparation.

[Dr. Bridget Roberts-Pittman](#) is an assistant professor who has been a member of the ISU Counseling Department since July 2000 as an adjunct, and as a full-time professor since August 2005. Dr. Roberts-Pittman graduated with her Ph.D. in Counseling Psychology and received her Master's Degree in Marriage and Family Therapy from Indiana State University. Dr. Roberts-Pittman is a Licensed Psychologist and a Licensed Marriage and Family Therapist. She is a member of the American Psychological Association and the Association of Women in Psychology, as well as the American Association of Marriage and Family Therapy. She currently serves as the Director of Clinical Training for the Counseling Psychology (CP) program. Dr. Roberts-Pittman also works outside of ISU as psychologist and serves as a Disaster Mental Health Worker and Disaster Action Team Member for the American Red Cross. Dr. Roberts-Pittman's areas of expertise include bullying, motivational interviewing, marriage and family therapy, and addictions. She has over 15 years of clinical experience working on community mental health and providing direct counseling services to children, adolescent, adults, couples, and families. She presents extensively and presentation venues have included the Indiana Counseling Association. The university community recognized her teaching by naming her Outstanding Faculty of the Year in 2010 and as the recipient of Faculty Development Award in 2009. As the CP program at ISU comes to a close, Dr. Roberts-Pittman has begun teaching courses for the CMHC program. Also, Dr. Roberts-Pittman serves as Clinic Coordinator for the Counseling Clinic within the University Hall Clinic for the CMHC program.

[Dr. Catherine Tucker](#) is licensed in Indiana as Mental Health Health Counselor (LMHC) and a School Counselor, and in North Carolina as a professional counselor (LPC) and a school counselor. Dr. Tucker graduated with a Ph.D. in Counselor Education from the University of Florida and began as an assistant professor at Indiana State University in August 2007. In 2011, Dr. Tucker became the coordinator of the Clinical Mental Health Counseling (CMHC) program. Dr. Tucker maintains professional memberships in the ACA, Association for Counselor Education and Supervision (ACES), the Association for Creativity in Counseling, American School Counseling Association (ASCA), and Indiana School Counseling Association (ISCA). Dr. Tucker has given professional presentations at the regional, state, national, and international levels, with her latest presentation at the annual ACA conference. Her research interests include: Relational-Cultural Theory, assessment, cultural influences

in education, and creativity and play therapy. She has authored over 20 publications; both peer-reviewed journal articles and invited work. Dr. Tucker is involved in the academic community, serving as the faculty advisor for the Iota Sigma Tau chapter of Chi Sigma Iota Honor Society, and by being involved in committees for the department, college, and university. Dr. Tucker served as a Board Member for two years for ISCA.

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

Please see each vita for evidence that this standard is met.

[Dr. Tonya Balch](#)

[Peg Byrer](#)

[Dr. Debra Leggett](#)

[Dr. Bridget Roberts-Pittman](#)

[Dr. Catherine Tucker](#)

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.

Please see each vita for evidence that this standard is met.

[Dr. Tonya Balch](#)

[Dr. Debra Leggett](#)

[Dr. Bridget Roberts-Pittman](#)

[Dr. Catherine Tucker](#)

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

Please see each vita for evidence that this standard is met.

[Dr. Tonya Balch](#)

[Peg Byrer](#)

[Dr. Debra Leggett](#)

[Dr. Bridget Roberts-Pittman](#)

[Dr. Catherine Tucker](#)

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

Please see each vita for evidence that this standard is met.

[Dr. Tonya Balch](#): Member of ASCA, ACA, Indiana Counseling Association, Indiana School Counseling Association, ACES, holds Indiana license in School Counseling.

[Peg Byrer](#): Member of ASCA, ACA, National Association of School Psychologists (NASP), holds license in School Services Personnel, School Counseling, and School Psychologist in Indiana.

[Dr. Debra Leggett](#): Member of ACA, Indiana Counseling Association, International Association of Marriage and Family Counselors, Association for Counselor Education and Supervision, holds Indiana license in Mental Health Counseling.

[Dr. Bridget Roberts-Pittman](#): Member of APA, American Association of Marriage and Family Therapy (AAMFT), Association of Women in Psychology, holds license as a psychologist and marriage and family therapist in Indiana.

[Dr. Catherine Tucker](#): Member of ACA, ACES, ACC, ASCA, ISCA, holds Indiana and North Carolina licenses in school and mental health counseling.

5. Engage in activities of professional organizations, including all of the following:

a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);

Numerous faculty members attend regional and national level conferences each year. Please see each vita for evidence that this standard is met.

[Dr. Tonya Balch](#)

[Peg Byrer](#)

[Dr. Debra Leggett](#)

[Dr. Bridget Roberts-Pittman](#)

[Dr. Catherine Tucker](#)

b. research and scholarly activity; and

Faculty members regularly conduct research and produce scholarly work. Faculty have published in the Journal of College Counseling, Counselor Education and Supervision, Professional School Counseling, the Journal of Creativity in Mental Health, the Journal of College Student Psychology, International Journal of Education Policy and Leadership, the Journal of Adolescence, the International

Education, the International Journal for Advancement of Counseling, and the Journal of Mental Health Counseling.

Please see each vita for evidence that this standard is met.

[Dr. Tonya Balch](#)

[Peg Byrer](#)

[Dr. Debra Leggett](#)

[Dr. Bridget Roberts-Pittman](#)

[Dr. Catherine Tucker](#)

c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

Many of our faculty members have held, or currently hold, leadership positions with numerous counseling professional organizations, having invited presentations, holding workshops, and provide consultation, as well as direct service.

Please see each vita for additional evidence that this standard is met.

[Dr. Tonya Balch](#)

[Peg Byrer](#)

[Dr. Debra Leggett](#)

[Dr. Bridget Roberts-Pittman](#)

[Dr. Catherine Tucker](#)

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.

Counseling area faculty members have full control over the curriculum within the programs. This coming year, the SC program will have an entirely different schedule and sequence of courses so that students can graduate in May and not have to return to take one more class as they have in the past. This decision was made entirely by the program coordinator and area faculty. Also, the CMHC faculty made the decision to move COUN 635, the career counseling course, to the first fall semester of the program sequence. This was due to chronically low scores on the career section of the NCE and student feedback. Again, the program coordinator and area faculty made this decision autonomously. Faculty members also decide such structural and policy issues as; when to conduct criminal background checks, when (and whether) to hold admissions

interviews, which students to admit, and the distribution of assistantships. Evidence of faculty decision making can be seen in the [area faculty meeting minutes](#).

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:

[Dr. Michele Boyer](#) is the current chair of the CDCSEP department. She will continue to serve in this role until her retirement on June 30, 2011. After that date, chair duties will be assumed by [Dr. Linda Sperry](#). Dr. Sperry is a long time member of the ISU faculty. The current job description for the CDCSEP department chair is included [here](#). Additional information about department chair duties at ISU is included in the Faculty Handbook, [Section 350](#). The CDCSEP department contains 23 faculty members and sponsors seven very different degree programs. Due to the large and diverse nature of the department, leadership responsibilities are more diffuse than in some smaller and more homogeneous departments.

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);

The duties of the program coordinators for the SC and CMHC programs are slightly different, and are specified [here](#) for the CMHC program and [here](#) for the SC program. The two programs each have a coordinator. Dr. Tonya Balch is the coordinator of the School Counseling program. Dr. Debra Leggett is the current coordinator of the Clinical Mental Health program. Dr. Catherine Tucker will assume coordination duties for CMHC in the fall of 2011.

b. receives inquiries regarding the overall academic unit;

The department chair gives information to the Dean, accrediting bodies, and others about the programs and courses within CDCSEP. Each degree program answers inquiries about available offerings within program areas. This is usually done by the area coordinator.

c. makes recommendations regarding the development of and expenditures from the budget;

The department chair attends meetings with the other three department chairs in the college and the Dean in order to discuss college level budget issues. She then works with the program area coordinators to determine how departmental resources will be shared among the four areas within the department.

d. provides or delegates year-round leadership to the operation of the program(s); and

The department chair is on a twelve month contract. Program coordinators generally teach at least one of the two summer sections.

e. has release time from faculty member responsibilities to administer the academic unit.

The department chair has a .5 appointment in her area of teaching expertise and a .5 administrative appointment. Twenty-five percent of the program coordinators' teaching assignment is recognized as dedicated to administering the program.

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;

This is a duty of the program coordinator. [Peg Bryer](#) also assists in internship placement for the CMHC students.

Dr. Tonya Balch is the program coordinator for the School Counseling program.

Dr. Catherine Tucker is the program coordinator for the CMHC program.

Dr. Roberts-Pittman is the director of clinic training for the CMHC program.

b. is the person to whom inquiries regarding practicum and internship experiences are referred; and

Program coordinators handle inquiries from site supervisors.

b. has clearly defined responsibilities.

The program coordinator handles practicum and internship assignments and issues.

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:

Following is a list of professionals who have taught courses in the department on an adjunct basis over the past year. A brief professional description of each individual is provided, with a link to that person's vita for more information.

[Ronald Benson](#) is Licensed Mental Health Counselor and is Executive Director at Family Service Association in Terre Haute, Indiana. His professional education includes a B.S. in Psychology, a M.S. in Mental Health Counseling, and is anticipating his Ph.D. in Guidance and Psychological Services at the end of 2011. Mr. Benson serves as a special purpose faculty member for the department. He has taught Ethics (Coun 738) and Community

Counseling (Coun 710). He also serves on the board of directors for the Indiana Counseling Association.

[Dr. Kevin Bolinskey](#) is an assistant professor in the Psychology department at Indiana State University. He holds a Bachelor of Science Degree in Psychology from Clinch Valley College of the University of Virginia, a Master of Arts Degree in Psychology from the University of Virginia, and a Doctorate of Philosophy in Clinical Psychology from the University of Virginia. He teaches Psychopathology (PSY 568) for the department and several other courses for the Clinical Psychology program. Dr. Bolinskey has published over 10 articles in such journals as *Assessment*, *Journal of Clinical Psychology*, and *Personality and Individual Differences*.

[Dr. Daniel Cleveland](#) is a licensed Pharmacist in Indiana. He obtained his Doctorate of Pharmacy Degree from Purdue University. He has given over 20 regional presentations in the last decade. He currently teaches Psychopharmacology (PSY 558) for the department.

[Irma Davis](#) graduated from Indiana State University in 2004 with a Master of Science in Marriage and Family Therapy. She is currently licensed in Indiana as Marriage and Family Therapist. She is a member of AAMFT and is supervisor in the University Hall Clinic for the Clinical Mental Health Counseling program.

[Rhonda Earls](#) graduated from Indiana State University in 2006 with a Master of Science in Mental Health Counseling. She is currently licensed in Indiana as Mental Health Counselor. She is currently a supervisor in the University Hall Clinic for the Clinical Mental Health Counseling program.

[Dr. Michael Elmore](#) graduated from Indiana State University in 1994 with a Ph. D in Counseling Psychology. He has worked at Hamilton Center: Child and Adolescent Services since obtaining his Ph.D. and is currently the Outpatient Program Manager. Dr. Elmore has served as an Internship (Coun 739D) supervisor.

[James Erikson](#) is a student in the Counseling Psychology Ph.D. program. He taught Introduction to Group Work (Coun 615) as an adjunct in the summer. He obtained his Bachelor of Arts in Psychology from Hanover University, Master of Education in School Counseling from Indiana State University, and is anticipating graduation from the Counseling Psychology program in 2011.

[Dr. Kathy Ginter](#) obtained her Ph.D. in Education from the University of Tennessee in 1996. She currently teaches Research (ESPY 620) for the department. Dr. Ginter also works in the ISU Counseling center, working with students, employees, and athletes. Dr. Ginter's expertise includes: using psychology and athletes, coaching, and research.

[Mark Green](#) is a student in the Counseling Psychology Ph.D. program. He obtained his Bachelor of Science in Psychology from Brigham Young University, his Master of Science in Mental Health Counseling from Indiana State University, and is anticipating graduation from ISU with his Ph.D. in 2011. He taught an elective course: Counseling Lesbian, Gay, Bisexual, and Transgendered Clients; Human Sexuality; and Gender Issues in Counseling (Coun 631) in the summer of 2010 as an adjunct.

[Dr. Eric Hampton](#) is an associate professor for the department, primarily for the Educational and School Psychology programs. His areas of expertise are program evaluation, statistics, educational and psychological assessment, and research methodology and design. Dr. Hampton has given dissertation supervision as a committee member for 27 dissertations and as chair of the committee for 11 dissertations. He is a member of the American Psychological Association and American Educational Research Association.

[Angela Hayes](#) graduated from Indiana State University in 1992 with a Master of Science in Agency Counseling. She is currently licensed as a National Certified Counselor (NCC), NAADAC II certified, and a Licensed Mental Health Counselor in Indiana. She is a professor at Ivy Tech Community College, is a supervisor in the University Hall Clinic for the Clinical Mental Health Counseling program, and will be teaching Foundations of Mental Health Counseling (COUN 534) this fall.

[Dr. Susan Macke](#) obtained her Doctorate of Education in Educational Foundations from the University of Cincinnati in 1992. She began teaching at Indiana State University as an assistant professor in 1991 and became an associate professor in 1996. She currently is an associate Emeriti professor and teaches School and Society (ELAF 608).

[Dr. Linda Sperry](#) is a Professor in the department. She received her master's degree in Educational Linguistics from the University of Pennsylvania and her Ph.D. in Developmental Psychology from the University of Chicago. She teaches in undergraduate, master's and doctoral level courses. Her scholarship and service agendas focus on development, the education system and skill development. Dr. Sperry is involved in the academic community by being involved in committees at the departmental, college, and university levels. Dr. Sperry's expertise areas focus on development, language, and culture where she has published over 10 articles and over 35 conference papers in the last decade. Dr. Sperry received the Lotus Delta Coffman Distinguished Professor Award for the years 2009-2012. Dr. Sperry will also become the Department Chair as of June 2011.

1. Hold graduate degrees, preferably in counselor education from a CACREP-accredited program.

[Ronald Benson](#)

[Irma Davis](#)

[Rhonda Earls](#)

[Michael Elmore](#)

[James Erikson](#)

[Kathy Ginter](#)

[Mark Green](#)

[Eric Hampton](#)

[Angela Hayes](#)

2. Have relevant preparation and experience in the assigned area of teaching.

[Ronald Benson](#)

[James Erikson](#)

[Michael Elmore](#)

[Kathy Ginter](#)

[Mark Green](#)

[Eric Hampton](#)

[Angela Hayes](#)

3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

[Ronald Benson](#): Member of Indiana Counseling Association, American Mental Health Counseling Association, holds Indiana license in Mental Health Counseling.

[Irma Davis](#): Member of the American Association for Marriage and Family Therapists, holds Indiana license in Marriage and Family Therapy.

[Rhonda Earls](#): Holds Indiana license as Mental Health Counselor.

[Michael Elmore](#): Member of APA, holds Indiana license as Psychologist.

[James Erikson](#): Member of APA, holds Indiana license as Professional Educator.

[Kathy Ginter](#): Member of ACA, Indiana Alliance for Physical Education, Health, Recreation, & Dance (IAPHERD), and National Coaching Educators (NCE).

[Mark Green](#): Member of APA, Society of Counseling Psychology.

[Eric Hampton](#): Member of APA, American Educational Research Association.

[Angela Hayes](#): Holds license as Nationally Certified Counselor, NAADAC II, and Indiana license as Mental Health Counselor.

Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.

According to the Associate Dean of the college, Susan Powers, administrative support is deployed in the following manner across the four departments:

CDCSEP - Currently 4 support staff, including one assigned to the clinic, with 18 FT faculty, 1:4.5

CIMT - 1 support staff, 9 FT faculty - 1:9 ratio

ELAF - 2 support staff 11 faculty, 1:11

EESE - 2 support staff, 15 faculty, 1:7.5 ratio.

Total majors count:

CDCSEP - Graduate students: 173 (1:43)

CIMT – Graduate students - 164 (1:164)

ELAF – Graduate students - 274 (1:137)

EESE – Graduate students: 89 (1: 44.5)

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.**

The counseling programs engage in ongoing systematic reviews in order to continually develop, improve, and refine the training provided students. Further, a dynamic interrelationship exists between student progress and program evaluation.

Methods for evaluation include program meetings, course evaluations, on-site supervisor ratings, annual student evaluations, students' evaluation of the program, and alumni surveys. Areas for program improvement are discussed by the counseling area committee and plans of action are documented in minutes from the program meetings.

Program Meetings with Student Input

Faculty meet bi-weekly to discuss topics such as the program's training model and philosophy, goals, and objectives, program curriculum, course sequencing, program resources and support, and student evaluation procedures. In addition, program faculty meet in the context of periodic retreats, regularly scheduled program committee meetings, and faculty meetings that involve all departmental faculty.

Student representatives, elected by the students, attend the counseling area meetings. These representatives provide valuable formative input regarding program quality and effectiveness. In addition, they are involved in the discussions related to program revisions and modifications.

Last, students have been involved in program self-evaluation via discussion groups and feedback session related to program philosophy, goals, and curriculum planning.

Self-Study Process

Core faculty are involved in developing, writing, reviewing, and evaluating self-study documents related to the counseling programs. During the self-study process, students are also active members of the review team and offer input and feedback.

Course Evaluations

Students complete evaluations of all courses within the department and most program courses taken from other departments. Standard forms are used by the department and feedback is provided to the instructor once final grades are reported.

On-Site Supervisor Ratings

At the end of each semester, on-site supervisors complete a specific clinical evaluation form as well as a dispositional evaluation. The forms are then shared with the program coordinator and the evaluation data are reviewed and shared during the Counseling Area meetings.

Annual Student Evaluations

Students are evaluated annually across all aspects of their training. Input is received by core faculty, associated faculty, and on-site supervisors. Written evaluations are provided to the students.

Internship

In their second year, students complete their internship with a clearly defined site supervisor who maintains contact with the program coordinator and clinical placement coordinator. The site also provides quantitative as well as narrative feedback on the student's training goals and progress. Also, internship sites provide verification that students successfully completed their internship experience.

Comprehensive Case Presentation

As part of degree completion, students are required to pass a comprehensive case presentation that included both a written and oral section. Such culminating projects are evaluated by a team of two individuals. The first individual is a counseling faculty member and the other individual is the student's site supervisor.

Program Evaluation

In addition, all SC students graduating from or leaving the program provided evaluative feedback via an Exit Interview. The Exit Interview is conducted by the program coordinator.

Faculty review NCE/CPCE scores and exit interview information annually. This data, along with the surveys cited below, drives changes and improvements in course sequence and curricular offerings.

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

Program evaluations are conducted by alumni of the programs. The surveys are distributed to graduates of the program, employers, and supervisors. The results of the survey are provided for review [here](#).

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

Along with the alumni survey, employers and site supervisors are surveyed to learn their perceptions of the SC and CMHC programs. The results of the survey are provided for review [here](#).

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

These areas are evaluated in the [Comprehensive Clinical Examination](#) of CMHC students, the National Counselor Examination, and in the [case presentation](#) and [capstone projects of SC students](#).

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

Recent changes to the programs based on student needs include:

SC: program dropped a one credit hour course, COUN 595Q, Technology in Counseling due to student reports that they already knew how to interface with technology and found the course to be unnecessary.

We have revised the requirements in COUN 634, Counseling Practicum, based on student and site supervisor feedback. Students now see fewer children at each school, but are required to see each child for more sessions than in the past.

The SC program faculty changed the sequence of courses so that students will finish the program in the spring of their second year instead of having to take summer courses after graduation day in May. These changes will be implemented beginning with the 2011 cohort.

CMHC: Student feedback and less than optimal scores on the diagnosis questions on the NCE lead to a discussion in the spring of 2010 between Dr. Leggett and the instructor for the Psychopathology course requesting greater rigor.

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

All students are provided an evaluation form to complete for each of their courses at the end of each semester. The Student Instructional Report, II (SIRII) is used by all areas of the University in order to allow comparisons between individual instructors, departments, colleges, and the university as a whole. The SIRII includes [40 questions](#) about the teaching of the instructor, course content, learning environment, and feedback from the instructor. The response set is on a 5 point Likert scale. Students are also asked three open-ended questions about the strengths of the course and instructor, the weaknesses of the course and instructor, and any other observations that they might have.

The procedures of this evaluation require instructors to distribute the evaluations and then leave the classroom. A student is asked to collect the completed forms, seal them in an envelope that is provided, and deliver them to the departmental support staff.

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

Instructors do not see the completed evaluations, but do receive a report for each course taught with the results of the survey and a typed sample of open-ended responses. Pre-tenured faculty are required to include all SIRII results in their tenure portfolios.

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.

The Bayh College of Education Retention, Promotion, and Tenure [document](#) is the primary source of evaluation procedures for the faculty. In addition to the college document, the Department of Communication Disorders, Counseling, Educational and School Psychology has created its own [document](#) to aid faculty in obtaining tenure and promotion. These documents are similar, with greater detail about documentation being in the departmental document. When changes in either document are made, all faculty affected are notified by the Dean or Department Chair in writing. The college document is also available online and is updated as needed. The University also maintains evaluation standards in the [Faculty Handbook](#), upon which the college and departmental criteria are based.

ISU CACREP Self-Study Draft 2011

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 program, department, college, and university mission statements are all available on their respective web pages and are attached [here](#). The program mission is also included in the [Student Handbook](#). The department and program mission statements were revised in 2008. The college and university mission statements were also revised that academic year. The mission statement for the counseling programs is printed on p 6 of the Student Handbook. It reads the mission of the counseling programs is to, "Develop counseling professionals to promote well-being, educate, and serve others."

The counseling area's vision statement is also printed on p. 6 of the Student Handbook. It reads:

"The counseling area is a supportive and welcoming learning community committed to the preparation of competent entry and advanced level practitioners. Critical aspects of our programs are outreach and engagement within the broader community and experiential learning in a variety of contexts, which include agencies, schools, and other settings where counselors provide professional services."

In addition to the mission statement, the counseling area also has a vision statement and stated values:

VALUES

1. **We value excellence in practice.**

Responsive Actions:

- Recruit highly qualify individuals
- Facilitate experiential learning within a multitude of settings
- Emphasize academic rigor to include both coursework and field experiences
- Promote creative, critical and independent thinking
- Synthesize theory, research, and practice

1. **We value diversity.**

Responsive Actions:

- Affirm the diversity of individuals, ideas, and expressions
- Promote authentic practice with diverse populations
- Demonstrate culturally competent practice

1. **We value professionalism.**

Responsive Actions:

- Endorse and model a culture of professional behavior
- Embrace identity as complete professionals
- Demonstrate moral, ethical, and legal behavior

The values and vision are also posted on the counseling programs webpage and are included in the [Student Handbook](#) (p. 5-6).

B. The program area objectives meet the following requirements:

The faculty review data gathered from site supervisors to see how students perform in the field. School Counseling students also complete the Becoming a Complete Professional [dispositions](#). Program graduates and employers are surveyed to determine whether graduates meet the expectations. Survey results are compiled and presented to faculty. Changes to courses or to the overall program may be made at any point based on [alumni](#), employer, [student](#), or [site supervisor](#) feedback. Scores from the CPCE and NCE, and student course evaluations are also used to inform decision making. Evaluation results and faculty meeting minutes are provided [here](#).

1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

The second set of values and responsive actions concerns multicultural practice. Additionally, the following statement is included in all syllabi in the CDCSEP department. It is also available on the departmental website:

Diversity Statement

Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

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.

These goals have been developed in multiple iterations by the faculty with advice from stakeholders in the program, including current and former students and personnel in other agencies. Information gained from previous evaluations has been integrated into the mission statement and goal revision process. Additional input comes from the School Counseling Program Advisory Council. Members of this council include area school counseling professionals, many of whom are program alumni. We are in the process of forming an advisory council for Clinical Mental Health program.

3. Are directly related to program activities.

All of the values and responsive actions are directly related to the overall mission to, “Develop counseling professionals to promote well-being, educate, and serve others.”

4. Are written so they can be evaluated.

The responsive actions were developed with evaluation in mind. They provide a framework for on-going program level evaluation that is reflected in reviews of, and modifications to, the overall counseling program.

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.

Students are required to join ACA or ASCA as well as the corresponding state organization. This is primarily to encourage students to begin a career-long affiliation with these organizations. As an important secondary benefit, the national organizations help students with practice insurance coverage. CMHC students are required to attend two professional development activities annually. School counseling students are required to attend the ISCA conference each fall, as well as four professional development activities annually.

ISU is the home of the Iota Sigma Tau Chapter of Chi Sigma Iota. The chapter holds various meetings, social, and service activities each year, as stated in the [annual plan](#). The chapter's fundraising efforts support student travel to conferences. In 2011, we sent two second-year CMHC students to the ACA conference in New Orleans. One of those students presented a poster at the conference.

Dr. Tucker obtained an internal [grant](#) from the Office of Community Engagement that allowed all of the first year CMHC students who chose to attend to go to the ACA conference. Eight out of twelve cohort members planned to attend. One SC student was able to obtain funding from the School of Graduate and Professional Studies to attend ASCA in June of 2011.

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:

Syllabi for each class are posted on the course Blackboard site. The departmental secretary also keeps an archive of all departmental syllabi, which could be reviewed by any interested prospective students. Please also see the grids for each program ([School Counseling](#) and [Clinical Mental Health Counseling](#)) as well as the [general standards grid](#) showing which courses cover each standard. Please note that the parenthetical notes below are not seen in the course catalog. They are only for clarification for the readers of this report.

Fall 2010

Techniques of Counseling (Mental Health Counseling) ([Coun 533](#))

Techniques of Counseling (School Counseling) ([Coun 533](#))

Foundations of Mental Health Counseling ([Coun 534](#))

Topics in Counseling: Treatment of Substance Abuse Disorders ([Coun 595K](#))

Counseling Children and Adolescents ([Coun 623](#))

Theories of Counseling ([Coun 633](#))

Career Development (Mental Health Counseling) ([Coun 635](#))

Career Development (School Counseling) ([Coun 635](#))

Internship: School Guidance and Counseling ([Coun 739B](#))

Internship: Mental Health Counseling ([Coun 739D](#))

Supervised Field Work: School Guidance and Counseling ([Coun 793B](#))

Organization and Administration of Guidance Programs ([Coun 731](#))

School and Society ([ELAF 608](#))

Development Through the Lifespan ([ESPY 621](#))

Psychopharmacology ([PSY 558](#))

Spring 2011

Foundations of Research (School Counseling) ([Coun 620](#))

Psychological Appraisal in Counseling (Mental Health Counseling) ([Coun 628](#))

Psychological Appraisal in Counseling (School Counseling) ([Coun 628](#))

Counseling Practicum (School Counseling) ([Coun 634](#))

Counseling Workshop-Family Violence ([Coun 631](#))

Counseling Practicum (Clinical Mental Health Counseling) ([Coun 634](#))

Internship: School Guidance and Counseling ([Coun 739B](#))

Internship: Mental Health Counseling ([Coun 739D](#))

Foundations of Qualitative and Quantitative Research (Mental Health Counseling) ([ESPY 620](#))

Development Through the Lifespan ([ESPY 621](#))

Introduction to Psychopathology ([PSY 568](#))

Summer I 2011

Introduction to Group Work (School Counseling) (Coun 615)

Career Development (Clinical Mental Health Counseling) (Coun 635)

Career Development (School Counseling) (Coun 635)

Multicultural Counseling (Clinical Mental Health Counseling) (Coun 666)

Community Counseling (Coun 710)

School and Society (ELAF 608)

Ethics and Professional Practice: School Counseling (Coun 738B)

Ethics and Professional Practice: Mental Health Counseling (Coun 738D)

Summer II 2011

Foundations of Mental Health Counseling (Coun 534)

Introduction to School Counseling (Coun 535)

Multicultural Counseling (School Counseling) (Coun 666)

Introduction to Group Work (Clinical Mental Health Counseling) (Coun 615)

Counseling Workshop-Introduction to Play Therapy (Coun 631)

Development Through the Lifespan (ESPY 621)

Fall 2011

Topics in Counseling: Substance Abuse (Coun 595K)

Internship: Mental Health Counseling (Coun 739D)

Psychopharmacology (PSY 558)

Techniques of Counseling (Clinical Mental Health Counseling) (Coun 533)

Techniques of Counseling (School Counseling) (Coun 533)

Theories of Counseling (Clinical Mental Health Counseling) (Coun 633)

Career Development (Clinical Mental Health Counseling) (Coun 635)

Foundations of Research (School Counseling) (Coun 620)

Supervised Field Work: School Guidance and Counseling (Coun 793B)

Counseling Children and Adolescents (mostly School Counseling students) (Coun 623)

Organization and Administration of Guidance Programs (Coun 731)

Internship: School Guidance and Counseling (Coun 739B)

1. Content areas.

All syllabi have been reviewed and contain a description of the course content area. Please review the syllabi above to verify that this standard has been met.

2. Knowledge and skill outcomes.

All syllabi have been reviewed and contain a description of the knowledge and skills outcomes expected for the course. Please review the syllabi above to verify that this standard has been met.

3. Methods of instruction.

All syllabi have been reviewed and contain a description of the methods of instruction. Please review the syllabi above to verify that this standard has been met.

4. Required text(s) and/or reading(s).

All syllabi have been reviewed and contain a description of the required texts and any additional reading. Please review the syllabi above to verify that this standard has been met. ISU began requiring ISBN numbers for all required texts in the fall of 2010.

5. Student performance evaluation criteria and procedures.

All syllabi have been reviewed and contain evaluation criteria and procedures. Please see attached syllabi for evidence.

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

All faculty members include current counseling-related research in the readings, assignments, and/or class presentations in each of their courses. Please review each of the syllabi for evidence that this standard has been met.

Fall 2010

Techniques of Counseling (Mental Health Counseling) ([Coun 533](#))

Techniques of Counseling (School Counseling) ([Coun 533](#))

Foundations of Mental Health Counseling ([Coun 534](#))

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Career Development (Mental Health Counseling) ([Coun 635](#))

Career Development (School Counseling) ([Coun 635](#))

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Internship: Mental Health Counseling ([Coun 739D](#))

Supervised Field Work: School Guidance and Counseling ([Coun 793B](#))

Organization and Administration of Guidance Programs ([Coun 731](#))

School and Society ([ELAF 608](#))

Development Through the Lifespan ([ESPY 621](#))

Psychopharmacology ([PSY 558](#))

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Internship: School Guidance and Counseling ([Coun 739B](#))

Internship: Mental Health Counseling ([Coun 739D](#))

Foundations of Qualitative and Quantitative Research (Mental Health Counseling) ([ESPY 620](#))

Development Through the Lifespan ([ESPY 621](#))

Introduction to Psychopathology ([PSY 568](#))

Summer I 2011

Introduction to Group Work (School Counseling) (Coun 615)

Career Development (Clinical Mental Health Counseling) (Coun 635)

Career Development (School Counseling) (Coun 635)

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Community Counseling (Coun 710)

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Ethics and Professional Practice: School Counseling (Coun 738B)

Ethics and Professional Practice: Mental Health Counseling (Coun 738D)

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Foundations of Mental Health Counseling (Coun 534)

Introduction to School Counseling (Coun 535)

Multicultural Counseling (School Counseling) (Coun 666)

Introduction to Group Work (Clinical Mental Health Counseling) (Coun 615)

Counseling Workshop-Introduction to Play Therapy (Coun 631)

Development Through the Lifespan (ESPY 621)

Fall 2011

Topics in Counseling: Substance Abuse (Coun 595K)

Internship: Mental Health Counseling (Coun 739D)

Psychopharmacology (PSY 558)

Techniques of Counseling (Clinical Mental Health Counseling) (Coun 533)

Techniques of Counseling (School Counseling) (Coun 533)

Theories of Counseling (Clinical Mental Health Counseling) (Coun 633)

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Internship: School Guidance and Counseling (Coun 739B)

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

All of the classrooms in the newly renovated (2009) University Hall building contain up-to-date educational technology. Classrooms are all outfitted with built-in computers and monitors with projection capabilities, access to the internet through the same system, and video projection capabilities for videotapes and DVDs. All COUN courses are taught in University Hall. Courses taught in the clinic, such as Techniques of Counseling and Counseling Practicum for the CMHC students are able to use up-to-date recording and playback equipment and electronic client records. Almost all SC courses are all considered "hybrid" delivery and use both the Blackboard and TK20 platforms extensively for delivery of course material. The remaining SC courses are completely online ([EPSY 621](#), [COUN 635](#)). CMHC course instructors also use Blackboard to varying degrees. One course, [EPSY 621](#), is taught exclusively online.

Computer labs are available to all students and are located in University Hall as well as in multiple other locations around campus.

Please refer to the course syllabi for further evidence of this standard.

Career Development ([Coun 635](#))

Development Through the Lifespan ([EPSY 621](#))

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.

Note: Because the students in the two programs are not in class together, two answers are given for each of the areas below; SC and CMHC.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;

SC: This standard is met as part of the course material delivered in [COUN 535](#) and [ELAF 608](#). This standard is measured through classroom discussion of lecture and reading material and the course final examination.

CMHC: This standard is met as part of the course material delivered in [COUN 534](#) and [COUN 710](#). This standard is measured through quizzes, midterm and final examinations, an interview, and the research paper.

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

SC: During the students practicum and internship experiences, [COUN 634](#) and [COUN 739B](#), students are exposed to the professional roles, functions, and relationships with other human service providers. The students' application of this knowledge is measured through the consultation requirements of each course and the [Community Resource Assignment](#) of COUN 634. Additionally, [COUN 731- Organization and Administration of Guidance Programs](#) offers assignments to measure this aspect, such as interactive assignments in leadership.

CMHC: This standard is met as part of the course material delivered in [COUN 533](#), [COUN 634](#), [COUN 710](#), and [COUN 739D](#). Students are initially exposed to professional roles, functions, and relationships with other human service providers through lectures and discussion in Techniques of Counseling (COUN533), and later in Practicum (COUN 634) and Internship (COUN739D). In Community Counseling (COUN 710), the standard is measured through course material, lecture, and the consultation interview paper.

c. 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;

SC: During the internship ([COUN 739B](#)), students review the school's emergency management plans and make comments in a paper about ways in which they may need to be improved. Students are encouraged to observe any meetings of disaster/emergency planning teams that occur in their schools.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 615 Introduction to Group Work](#), [COUN 633 Theories of Counseling](#), and [COUN 739D Internship](#). For both, COUN 533 Techniques of Counseling and COUN 633 Theories of Counseling, this standard is measured through midterm and final examinations. For COUN 615 Intro to Group Work, this standard is measured through quizzes and the group proposal project. For COUN 739D Internship, this standard is measured through the chapter summaries.

d. self-care strategies appropriate to the counselor role;

SC: The issue of self-care is discussed in several courses. It is introduced in [COUN 535](#), Introduction to School Counseling. It is maintained and implemented in the practicum experience, [COUN 634](#). The learning of self-care strategies is implemented through class

discussion of readings and practicum experiences and measured through such activities as journaling.

CMHC: This standard is met in several courses. It is introduced in [COUN 533 Techniques of Counseling](#). It is maintained and implemented in [COUN 634 Practicum](#) and [COUN 739D Internship](#). This standard is met through the implementation of class discussions of self-care strategies.

e. counseling supervision models, practices, and processes;

SC: In [COUN 535](#), Introduction to School Counseling, students are introduced to the notion of supervision. This initial learning is measured through readings and discussion. In [COUN 634](#), practicum, students have their first direct exposure to supervision. In [COUN 738B](#), students are exposed to the role of supervision in relation to ethics and law. In [COUN 739B](#), continued exposure to supervision occurs throughout the internship process. In [COUN 793B](#), students observe and interview supervisors to gain a deeper understanding of the supervision processes. This understanding is measured through subsequent writings turned in on the observation and interview.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 634 Practicum](#), [COUN 635 Career Development](#), and [COUN 739D Internship](#). For COUN 533 Techniques of Counseling, this standard is measured through the introduction to supervision through case presentations and skills analysis. For COUN 634 Practicum, this standard is measured through students' clinical experience, individual and group supervision experiences, documentation, and evaluations. For COUN 635 Career Development, this standard is measured through discussion threads, the career autobiography, and the final examination. For COUN 739D Internship, this standard is measured through the written and oral case presentations, and individual and group supervision experiences.

f. professional organizations, including membership benefits, activities, services to members, and current issues;

SC: These issues are discussed in multiple courses. The first exposure students get to credentialing and organizations occurs in [COUN 535](#), Introduction to School Counseling. Students are required to join ASCA and ISCA.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 634 Practicum](#), and [COUN 739D Internship](#). For COUN 533 Techniques of Counseling, this standard is measured through classroom discussion and requirements to join professional organizations, either ICA or ACA. For both COUN 634 Practicum and COUN 739D Internship, this standard is measured through classroom discussion, maintaining professional memberships, and attending conferences for professional development.

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

SC: These issues are discussed in multiple courses. The first exposure students get to credentialing and organizations occurs in [COUN 535](#), Introduction to SC. Students are required to join ASCA and ISCA

CMHC: This standard is met as part of the course material delivered in [COUN 534 Foundations of Mental Health Counseling](#) and [COUN 738D Ethics and Professional Practice](#). For COUN 534 Foundations of Counseling, this standard is measured through the research paper, interview, and the final examination. For COUN 738D Ethics and Professional Practice, this standard is measured through the field trip, ethical dilemma analysis, ethics code and licensure examination, and the final examination.

h. the role and process of the professional counselor advocating on behalf of the profession;

SC: These issues are discussed in [COUN 535](#), Introduction to School Counseling and [COUN 731](#), Organization and Administration of Guidance Programs. In COUN 535, students are introduced to this topic, and it is measured through class discussion of readings. In COUN 731, students implement what they learn in [advocacy assignments](#). Additionally, students apply their knowledge of advocacy in [COUN 731's Redesigning School Counseling](#) (page 4) assignment.

CMHC: This standard is met as part of the course material delivered in [COUN 534 Foundations of Counseling](#) and [COUN 738D Ethics and Professional Practice](#). For COUN 534 Foundations of Counseling, this standard is measured through the research paper, interview, and the final examination. For COUN 738D Ethics and Professional Practice, this standard is measured through the field trip, ethical dilemma analysis, ethics code and licensure examination, and the final examination.

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

SC: These issues are addressed in [COUN 731](#), Organization and Administration of Guidance Programs, and measured through the [advocacy assignments](#) and the [Redesigning School Counseling](#) (page 4) assignment.

CMHC: This standard is met as part of the course material delivered in [COUN 534 Foundations of Mental Health Counseling](#) and [COUN 666 Multicultural Counseling](#). For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examinations. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, the personal process journal, IDI Assessment, and the cultural interview report.

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

SC: These issues are discussed in multiple courses. The first exposure students have to credentialing and organizations occurs in [COUN 535 Introduction to School Counseling](#). Students are required to join ASCA and ISCA. This standard is measured through the reading and discussion of the ASCA Code of Ethics. These issues are revisited and applied in all

fieldwork courses ([COUN 793B](#), [COUN 634](#), [COUN 739B](#)). This material is also present in [COUN 731 Organization and Administration of Guidance Programs](#) and [COUN 738B Professional Seminar](#). In COUN 731, this standard is measured through the Redesigning School Counseling assignment. In COUN 738B, this standard is measured through legal presentations and discussions of ethical/legal scenarios.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 634 Practicum](#), [COUN 738D Ethics and Professional Practice](#), and [COUN 739D Internship](#). For COUN 533 Techniques of Counseling, this standard is measured through students' requirement to join a professional organization, either ICA or ACA. For both COUN 634 Practicum and COUN 739D Internship, this standard is measured through clinical skills evaluation, written and oral case presentations, and students are assigned the ACA Code of Ethics for reading and discussion for the course. For COUN 738D Ethics and Professional Practice, this standard is measured through the ethical dilemma analysis, ethics code and license examination, and the final examination.

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:

The spirit of this standard is infused across all courses. However, it is most concentrated in [COUN 666, the Multicultural Counseling](#) course. In the Multicultural Counseling course, this standard is measured through course examinations, cultural immersion projects, and class presentations in both sections, for each program.

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

This standard is also addressed in the SC program in [COUN 535, Introduction to School Counseling](#) on the exam, in class discussions, and in the final paper. In the assessment course (Psychological Appraisal in Counseling) [COUN 628](#), diversity issues are addressed in lectures and readings and are reviewed on the exam. In [793B, the Supervised Field Work: School Guidance and Counseling](#) course, students are required to consider cultural issues when designing their needs assessment and in their lesson plans.

In the CMHC program, multicultural issues are addressed in [COUN 533, Techniques of Counseling](#), on the exams and in clinical practice exercises. In [COUN 534, Introduction to Mental Health Counseling](#), diversity issues are discussed at length and are measured on the exams and in the final paper.

In the SC practicum and internship courses, in the CMHC internship course, and in the CMHC final oral exam, all case presentations are required to include a discussion of cultural contexts found [here](#) (p. 3-4) for the SC program and found [here](#) (p. 4-5) for the CMHC program.

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

This standard is met via In the SC practicum and internship courses, in the CMHC practicum and internship courses, and in the CMHC final oral exam, all case presentations are required to include a discussion of cultural contexts found [here](#) (p. 3-4) for the SC program and found [here](#) (p. 4-5) for the CMHC program. Additionally, in the SC program, students are required to consider diversity issues in [COUN 731](#) in their [advocacy project](#) (p. 3).

c. theories of multicultural counseling, identity development, and social justice;

In the CMHC program, this is covered in [COUN 533](#), [COUN 534](#), and [COUN 666](#).

In the SC program, this is covered in [COUN 535](#) and [COUN 666](#).

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

SC: This standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#) and [COUN 666 Multicultural Counseling](#). For COUN 615, this standard is measured through group logs, reflective summaries, group facilitation, quizzes, and the group proposal. For COUN 666, this standard is measured through journals, the IDI paper, and group research.

CMHC: This standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#), [COUN 666 Multicultural Counseling](#), and [COUN 710 Community Counseling](#). For COUN 615, this standard is measured through group logs, reflective summaries, group facilitation, quizzes, and the group proposal. For COUN 666, this standard is measured through journals, the IDI paper, and the cross cultural report. For COUN 710, this standard is measured through quizzes, the advocacy/consultation project, and the final exam.

e. 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; and

SC: This standard is met as part of the course material delivered in COUN [666 Multicultural Counseling](#). This standard is measured through group logs, the IDI paper, and group research.

CMHC: This standard is met as part of the course material delivered in [COUN 634 Practicum](#), [COUN 666 Multicultural Counseling](#), and [COUN 739D Internship](#). For COUN 634, this standard is measured through classroom discussion, clinical supervision, and on case presentations. For COUN 666, this standard is measured through journals, the IDI paper, and the cross cultural report. For COUN 739D, this standard is measured through case presentations and in clinical supervision and class discussion.

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

SC: This standard is met as part of the course material delivered in [COUN 623 Counseling Children and Adolescents](#), [COUN 628 Psychological Appraisal in Counseling](#), and [COUN 666 Multicultural Counseling](#). For COUN 623, this standard is measured through observation assignments and application quizzes. For COUN 628, this standard is measured through

participation in class discussion and via the final project. For COUN 666, this standard is measured through group logs, the IDI paper, and group research.

CMHC: This standard is met as part of the course material delivered in [COUN 666 Multicultural Counseling](#), [COUN 738D Ethics and Professional Practice](#), and [PSY 558 Psychopharmacology](#). For COUN 666, this standard is measured through journals, the IDI paper, and the cross cultural report. For COUN 738D, this standard is measured through the field trip, ethical dilemma paper, ethics code and licensure examination, and the final exam. For PSY 558, this standard is measured through case discussions, care plans, and exams.

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:

a. theories of individual and family development and transitions across the life span;

This standard is met as part of the course material delivered in the [Development Through the Lifespan \(EPSY 621\)](#) course in both programs. This standard is measured through a paper and the course examinations.

b. theories of learning and personality development, including current understandings about neurobiological behavior;

This standard is met as part of the course material delivered in the [EPSY 621](#) course. This standard is measured through the course examinations.

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

This standard is met as part of the course material delivered in the internship courses in each program ([COUN 739B](#) for SC and [COUN 739D](#) for CMHC).

d. theories and models of individual, cultural, couple, family, and community resilience;

This standard is met as part of the course material delivered in the [EPSY 621](#) course. This standard is measured through a theory paper and the course examinations.

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

This standard is met as part of the course material delivered in the [EPSY 621](#) course. This standard is measured through course examinations.

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

This standard is met as part of the course material delivered in the [EPSY 621](#) course. This standard is measured through course examinations. This material is revisited in both versions of

practicum ([COUN 634](#) for SC and [COUN 634](#) for CMHC) and internship ([739B](#) and [793D](#)) in case presentation assignments.

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

This standard is met as part of the course material delivered in [Topics in Counseling: Treatment of Substance Abuse Disorders \(595 K\)](#) course. This standard is measured through classroom lecture discussion, abstinence activity and discussion, and the final examination. This course is required for CMHC students, but not for SC students.

h. theories for facilitating optimal development and wellness over the life span.

This standard is met as part of the course material delivered in the [EPSY 621](#) course. This standard is measured through course examinations.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom and/or online discussion of lecture material and the course examination.

Note: COUN 635 is taught online for SC students. It is now offered in person for CMHC students, but uses an online platform to augment instruction.

b. career, advocational, educational, occupational and labor market information resources, and career information systems;

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom and/or online discussion of lecture material and the course examination.

c. career development program planning, organization, implementation, administration, and evaluation;

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom discussion of lecture material and the course examination.

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom and/or online discussion of lecture material and the course examination. It is also a main focus of the career autobiography paper.

e. career and educational planning, placement, follow-up, and evaluation;

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom and/or online discussion of lecture material.

f. assessment instruments and techniques relevant to career planning and decision making; and

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom discussion of lecture material and the course examination. Beginning in the fall of 2011, students will also have the opportunity to work with undecided undergraduates in choosing a major via COUN 135. COUN 635 students will interpret career assessments with these students.

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

This standard is met as part of the course material delivered in [COUN 635](#) for both programs. This standard is measured through classroom discussion of lecture material and the course examination.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

This standard is met as part of the course material delivered in the [Techniques of Counseling \(COUN 533\)](#) course for both programs. It is included in class discussions.

b. counselor characteristics and behaviors that influence helping processes;

This standard is met as part of the course material delivered in both programs as a part of [COUN 533](#).

c. essential interviewing and counseling skills;

SC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 623 Counseling Children and Adolescents](#), and [COUN 634 Practicum](#). For COUN 533, this standard is measured through performance in class labs, case presentations, quizzes, and the midterm and final exams. For COUN 623, this standard is measured through classroom discussions, observation assignments, application quizzes, and exams. For COUN 634, this standard is measured through performance in counseling sessions which are taped or observed live by the supervisor and on the case presentations.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#). This standard is measured through class labs, case presentations, quizzes, and the midterm and final exams.

d. 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;

SC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 623 Counseling Children and Adolescents](#), and [COUN 634 Practicum](#). For COUN 533, this standard is measured through quizzes, the midterm, and the final exam. For COUN 623, this standard is measured through participation in class discussions, observation assignments, application quizzes, core tenet assignments and on exams. For COUN 634, this standard is measured through clinical supervision and on case presentations.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#) and [COUN 633 Theories of Counseling](#). For COUN 533, this standard is measured through quizzes, the midterm, and the final exam. For COUN 633, this standard is measured through participation in weekly class discussions, on the exams, and in the final paper for the course.

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

SC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#) and [COUN 634 Practicum](#). For COUN 533, this standard is measured through quizzes, the midterm, and the final exam. For COUN 634, this standard is measured through participation in class and supervision discussions and on the case presentations.

CMHC: This standard is met as part of the course material delivered in [COUN 634 Practicum](#). This standard is measured through classroom and supervision discussions, chapter summaries, and case presentations.

f. a general framework for understanding and practicing consultation; and

SC: This standard is met as part of the course material delivered in [COUN 634 Practicum](#) and [COUN 731 Organization and Administration of Guidance Programs](#). For COUN 634, this standard is measured through participation in discussions in class and in supervision and on the case presentations. For COUN 731, this standard is measured through the advocacy/consultation project.

CMHC: This standard is met as part of the course material delivered in [COUN 710 Community Counseling](#). This standard is measured through quizzes, the advocacy/consultation project, and the final exam.

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

SC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#) and [COUN 739B Internship](#). For COUN 533, this standard is measured through the midterm and final exams. For COUN 739B, this standard is measured through participation in class discussion on the topic.

CMHC: This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 634 Practicum](#), and [COUN 739D Internship](#). For COUN 533, this standard is measured through class labs and case presentations. For COUN 634, this standard is measured through class and supervision discussions and chapter summaries. For COUN 739D, this standard is measured through class and supervision discussions and chapter summaries.

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:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

For both programs, SC and CMHC, this standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#). This standard is measured through group logs, the group proposal, reflective summaries, and group facilitation.

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

For both programs, SC and CMHC, this standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#). This standard is measured through group logs, the group proposal, reflective summaries, and group facilitation.

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

For both programs, SC and CMHC, this standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#). This standard is measured through group logs, the group proposal, reflective summaries, and group facilitation.

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

For both programs, SC and CMHC, this standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#). This standard is measured through group logs, the group proposal, reflective summaries, and group facilitation.

e. 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.

This standard is met as part of the course material delivered in the Introduction to Group Work course, [COUN 615](#). This standard is measured through verification from group leader that the student attended the small group experience.

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:

a. historical perspectives concerning the nature and meaning of assessment;

This standard is met as part of the course material delivered in [COUN 628](#) for SC and [COUN 628](#) for CMHC. This standard is measured through participation in class discussion on lecture material as well as on the midterm exam.

b. basic concepts of standardized and non-standardized 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;

This standard is met in COUN 628 in both programs, [SC](#) and [CMHC](#). In the SC section, students must complete classroom observations, study all the above techniques via lecture and readings, and are evaluated on their skills via 2 exams and 2 projects. The same is done in COUN 628 for the CMHC students with the exception of the classroom observations of behavior.

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

Students in both programs encounter this information in COUN 628 ([SC](#) and [CMHC](#)) and in [EPSY 620](#). This knowledge is measured on exams.

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

This standard is met as part of the course material delivered in the in COUN 628 ([SC](#) and [CMHC](#)) and in [EPSY 620](#). This knowledge is measured on exams and in COUN 628 in the test critique assignment.

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

This standard is met as part of the course material delivered in the in COUN 628 ([SC](#) and [CMHC](#)) and in [EPSY 620](#). This knowledge is measured on exams and in COUN 628 in the test critique assignment.

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

In both sections of 628, ([SC](#) and [CMHC](#)) this standard is measured through course examinations and the test critique assignment. In both sections, readings and lectures address diversity in testing.

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

In both sections of 628, ([SC](#) and [CMHC](#)) this standard is measured through course examinations, the test critique assignment, and the final project.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

SC: This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#), [COUN 620 Foundations of Research](#), and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). For COUN 535, this standard is measured through participation in class discussions both in person and online and on the final paper. For COUN 620, this standard is measured through the literature review, program evaluation, research proposal, and the exams. For COUN 793B, this standard is measured through professional development project, class discussions.

CMHC: This standard is met as part of the course material delivered in [EPSY 620 Foundations of Qualitative and Quantitative Research](#). This standard is measured through the literature review, abstract, research proposal, and the exams.

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

SC: This standard is met as part of the course material delivered in [COUN 620 Foundations of Research](#). This standard is measured through the literature review, program evaluation, research proposal, and the exams.

CMHC: This standard is met as part of the course material delivered in [EPSY 620 Foundations of Qualitative and Quantitative Research](#). This standard is measured through the literature review, abstract, research proposal, and the exams.

c. statistical methods used in conducting research and program evaluation;

SC: This standard is met as part of the course material delivered in [COUN 620 Foundations of Research](#) and [COUN 628 Psych Appraisal](#). For COUN 620, this standard is measured through the literature review, program evaluation, research proposal, and the exams. For COUN 628, this standard is measured through the assessment project and exams.

CMHC: This standard is met as part of the course material delivered in [EPSY 620 Foundations of Qualitative and Quantitative Research](#). This standard is measured through the literature review, research proposal, and the exams.

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

SC: This standard is met as part of the course material delivered in [COUN 620 Foundations of Research](#). This standard is measured through the literature review, program evaluation, research proposal, and the exams.

CMHC: This standard is met as part of the course material delivered in [EPSY 620 Foundations of Qualitative and Quantitative Research](#). This standard is measured through the literature review, abstract, research proposal, and the exams.

e. the use of research to inform evidence-based practice; and

SC: This standard is met as part of the course material delivered in [COUN 620 Foundations of Research](#). This standard is measured through the literature review, program evaluation, research proposal, and the exams.

CMHC: This standard is met as part of the course material delivered in [EPSY 620 Foundations of Qualitative and Quantitative Research](#), [COUN 634 Practicum](#), and [PSY 558 Psychopharmacology](#). For EPSY 620, this standard is measured through the literature review, research proposal, and the exams. For COUN 634, this standard is measured through class and supervision discussions and chapter summaries. For PSY 558, this standard is measured through case discussions, care plans, and the exams.

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

SC: This standard is met as part of the course material delivered in [COUN 620 Foundations of Research](#). This standard is measured through the literature review, program evaluation, research proposal, and the exams.

CMHC: This standard is met as part of the course material delivered in [EPSY 620 Foundations of Qualitative and Quantitative Research](#) and [COUN 738D Ethics and Professional Practice](#). For EPSY 620, this standard is measured through the literature review, research proposal, and the exams. For COUN 738D, this standard is measured through the ethical dilemma paper, the ethics code and licensure exam, and the final exam.

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. The practicum and internship provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. School Counseling students complete the practicum and internship in schools near their homes. SC students are placed in schools across the k-12 grade span for the first year of fieldwork, and in a high school and either an elementary or middle school for the internship. Beginning in 2011, CMHC students complete the practicum in the University Hall Combined Clinic with live supervision. They are placed at a variety of community based sites for the internship.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:

Following is a list of all faculty that have taught the practicum and internship courses in the department since fall 2008, organized by semester. Each name has a link to the vita for that faculty member. Please see each vita for evidence supporting each subsection of this standard. The number by a name indicates the number of sections that the faculty member taught.

Year/Term School Counseling

2008 (fall)	COUN 739B-001 Drs. Catherine Tucker and Tonya Balch COUN 739B-003 Peg Byrer and Dr. Tonya Balch
2009 (spring)	COUN 634-002 Dr. Tonya Balch COUN 634-003 Dr. Catherine Tucker COUN 634-004 Peg Byrer and Dr. Tonya Balch COUN 739B-001 Peg Byrer and Dr. Tonya Balch COUN 739B-002 Dr. Catherine Tucker
2009 (fall)	COUN 739B-001 Drs. Catherine Tucker and Tonya Balch COUN 739B-002 Dr. Tonya Balch COUN 739B-003 Peg Byrer and Dr. Tonya Balch
2010 (spring)	COUN 634-002 Dr. Tonya Balch COUN 634-003 Drs. Catherine Tucker and Tonya Balch COUN 634-004 Peg Byrer and Dr. Tonya Balch COUN 739B-001 Peg Byrer and Dr. Tonya Balch COUN 739B-002 Drs. Catherine Tucker and Tonya Balch COUN 739B-003 Dr. Tonya Balch
2010 (fall)	COUN 739B-002 Dr. Tonya Balch COUN 739B-003 Peg Byrer and Dr. Tonya Balch
2011 (spring)	COUN 634-002 Dr. Tonya Balch COUN 634-003 Drs. Catherine Tucker and Tonya Balch COUN 634-004 Peg Byrer and Dr. Tonya Balch COUN 739B-001 Peg Byrer and Dr. Tonya Balch COUN 739B-002 Drs. Catherine Tucker and Tonya Balch

Year/Term

Clinical Mental Health Counseling

2008 (fall)	COUN 739D-001 Dr. Debra Leggett
2009 (spring)	COUN 634-005 Dr. John Thompson COUN 634-006 Dr. Michael Elmore COUN 739D-001 Dr. Debra Leggett
2009 (fall)	COUN 739D-001 Dr. Debra Leggett COUN 739D-002 Dr. Debra Leggett
2010 (spring)	COUN 634-005 Dr. Debra Leggett COUN 634-006 Dr. Michael Elmore COUN 739D-001 Dr. Debra Leggett COUN 739D-002 Dr. Debra Leggett
2010 (fall)	COUN 739D-001 Dr. Debra Leggett COUN 739D-003 Dr. Bridget Roberts-Pittman
2011 (spring)	COUN 634-005 Dr. Debra Leggett COUN 634-006 Dr. Bridget Roberts-Pittman COUN 739D-001 Dr. Debra Leggett COUN 739D-002 Dr. Bridget Roberts-Pittman

- 1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.**

Please review each vita for the listed practicum and internship course instructors.

- 2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.**

Please review each vita for the listed practicum and internship course instructors.

- 3. Relevant supervision training and experience.**

Please review each vita for the listed practicum and internship course instructors.

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.**

In the past, students in both the Counseling Psychology and Counselor Education PhD programs have assisted master's students in supervision. Both of these programs were terminated in 2008. A few students are still working to complete their degrees, but none have been admitted since the programs closed. Students in the CE PhD program had already earned master's degrees, as had some of the CP students. There are no students in practicum who are supervised by anyone without a Master's Degree with clinical experiences equivalent to those in a CACREP accredited entry-level program.

Students admitted without a master's degree were not allowed to supervise master's level students until they had accrued the equivalent of a master's degree.

2. Have completed or are receiving preparation in counseling supervision.

Doctoral students provide supervision to master's students as part of the [Supervision of Counseling](#) course in their program of study.

Doctoral students supervising master's students are required to be enrolled in the [Supervision of Counseling](#) course. This course was taught by full-time faculty members in the department. A complete list of doctoral student enrollments for these courses is provided [here](#).

Spring 2010

Donald Osborn

Amanda Gilman

Sally Davies

James Erikson

Paula Turner

Spring 2011

Andrew Bland

Melissa Bruder

Christine Love

Duk-Hae Sung

Sylvia Hodorek

Elizabeth Kirsch

Jacqueline Fischer

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

According to records provided by Sandie Edwards and available online via a secure sign-in process, the practicum and internship courses for the 2010-11 academic year were assigned as follows:

CMHC: COUN 634, Practicum, Dr. Leggett supervised 7 students, Dr. Roberts-Pittman supervised 6. During the practicum, 3 additional licensed counselors assist with live supervision in the clinic. COUN 739D, Internship, Dr. Leggett and Dr. Roberts-Pittman each supervised 8 students.

SC: In COUN 634, practicum, Dr. Balch supervised 3 students, Dr. Tucker supervised 4 students, and Peg Byrer supervised 3 students. In COUN 739B, Internship, Dr. Balch, Dr. Tucker, and Peg Byrer each supervised 6 students.

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.**

All site supervisors meet this requirement. Please refer to the chart of [Practicum and Internship Site Supervisors](#) for verification of this standard.

- 2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.**

All site supervisors meet this requirement. Please refer to the chart of [Practicum and Internship Site Supervisors](#) for verification of this standard.

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

All site supervisors are provided with copies of the counseling handbook that outlines program expectations, requirements, and evaluation procedures. The SC manual is provided [here](#). The CMHC expectations, requirements, and evaluation procedures is explained on pages 34-36 of the [Student Handbook](#) and in the Overview of Requirements and Responsibilities form found [here](#).

- 4. Relevant training in counseling supervision.**

Training opportunities in clinical supervision are beginning to be provided annually by the faculty in order to meet this requirement. In 2011, we added a supervision workshop option to our annual [Counselor Day on Campus](#) event. This is a free annual [professional development event](#) for local school and mental health counselors. All supervisors were sent emails inviting them to attend.

Going forward, we are investigating options for additional training for our supervisors. Possibilities include offering an online course in supervision, offering more workshops, and offering online/virtual training.

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

All SC site supervisors receive a copy the [Field Experience Manual](#) and CMHC site supervisors receive a copy of the CMHC program information from the [Student Handbook](#)

(p. 29-42) and [Overview of Requirements and Responsibilities](#) form at the beginning of the semester in which they are supervising a student. The Clinical Handbook provides information for site supervisors on course and student expectations, site supervisor, university supervisor, and student responsibilities, as well as all the forms necessary for evaluation. Faculty conduct site visits each semester to discuss student status and performance while at their placement. In addition, all faculty are available for phone consultation or additional site visits are needed.

During the course of the academic year, the faculty regularly provides [training opportunities](#) for the local counseling and human services community.

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.

All practicum and internship students are required to meet with their prospective on-site supervisors prior to the semester that they are enrolled in their clinical courses to develop a clinical course plan that results in several documents comprising the [clinical contract](#).

School Counseling

All of these documents are provided in the [Field Experience Manual](#), the [Individual Internship Educational Plan](#) and on pages 47-58 of the [Student Handbook](#).

Field Experiences for the SC program are found on pages 47-50 of the [Student Handbook](#).

Each year and semester is broken down to explain the roles of the student, on-site supervisors, and faculty supervisors. The following is an example of the guidelines set:

“Year 1: Fall Semester: Classroom Developmental Guidance

School Counseling students are required to (at each level):

1. shadow the school counselor and perform duties as assigned (no individual social/personal counseling until the Spring semester);
2. observe teachers at several different grade levels;
3. complete a minimum of 16 classroom developmental guidance lessons (a minimum of 20 minutes each);
4. videorecord each lesson; and
5. keep a time/task log of all activities which will be turned into their ISU supervisor monthly.

Students should accumulate a combined minimum total of 15 hours of classroom developmental guidance lessons plus a minimum of 45 additional hours (the 3 levels combined). Students may start accumulating hours once the school counselor is on contract for the school year and at the school counselor’s convenience.

Supervision during this semester should focus on:

- lesson delivery skills;
- developmental guidance materials and resources; and
- administrative orientation that includes the following:
 - general administrative policies and procedures;

- institutional policies and procedures specific to handling emergencies, reporting abuse and/or neglect and reporting instances where a client has threatened harm to self or others;
- process for securing client/parental consent to receive counseling services;
- assignment of student interview room(s) for confidential interviews; and
- procedures regarding on-site back-up should immediate supervision and/or help be needed.

Students will also receive supervision from ISU faculty twice a month during this semester. The on-site supervisor will be asked to provide feedback on curriculum development and classroom guidance delivery skills. On-site supervisors are encouraged to periodically monitor student progress through direct observation and/or recorded review of the student's activities." (p. 47)

Clinical Mental Health Counseling

All of these documents are provided in the [Internship Interview form](#), the [clinical contract](#), the [COUN 634 Practicum](#) and [COUN 739D Internship](#) syllabi and on pages 34-42 of the [Student Handbook](#).

Specific Internship Requirements for the CMHC program are found on page 35 of the [Student Handbook](#). The following guidelines are set:

"Clinical supervisors have a minimum of a master's degree in counseling or related field, appropriate certification and/or licensure, two years of professional experience, and knowledge of the program's goals, expectations, requirements, and evaluation procedures for students.

Interns function within the personnel policies and practices of the agency to which they have been assigned. The intern will be oriented by agency staff at the beginning of placement as to the policies and expectations of the placement.

Formal evaluations of the intern's performance and disposition will be conducted periodically during the internship by a program faculty supervisor in consultation with the clinical supervisor. Interns formally evaluate their supervisors at the conclusion of their internship.

Program faculty remain readily available throughout intern placement to assist and consult with clinical supervisors. Program faculty will make at least one on-site visit during the year.

Clinical supervisors certify and sign off each month on the intern's report to the Counseling Area regarding his/her accumulation of hours in placement and clinical service.

Interns are required to maintain appropriate professional liability insurance and provide proof of coverage to the Counseling Area (Sandie Edward's Office) and the agency administration of their internship site at the beginning of the placement." (p. 35)

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:

As described above in the [Student Handbook](#), students are required to complete a 100 hour practicum that occurs over the course of a full semester.

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

As described above, all practicum students must complete a minimum of 40 hours of direct client service that contributes to the development of their counseling skills. Documentation of these hours is completed using [time/task log](#) for the SC program and using a [CMHC excel sheet](#) for the CMHC program.

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.

For the SC program, on pages 4-7 of the [Field Experience Handbook](#), students are instructed to meet with their on-site supervisor at least 60 minutes each week. Details about the supervision experience throughout all levels of the program, including practicum, are given in this handbook.

For the CMHC program, the individual supervision requirements are listed in the [COUN 634 Practicum](#) syllabus on page 5. Students are required to have one hour of individual supervision per week throughout the practicum experience. Supervisors are doctoral level students in [COUN 834 Supervision in Counseling](#). Additionally, all practicum students are required to meet with a university practicum supervisor for dyadic or triadic supervision weekly. The students receive live supervision behind the one-way mirror in the clinic. With the loss of the Ph.D. Counseling Psychology program, students will soon have their weekly individual supervision with either core or adjunct faculty members.

Expectations are presented to the on-site supervisors in the [Supervisor 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.

In the CMHC program, group supervision is provided on a weekly basis in the COUN 634 Practicum class. The [COUN 634 Practicum course syllabus](#) states:

“Class attendance, clinical hours and participation in group supervision are mandatory. Students are expected to attend every class and assigned clinical hours, as well as individual/triadic supervision either with a course instructor, clinical faculty, or a doctoral student. Failure to attend all scheduled classes, clinical hours and supervision sessions will affect final grade. A minimum of 1½ hours per week of group supervision are required. Students will be expected to come to class fully prepared having reviewed

case material and supporting recordings prior to the class meeting. Reluctance to become involved in class presentations and discussions will be considered as reflective of lack of preparation and will be discussed one-to-one on an as-needed basis.” (p. 6).

This requirement is also discussed on page 34 of the [Student Handbook](#).

In the SC program, group supervision is provided on a weekly basis in the [COUN 634 Practicum class](#). Details can be found on pages 47 and 48 of the [Student Handbook](#).

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

Practicum students are required to audio or video record counseling sessions for review by their university supervisors. If a site does not want students to record sessions, then the site is not used for a clinical placement. In the CMHC program, student requirements for video recording are described in the [COUN 634 Practicum](#) syllabus on page 8. In the SC program, student requirements for taping are described in the [COUN 634 Practicum](#) syllabus on page 3.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

In the CMHC program, students are required to complete a self-assessment of their skills at the mid-point and end of the semester (p. 17-18). Students are also evaluated twice throughout the practicum experience by their doctoral student supervisors (p. 8). These forms can be found on pages 12-16. All of these documents are in the [COUN 634 Practicum](#) course syllabus.

In the SC program, students are required to complete [self-evaluations](#) and are evaluated by their faculty supervisor after their fourth and final sessions. This process is described on page 4 of the [COUN 634 Practicum syllabus](#).

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:

Indiana’s license law requires “1,000 hours of supervised experience served in a counseling setting that included at least the following:

- 1.) 100 hour practicum
- 2.) 600 hour internship
- 3.) 300 hour advanced internship

If you do not have an Advanced Internship you can combine your practicum and internship to fulfill the 1,000 hour requirement.” The licensure packet to become a LMHC is provided [here](#).

Thus, the CMHC program requires 900 hours during the internship, which is taken over 2 semesters. This requirement is stated on pages 34-35 of the [Student Handbook](#).

In the SC program, students complete 700 hours of supervised experience. This requirement is stated on pages 48-49 of the [Student Handbook](#).

1. At least 240 clock hours of direct service, including experience leading groups.

As described above, all internship students must complete a minimum of 240 hours in the SC program and 360 hours in the CMHC program of direct client service that contributes to the development of their counseling skills. Documentation of these hours is completed using the [time/task log](#) for the SC students and the [CMHC excel sheet](#) for the CMHC students. This information is stated in the [Student Handbook](#) on pages 47-49 for the SC program and on pages 34-35 for the CMHC program. The time/task log used by the SC students is available for download on the SC program homepage. The CMHC excel sheet is emailed to each student from the Administrative Assistant, Sandie Edwards.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

According to the [Student Handbook](#) on page 34, CMHC students, “receive a minimum of one hour of individual supervision per week”. The School Counseling students, according to the Student Handbook, SC section, page 35, receive “a minimum of one hour per week of individual supervision”.

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.

According to the [Student Handbook](#), page 34, “Students (CMHC program) receive a minimum of one hour of individual supervision per week, and one and one-half hour of group supervision per week. During the second year of full-time study, most classes and group supervision are scheduled into one full day and evening per week to allow students flexibility in scheduling clinical and assistantship assignments. Students graduate with a minimum of 100 hours of individual and group supervision.”

In the SC section of the [Student Handbook](#), on page 35, “The intern shall provide a minimum of 360 hours of direct service with a minimum of one hour per week of individual supervision and a minimum of one and one half hours of group supervision. Individual supervision is generally provided by a designated agency-based clinical supervisor and group supervision is typically provided by program faculty.” Also, as stated on p. 49, “Students will also receive supervision from ISU faculty twice a month during this semester. Additionally, ISU supervisors will contact the on-site supervisor several times during the semester to monitor student progress.”

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).

CMHC Students are expected to participate in a variety of experiences offered at their internship site, as described in the [Student Handbook](#), page 35:

“Interns have the opportunity to become familiar with a variety of professional activities in their placement. These opportunities include professional activities which fall within the scope of the agency's mission and may include a combination of assessment, individual and group counseling, crisis intervention, consultation, community outreach, prevention education, case management, and community development. This list is intended to be illustrative rather than all-inclusive.”

Non-clinical/non-contact hours are expected to be spent as follows:

CMHC students, according to the [Student Handbook](#), “The internship consists of 900 clock hours in placement and follows completion of practicum. Within the 900 hour requirement, the intern shall provide a minimum of 360 hours of direct service with a minimum of one hour per week of individual supervision and a minimum of one and one half hours of group supervision. Individual supervision is generally provided by a designated agency-based clinical supervisor and group supervision is typically provided by program faculty.” (p. 35)

SC students, according to the [Student Handbook](#), “Students will work with their on-site supervisor at each level during the Spring Semester of Year 1 to develop an Individualized [Internship Education Plan \(IIEP\)](#). This plan delineates the student’s responsibilities during the internship year. While interns will have some minimum requirements, it is important that the on-site supervisor work to develop activities and projects that will be helpful for the supervisor and the school/community.

1. There is a minimum of at least 110 hours at the high school level; the remaining 430 hours will be spent at either the elementary or middle level. Each student and their assigned ISU supervisor will determine how the hours will be distributed and at what level.
2. There is a minimum of 225 face-to-face hours, with a minimum of 55 hours at the high school level. Face-to-face activities include:
 - individual and small group counseling and guidance
 - classroom developmental guidance presentations
 - consultation with parents, administrators, teachers, etc.
 - presentations to parents, teachers, school boards, etc.
3. Activities which may be counted within the additional 315 hours may include:
 - on-site supervision
 - preparation for and reflection upon face-to-face activities:
 - lesson planning
 - reading and researching related activities
 - treatment planning and documentation
 - attending education related meetings such as:

- school improvement committees
 - student assistance teams
 - case conferences
 - faculty and team meetings
 - school board meetings
 - town council, Chamber of Commerce, etc., meetings where education issues are discussed
 - all activities related to the research/program evaluation project:
 - meetings
 - data collection, input, and analysis
 - report/presentation preparation and delivery, etc.
 - all school counselor job-related activities that do not involve face-to-face contact, such as:
 - clerical duties
 - test preparation and administration (Caution: May not total more than 10% of the hours in a building.)
 - schedule data entry
 - scholarship organization
 - career interest inventory preparation
 - preparation of time/task log
4. Students will lead small group counseling sessions at each level. Some taping will be required during small group counseling sessions.
 5. Taping is encouraged (and may be required) during classroom guidance, individual counseling sessions, and other activities.
 6. Students will conduct career guidance and counseling activities at each level.” (p. 48-49).
- 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.**

CMHC Internship students are required to audio or video record counseling sessions for review by their university supervisors. If a site does not want students to record sessions, then the site is not used for a clinical placement. Student requirements for taping are described in the [Student Handbook](#), page 35, “Interns have opportunities to develop audio and/or video recordings of interactions with clients for use in supervision and gain experience with professional resources such as assessment instruments or computer programs appropriate to their level of training.”

SC students, according to page 49 of the [Student Handbook](#) “Students will lead small group counseling sessions at each level. Some taping will be required during small group counseling sessions. Taping is encouraged (and may be required) during classroom guidance, individual counseling sessions, and other activities.”

- 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.**

School Counseling

In the SC program, student dispositions are conducted before practicum, internship and at the completion of the program. SC students are evaluated in the [Internship](#) course by on-site and ISU supervisors. All on-site supervisors complete the [Internship Individual Educational Plan](#) Evaluation and the [individual form](#). ISU faculty supervisors evaluate students using the [individual](#) and [group](#) form. These are both formal evaluations. ISU supervisors review the on-site supervisors' evaluation prior, in order to inform their assessment of the student. At times, phone and/or personal visits inform the final ISU supervisor evaluation.

At the conclusion of Internship, the program coordinator meets individually with all students for Internship and program feedback. The meetings are confidential and the coordinator shares general themes with faculty at the end of the year. This feedback has sparked changes in course of study, curricular changes, and completion times.

Clinical Mental Health Counseling

CMHC students are formally evaluated during the internship year by both on-site and ISU supervisors. According to the [Student Handbook](#), "[Formal evaluations](#) of the intern's performance and disposition will be conducted periodically during the internship by a program faculty supervisor in consultation with the clinical supervisor. Interns formally evaluate their supervisors at the conclusion of their internship." (p. 35). Additionally, students are [evaluated by ISU faculty](#) throughout the program, after the first semester, at the end of the first year, and at the end of the second year.

CMHC students are required to pass a [comprehensive clinical examination](#) to successfully complete the program, as stated on page 36 of the [Student Handbook](#). The exam consists of a written theory-based case presentation and an oral defense. The defense is chaired by the on-site clinical supervisor and a member of the ISU counseling faculty. The student must pass both the written and oral components. The [Student Handbook](#) outlines this process on pages 36-37.

Additionally, students are required to take the [National Counselor Exam](#). The aggregate scores are used to evaluate the effectiveness of the ISU counseling faculty at teaching in the eight core areas. Students do not have to pass the NCE to complete the program, but it is a requirement to take the examination.

CLINICAL MENTAL HEALTH COUNSELING

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, programs must provide evidence that student learning has occurred in the following domains:

INTRODUCTION

Please also see the CMHC program grid [here](#) and the program objectives and outcomes [here](#). The Clinical Mental Health Counseling (CMHC) Program at Indiana State University is a 60 credit hour program that typically takes students two full years to complete. All CMHC counseling students take the core program courses. All CMHC program students complete practicum and internship experiences at agency locations within the community. Required courses for the Clinical Mental Health Counseling program include:

COUN 533 Techniques of Counseling
COUN 534 Foundations of Counseling
COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders
COUN 615 Intro to Group Work
COUN 628 Psychological Appraisal in Counseling (Mental Health Counseling)
COUN 633 Theories of Counseling
COUN 634 Counseling Practicum: Mental Health Counseling
COUN 635 Career Development
COUN 666 Multicultural Counseling
COUN 710 Community Counseling
COUN 738D Ethics and Professional Practice: Mental Health Counseling
COUN 739D Internship: Mental Health Counseling
ESPY 620 Foundations of Qualitative and Quantitative Research
ESPY 621 Development through the Lifespan
PSY 558 Psychopharmacology
PSY 568 Intro to Psychopathology

Some of the electives for the Clinical Mental Health Counseling program include:

COUN 631 Counseling Workshop: Family Violence
COUN 631 Counseling Workshop: Clinical Hypnosis
COUN 631 Counseling Workshop: Introduction to Play Therapy
COUN 631 Counseling Workshop: Spirituality in Counseling
COUN 631 Counseling Workshop: Couple, Marriage, and Family Therapy
COUN 631 Counseling Workshop: Counseling the Elderly
COUN 631 Counseling Workshop: Counseling GLBT Clients, Human Sexuality, and Gender

The Clinical Mental Health Counseling program students may also take courses from other departments that are areas of interest to fill elective requirements. Students are suggested to take courses in the following areas: Counseling, Social Work, Psychology, or Criminology. Students may take electives outside of these areas, but all elective courses must be Graduate level and be approved by the academic advisor.

FOUNDATIONS

A. Knowledge

- 1. Understands the history, philosophy, and trends in clinical mental health counseling.**

This standard is met as part of the course material delivered in [COUN 534 Foundations of Counseling](#) and [COUN 710 Community Counseling](#) courses. For COUN 534 Foundations, this standard is measured through the midterm, final, research paper, and interview. For COUN 710 Community Counseling, this standard is measured through quizzes and the final examination.

- 2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.**

This standard is met as part of the course material delivered in [COUN 534 Foundations of Counseling](#), [COUN 633 Theories of Counseling](#), COUN 738D Ethics and Professional Practice, and [COUN 739D Internship courses](#). For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, and the research paper. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 738D Ethics and Professional Practice, this standard is measured through the field trip, two analyses of ethical dilemmas, ethics code and licensure exam, and the final examination. For COUN 739D Internship, this standard is measured through chapter summaries, the written and oral case presentations, and the clinical skills evaluation.

- 3. 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.**

This standard is met as part of the course material delivered [COUN 534 Foundations of Counseling](#), [COUN 635 Career Development](#), [COUN 710 Community Counseling](#), COUN 738D Ethics and Professional Practice, and [COUN 739D Internship](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, research paper, and interview. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For COUN 710 Community Counseling, this standard is measured through quizzes, the final examination, and the consultation/program development with reflection assignment. For COUN 738D Ethics and Professional Practice, this standard is measured through the field trip, two analyses of ethical dilemmas, ethics code and licensure exam, and the final examination. For COUN 739D Internship, this standard is measured through chapter summaries and the written case conceptualization.

- 4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.**

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#), [COUN 635 Career Development](#), and COUN 738D Ethics and Professional Practice courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, and interview. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For COUN 738D Ethics and Professional Practice, this standard is measured through the field trip, two analyses of ethical dilemmas, ethics code and licensure exam, and the final examination.

5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#), [COUN 633 Theories of Counseling](#), [COUN 635 Career Development](#), [COUN 666 Multicultural Counseling](#), and [COUN 739D Internship](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, and research paper. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For COUN 666, Multicultural Counseling, this standard is measured through quizzes and the cross cultural report and analysis or the case study and analysis. For COUN 739D Internship, this standard is measured through chapter summaries, theory presentation, self analysis, professional development activity, written and oral case presentations, and tape evaluations.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#) and [COUN 739D Internship](#) courses. For COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders, this standard is measured through presentations and a paper. For COUN 739D Internship, this standard is measured through the written and oral case presentations.

7. 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).

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#) and COUN 738D Ethics and Professional Practice courses. For COUN 534 Foundations of Counseling, this standard is measured through the final examination, research paper, and interview. For COUN 738D Ethics and Professional Practice, this standard is measured through the field trip, two analyses of ethical dilemmas, ethics code and licensure exam, and the final examination.

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#) and [COUN 710 Community Counseling](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the final examination. For COUN 710 Community Counseling, this standard is measured through the consultation/program development with reflection assignment.

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

This standard is met as part of the course material delivered in the [COUN 615 Intro to Group Work](#) and [COUN 739D Internship](#) courses. For COUN 615 Intro to Group Work, this standard is measured through quizzes and the group proposal. For COUN 739D Internship, this standard is measured through chapter summaries.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#), [COUN 710 Community Counseling](#), and [COUN 739D Internship](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examination. For COUN 710 Community Counseling, this standard is measured through quizzes, the final examination, and the consultation/program development with reflection assignment. For COUN 739D Internship, this standard is measured through chapter summaries.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#), [COUN 615 Intro to Group Work](#), [COUN 634 Practicum](#), and [COUN 739D Internship](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examination. For COUN 615 Intro to Group Work, this standard is measured through the small group log, reflective summary, theoretical exercise presentation, facilitation of group, quizzes, and the group proposal. For COUN 634 Practicum, this standard is measured through chapter summaries, clinical experience, individual supervision, formal case presentation, documentation, and evaluations. For COUN 739D Internship, this standard is measured through the written and oral case presentations.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#), [COUN 634 Practicum](#), [COUN 710 Community Counseling](#), and [COUN 739D Internship](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examinations. For COUN 634 Practicum, this standard is measured through chapter summaries. For COUN 710 Community Counseling, this standard is measured through the consultation/program

development with reflection assignment. For COUN 739D Internship, this standard is measured through the written and oral case presentations.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

- 1. 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.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 534 Foundations of Counseling](#), [COUN 633 Theories of Counseling](#), and [COUN 710 Community Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through quizzes, midterm, and final examination. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, and research paper. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 710 Community Counseling, this standard is measured through quizzes, final, and the consultation/program development with reflection assignment.

- 2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.**

This standard is met as part of the course material delivered in the [COUN 633 Theories of Counseling](#), [PSY 558 Psychopharmacology](#) courses. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

- 3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).**

This standard is met as part of the course material delivered in the [COUN 615 Intro to Group Work](#), [COUN 633 Theories of Counseling](#), and [COUN 710 Community Counseling](#) courses. For COUN 615 Intro to Group Work, this standard is measured through the theoretical exercise presentation, quizzes, and group proposal. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 710 Community Counseling, this standard is measured through quizzes, the final, and consultation/program development with reflection assignment.

- 4. Knows the disease concept and etiology of addiction and co-occurring disorders.**

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#) course. This standard is measured through presentations, a paper, and attending a recovery meeting.

- 5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.**

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#), [COUN 615 Intro to Group Work](#), and [COUN 710 Community Counseling](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, research paper, and interview. For COUN 615 Intro to Group Work, this standard is measured through quizzes and the group proposal. For COUN 710 Community Counseling, this standard is measured through quizzes, the final, and the consultation/program development with reflection assignment.

- 6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 633 Theories of Counseling](#), and [COUN 710 Community Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through the midterm and final examinations. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 710 Community Counseling, this standard is measured through quizzes, the final, and the consultation/program development with reflection assignment.

- 7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) course. This standard is measured through counseling practice and supervision.

- 8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) and [COUN 710 Community Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through quizzes, midterm, final, counseling practice, and supervision. For COUN 710 Community Counseling, this standard is measured through quizzes, the final, and the consultation/program development with reflection assignment.

- 9. Understands professional issues relevant to the practice of clinical mental health counseling.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) and [COUN 534 Foundations of Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through quizzes, midterm, final, counseling practice, and supervision. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, research paper, and interview.

D. Skills and Practices

- 1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 615 Intro to Group Work](#), [COUN 635 Career Development](#), and [PSY 558 Psychopharmacology](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through counseling practice, supervision, pre-practicum experience, and a case presentation. For COUN 615 Intro to Group Work, this standard is measured through quizzes and the group proposal. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

- 2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 615 Intro to Group Work](#), and [COUN 635 Career Development](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through counseling practice, supervision, pre-practicum experience, and a case presentation. For COUN 615 Intro to Group Work, this standard is measured through quizzes and the group proposal. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts.

- 3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 615 Intro to Group Work](#), [COUN 635 Career Development](#), [COUN 710 Community Counseling](#), [ESPY 621 Development through the Lifespan](#), and [PSY 558 Psychopharmacology](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through counseling practice, supervision, pre-practicum experience, and a case presentation. For COUN 615 Intro to Group Work, this standard is measured through the theoretical exercise presentation, facilitation of group, quizzes, and the group proposal. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For COUN 710 Community Counseling, this standard is measured through the consultation/program development with reflection assignment. For ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

- 4. Applies effective strategies to promote client understanding of and access to a variety of community resources.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 635 Career Development](#), and [COUN 710 Community Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through counseling practice, supervision, pre-practicum experience, and a case presentation. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For COUN 710 Community Counseling, this standard is measured through quizzes, the final, and the consultation/program development with reflection assignment.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 615 Intro to Group Work](#), and [COUN 635 Career Development](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through counseling practice, supervision, pre-practicum experience, and a case presentation. For COUN 615 Intro to Group Work, this standard is measured through the small group logs, reflective summary, and facilitation of group. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) course. This standard is measured through counseling practice, supervision, pre-practicum experience, and a case presentation.

7. Applies current record-keeping standards related to clinical mental health counseling.

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) course. This standard is measured through quizzes, midterm, final, counseling practice, supervision, pre-practicum experience, case presentation, and skills analysis.

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#) course. This standard is measured through presentations, a paper, and attending a recovery meeting.

9. 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.

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) and [COUN 635 Career Development](#) courses. For COUN 533

Techniques of Counseling, this standard is measured through counseling practice, supervision, pre-practicum experience, a case presentation, and skills analysis. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts.

DIVERSITY AND ADVOCACY

E. Knowledge

- 1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 534 Foundations of Counseling](#), and [COUN 666 Multicultural Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through quizzes, midterm, final, counseling practice, supervision, and the film analysis paper. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, research paper, and interview. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

- 2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 534 Foundations of Counseling](#), and [COUN 666 Multicultural Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through the final examination. For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examinations. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

- 3. 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.**

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 534 Foundations of Counseling](#), and [COUN 666 Multicultural Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through quizzes, midterm, final, counseling practice, and supervision. For COUN 534 Foundations of Counseling, this standard is measured through the midterm, final, and research paper. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

- 4. 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.**

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#) and [COUN 666 Multicultural Counseling](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the final examination. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

5. 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.

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#), [COUN 534 Foundations of Counseling](#), and [COUN 666 Multicultural Counseling](#) courses. For COUN 533 Techniques of Counseling, this standard is measured through counseling practice, supervision, and the film analysis paper. For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examinations. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

This standard is met as part of the course material delivered in the [COUN 534 Foundations of Counseling](#) and [COUN 666 Multicultural Counseling](#) courses. For COUN 534 Foundations of Counseling, this standard is measured through the midterm and final examinations. For COUN 666 Multicultural Counseling, this standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

This standard is met as part of the course material delivered in the [COUN 666 Multicultural Counseling](#) course. This standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

This standard is met as part of the course material delivered in the [COUN 666 Multicultural Counseling](#) course. This standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

- 3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.**

This standard is met as part of the course material delivered in the [COUN 666 Multicultural Counseling](#) course. This standard is measured through quizzes, personal process journal, IDI Assessment, and the cross cultural interview report and analysis or critical incidence case study and analysis.

ASSESSMENT

G. Knowledge

- 1. 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.**

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#), [COUN 633 Theories of Counseling](#), [COUN 635 Career Development](#), [EPSY 621 Development through the Lifespan](#), and [PSY 558 Psychopharmacology](#) courses. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

- 2. 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.**

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#), [COUN 633 Theories of Counseling](#), [COUN 635 Career Development](#), and [PSY 558 Psychopharmacology](#) courses. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

- 3. 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.**

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#), [COUN 635 Career Development](#), and [PSY 558 Psychopharmacology](#) courses. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

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

This standard is met as part of the course material delivered in [COUN 628 Psychological Appraisal](#), [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#), and [PSY 558 Psychopharmacology](#) courses. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate. For COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders, this standard is measured through a paper and presentations. For PSY 558 Psychopharmacology, this standard is measured through case discussions, care plans, and exams.

H. Skills and Practices

1. 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.

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#) and [COUN 635 Career Development](#) courses. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts.

2. 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.

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#), [COUN 633 Theories of Counseling](#), and [COUN 635 Career Development](#) courses. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate. For COUN 633 Theories of Counseling, this standard is measured through the midterm, final, presentation, paper, and source report. For COUN 635 Career Development, this standard is measured through the final, discussion threads, career autobiography paper, LCA, genogram, and MyPlan artifacts.

- 3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.**

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#) and [COUN 628 Psychological Appraisal](#) courses. For COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders, this standard is measured through a paper and presentations. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate.

- 4. 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.**

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#) and [COUN 628 Psychological Appraisal](#) courses. For COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders, this standard is measured through a paper and presentations. For COUN 628 Psychological Appraisal, this standard is measured through the exam, interpretation of formal appraisal, the appraisal project, group presentation, and reflection on ACA or alternate.

RESEARCH AND EVALUATION

I. Knowledge

- 1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.**

This standard is met as part of the course material delivered in the [ESPY 620 Foundations of Qualitative and Quantitative Research](#) and [ESPY 621 Development through the Lifespan](#) courses. For ESPY 620 Foundations of Qualitative and Quantitative Research, this standard is measured through abstracts. For, ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan.

- 2. Knows models of program evaluation for clinical mental health programs.**

This standard is met as part of the course material delivered in the [ESPY 620 Foundations of Qualitative and Quantitative Research](#) and [COUN 710 Community Counseling](#) courses. For ESPY 620 Foundations of Qualitative and Quantitative Research, this standard is measured through exams, class and homework assignments, and the research proposal. For COUN 710 Community Counseling, this standard is measured through quizzes and the final examination.

- 3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.**

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#), [COUN 634 Practicum](#), [COUN](#)

[710 Community Counseling](#), [ESPY 620 Foundations of Qualitative and Quantitative Research](#), and [ESPY 621 Development through the Lifespan](#) courses. For COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders, this standard is measured through chapter quizzes. For COUN 634 Practicum, this standard is measured through formal case presentations. For ESPY 620 Foundations of Qualitative and Quantitative Research, this standard is measured through exams and class and homework assignments. For ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.

This standard is met as part of the course material delivered in [COUN 634 Practicum](#), [COUN 710 Community Counseling](#), and [ESPY 621 Development through the Lifespan](#) courses. For COUN 634 Practicum, this standard is measured through formal case presentations. For COUN 710 Community Counseling, this standard is measured through the consultation/program development with reflection assignment. For ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan.

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

This standard is met as part of the course material delivered in the [COUN 634 Practicum](#), [COUN 710 Community Counseling](#), and [ESPY 621 Development through the Lifespan](#) courses. For COUN 634 Practicum, this standard is measured through case documentation. For COUN 10 Community Counseling, this standard is measured through quizzes, the final, and the consultation/program development with reflection assignment. For ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan.

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

This standard is met as part of the course material delivered in the [COUN 634 Practicum](#) and [ESPY 621 Development through the Lifespan](#) courses. For COUN 634 Practicum, this standard is measured through case documentation. For ESPY 621 Development through the Lifespan, this standard is measured through tests, quizzes, research presentation, and the intervention plan.

DIAGNOSIS

K. Knowledge

1. 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 (DSM)*.

This standard is met as part of the course material delivered in the [PSY 568 Intro to Psychopathology](#) course. This standard is measured through the research project, quizzes, and take home exams.

- 2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.**

This standard is met as part of the course material delivered in the [PSY 568 Intro to Psychopathology](#) course. This standard is measured through the research project, quizzes, and take home exams.

- 3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.**

This standard is met as part of the course material delivered in the [COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders](#) and [PSY 568 Intro to Psychopathology](#) courses. For COUN 595K Topics in Counseling: Treatment of Substance Abuse Disorders, this standard is measured through chapter quizzes, presentations, and a paper. For PSY 568 Intro to Psychopathology, this standard is measured through the research project, quizzes, and take home exams.

- 4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.**

This standard is met as part of the course material delivered in the [PSY 568 Intro to Psychopathology](#) course. This standard is measured through the research project, quizzes, and take home exams.

- 5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.**

This standard is met as part of the course material delivered in the [PSY 568 Intro to Psychopathology](#) course. This standard is measured through the research project, quizzes, and take home exams.

L. Skills and Practices

- 1. 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.**

This standard is met as part of the course material delivered in the [COUN 634 Practicum](#) and [PSY 568 Intro to Psychopathology](#) courses. For COUN 634 Practicum, this standard is measured through the formal case presentations and case documentation. For PSY 568 Intro to Psychopathology, this standard is measured through the research project, quizzes, and take home exams.

- 2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.**

This standard is met as part of the course material delivered in the [COUN 634 Practicum](#) and [PSY 568 Intro to Psychopathology](#) courses. For COUN 634 Practicum, this standard is measured through the formal case presentations and case documentation. For PSY 568 Intro to Psychopathology, this standard is measured through the research project, quizzes, and take home exams.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

This standard is met as part of the course material delivered in the [PSY 568 Intro to Psychopathology](#) course. This standard is measured through the research project, quizzes, and take home exams.

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.

INTRODUCTION

The School Counseling Program at Indiana State University is a 48 credit hour program that typically takes two academic years and three summers to complete. The Transforming School Counseling Steering Team conducted focus groups with parents and community members and worked with an Advisory Council to develop the knowledge and skills needed by school counselors if they were to be effective in helping students become successful citizens and schools reach their student achievement goals. These knowledge and skill sets became the building blocks in the program's curriculum and sequence of courses. This design allows students to gain field experience in the schools over the course of two full academic years.

The School Counseling Program general standards are provided [here](#).

Required courses for the School Counseling program include:

COUN 533 Techniques of Counseling
COUN 535 Introduction to School Counseling
COUN 615 Introduction to Group Work
COUN 620 or EPSY 620 or CIMT 610 Foundations in Research/Foundations of Research/Research in Education
COUN 623 Counseling Children and Adolescents
COUN 628 Psychological Appraisal in Counseling
COUN 634 Counseling Practicum
COUN 635 Career Development
COUN 666 Multicultural Counseling
COUN 731 Organization and Administration of Guidance Programs
COUN 738B Ethics and Professional Practice: School Counseling
COUN 739B Internship
COUN 793B Supervised Field Work: School Guidance and Counseling
EPSY 621 Lifespan Development
ELAF 608 School and Society

FOUNDATIONS

A. Knowledge

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

This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#), [COUN 731 Organization and Administration of Guidance Programs](#), and [COUN 738B Professional Seminar](#). This standard is measured through course examinations, the Role and Function of the Transformed School Counselor Paper, and advocacy assignments.

2. Understands ethical and legal considerations specifically related to the practice of school counseling.

This standard is met as part of the course material delivered in [COUN 628 Psychological Appraisal](#), [COUN 634 Counseling Practicum](#), and [COUN 738B Professional Seminar](#). This standard is measured through the course examinations, case presentations, a legal issues presentation, and the discussion of ethical scenarios.

3. 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.

This standard is met as part of the course material delivered in the [COUN 634 Counseling Practicum](#), [COUN 635 Career Development](#), and [COUN 739B Internship](#). This standard is measured through consultation requirements, the career fair assignment, and the RTI/SAT Requirement.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.

This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#) and is measured through the Role and Function of the Transformed School Counselor Paper and examinations. This standard is also met as part of the course material delivered in [COUN 738B Professional Seminar](#) and is measured through licensure application. In preparation for licensure application, professionals come to discuss the requirements and processes included in licensure application.

5. 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.

This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#) and [COUN 731 Organization and Administration of Guidance Programs](#). In COUN 535, this standard is measured through the Role and Function of the Transformed School Counselor Paper. In COUN 731, this standard is measured through the Redesigning School Counseling assignment.

6. 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.

This standard is met as part of the course material delivered in [COUN 623 Counseling Children and Adolescents](#), [COUN 634 Practicum](#), [COUN 739B Internship](#). In COUN 623, this is measured through the observation assignment. In COUN 634 and COUN 739B, this standard is measured through both oral and written case presentations.

7. 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.

This standard is met as part of the course material delivered in [COUN 739B Internship](#). This standard is measured by a review of a school's crisis management plan.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

This standard is met as part of the course material delivered in [COUN 615 Introduction to Group Work](#) and [COUN 628 Psychological Appraisal](#). This standard is measured through discussion of course material, examinations, group work, and an assessment project.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

This standard is met as part of the course material delivered in [COUN 793B Supervised Field Work: School Guidance and Counseling](#). It is measured through a completed needs assessment.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#) and [COUN 623 Counseling Children and Adolescents](#). In COUN 533, this is measured through quizzes, discussion, and examinations. In COUN 623, this standard is measured through the core tenets assignment and application quizzes.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

This standard is met as part of the course material delivered in several course. It is delivered in [COUN 620 Research Foundations](#) and measured through a research proposal and online certification. This material is also delivered in [COUN 731 Organization and Administration of Guidance Programs](#) and is measured through the Redesigning School Counseling assignment. This material is delivered in [COUN 739B Internship](#) and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). In COUN 739B, this standard is measured through a program evaluation. In COUN 793B, this standard is measured through a needs assessment.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

This material is delivered in [COUN 623 Counseling Children and Adolescents](#) and is measured through the application quizzes. This material is also delivered in [COUN 634 Practicum](#) and is measured through the oral and written case presentations. This material is also presented in [EPSY 621 Lifespan Development](#) and is measured through quizzes, examinations, a research presentation, and an intervention plan.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

This standard is delivered in [COUN 731 Organization and Administration of Guidance Programs](#). This standard is measured in the Redesigning School Counseling assignment.

This Standard is delivered in [COUN 739B Internship](#). It is measured by the reflection/reaction paper.

This standard is delivered in [COUN 620 Foundations in Research](#). This standard is measured through the program evaluation assignment.

5. 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.

This standard is delivered in [COUN 615 Introduction to Group Work](#) and [COUN 739B Internship](#). In COUN 615, this standard is measured through class readings, discussion, small group logs, reflective summaries, theoretical exercise presentations, facilitating group exercises, quizzes, and a group proposal. In COUN 739B, this is measured by the group requirement and reflection.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

This standard is met as part of the course material delivered in the [COUN 533 Techniques of Counseling](#) course. In this course, the standard is measured through examinations. This standard is also met as part of the course material delivered in the [COUN 739B Internship](#) course. In this course, this standard is measured through the review of a crisis management plan.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

This standard is met as part of the course material delivered in [COUN 533 Techniques of Counseling](#), [COUN 615 Introduction to Group Work](#), [COUN 634 Practicum](#), [COUN 666 Multicultural Counseling](#), and [COUN 739B Internship](#). In COUN 533, this is measured through counseling practice, case presentation, and lab supervision. In COUN 615, this standard is measured through quizzes and the group proposal. In COUN 634, this standard is measured through the completion of a self-reflection form. In COUN 666, this standard is met through group research, journaling, and the Intercultural Development Inventory (IDI) Assessment Experience. In COUN 739B, this standard is measured through self-reflection, individual counseling, and group counseling.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

This standard is met as part of the course material delivered in the [COUN 615 Introduction to Group Work](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). In COUN 615, this standard is

measured through small group logs, reflective experiential summaries, and experience in group facilitation. In COUN 634, this standard is measured through the student's portfolio. In COUN 739B, this standard is measured through group and individual topics and case notes

3. 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.

This standard is met as part of the course material delivered in the [COUN 623 Counseling Children and Adolescents](#), [COUN 634 Practicum](#), [COUN 739B Internship](#), [COUN793B Supervised Field Work: School Guidance and Counseling](#), and [EPSY 621 Lifespan Development](#). In COUN 623, this standard is measured through application quizzes and classroom observation. In COUN 634, this standard is measured through a student's oral and written case presentations. In COUN 739B, this standard is measured through a student's portfolio and case notes. In COUN 793B, this standard is measured through the design of a guidance lesson. In EPSY 621, this standard is measured through examinations, quizzes, research presentations, and an intervention plan.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

This standard is met as part of the course material delivered in [COUN533 Techniques of Counseling](#) and measured by counseling practice, lab supervision, and case presentation. This standard is also met as part of the course material delivered in [COUN 628 Psychological Appraisal](#) and is measured through examination.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

This standard is measured in [COUN 533 Techniques of Counseling](#), [COUN 615 Introduction to Group Work](#), [COUN 634 Practicum](#), [COUN 739B Internship](#), and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). In COUN 533, this standard is measured through counseling practice, quizzes, examinations, case presentation, lab supervision, and a skills analysis. In COUN 615, this standard is measured through a group log and reflective summary. In COUN 634, COUN 739B, and COUN 793B, this standard is measured through student self-reflection.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

This standard is met as part of the course material delivered in the [COUN 535 Introduction to School Counseling](#) and [COUN 731 Organization and Administration of Guidance Programs](#) courses. For COUN 535, this standard is measured through the course examination and the writing of a role paper. For COUN 731, this is measured through the Redesigning School

Counseling assignment. Knowledge is also gained in this area during [COUN 666 Multicultural Counseling](#) and is measured through various exams, projects, readings, and discussion.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

This standard is met as part of the course material delivered in the [COUN 535 Introduction to School Counseling](#), [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), [COUN 731 Organization and Administration of Guidance Programs](#), [COUN 739B Internship](#), and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). This subject is measured through examinations, case notes, a needs assessment, readings, and discussions.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#). It is measured through the completion of the Redesigning School Counseling project.

4. 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.

This standard is measured in several courses; [COUN 535 Introduction to School Counseling](#), [COUN 634 Practicum](#), [COUN 666 Multicultural Counseling](#), [COUN 739B Internship](#). In COUN 535, this standard is measured through an examination and online discussion. In COUN 634, this standard is measured through a written and oral case presentation. In COUN 666, this standard is measured through journal entries. In COUN 739B, this aspect is measured through case notes and case presentations.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

This standard is measured in [COUN 634 Practicum](#), [COUN 731 Organization and Administration of Guidance Programs](#), and [COUN 739B Internship](#). It is measured through case notes in COUN 634, the completion of the Redesigning School Counseling project in COUN 731, and case notes and video and audio recordings in COUN 739B.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

This standard is met in the [COUN 731 Organization and Administration of Guidance Programs](#) and [COUN 793B Supervised Field Work: School Guidance and Counseling](#) courses. This standard is measured through the advocacy assignment in COUN 731 and the needs assessment assignment in COUN 793B.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

This standard is met in the [COUN 731 Organization and Administration of Guidance Programs](#) course. This standard is measured through the Local and State Advocacy assignment.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

This standard is measured in [COUN 739B Internship](#). The standard is measured through the parent engagement requirement and case presentation.

ASSESSMENT

G. Knowledge

1. 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.

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). This standard is measured through examination in COUN 628 and through case notes and case presentations in COUN 634 and COUN 739B.

2. 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.

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). This standard is measured through examination in COUN 628 and through case notes and case presentations in COUN 634 and COUN 739B.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

This standard is met as part of the course material delivered in the [COUN 628 Psychological Appraisal](#) course. This standard is measured through an assessment review project and an examination.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

This standard is met as part of the material delivered in [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). In COUN 628, this standard is measured through an assessment project. In COUN 634, this standard is measured through case presentation. In COUN 739B, this standard is measured through case notes and case presentation.

2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

This standard is met as part of the material delivered in [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). In COUN 628, this standard is measured through an assessment project. In COUN 634, this standard is measured through case presentation. In COUN 739B, this standard is measured through case notes and case presentation.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

This standard is met as part of the material delivered in [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). In COUN 628, this standard is measured through an assessment project. In COUN 634, this standard is measured through the case presentation. In COUN 739B, this standard is measured through the case notes and case presentation.

4. Makes appropriate referrals to school and/or community resources.

This standard is met as part of the material delivered in [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). In COUN 628, this standard is measured through an assessment project. In COUN 634, this standard is measured through the case presentation. In COUN 739B, this standard is measured through the case notes and case presentation.

5. Assesses barriers that impede students' academic, career, and personal/social development.

This standard is met as part of the material delivered in [COUN 628 Psychological Appraisal](#), [COUN 634 Practicum](#), and [COUN 739B Internship](#). In COUN 628, this standard is measured through an assessment project. In COUN 634, this standard is measured through the case presentation. In COUN 739B, this standard is measured through the case notes and case presentation.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.

This standard is presented in the material of [COUN 620 Foundations in Research](#). It is measured through a literature review. This standard is also met in [COUN 739B Internship](#). It is measured through the professional development paper and presentation.

2. Knows models of program evaluation for school counseling programs.

This standard is met as part of the course material delivered in [COUN 620 Foundations in Research](#). It is measured through the program evaluation assignment. This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#). It is measured through the use of the ASCA National Model.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

This standard is met as part of the course material delivered in [COUN 620 Foundations in Research](#). It is measured through the “Types of Research” assignment. This standard is also met as part of the course material in [COUN 628 Psychological Appraisal](#) and is measured through the assessment review project.

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

This standard is met as part of the course material delivered in [COUN 634 Practicum](#), [COUN 731 Organization and Administration of Guidance Programs](#), and [COUN 739B Internship](#). This standard is measured through the case presentations in COUN 634 and COUN 739B. This standard is measured through the Redesigning School Counseling assignment in COUN 731.

5. Understands the outcome research data and best practices identified in the school counseling research literature.

This standard is presented in the material of [COUN 620 Foundations in Research](#). It is measured through a literature review.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.

This standard is met through the material delivered in [COUN 620 Foundations in Research](#). It is measured through the research proposal, literature review, and program evaluation assignments. This standard is also met in [COUN 739B Internship](#). It is measured through the professional development paper and presentation.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

This standard is met through the material delivered in [COUN 620 Foundations in Research](#), [COUN 634 Practicum](#), [COUN 731 Organization and Administration of Guidance Programs](#), [COUN 739B Internship](#), and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). In COUN 620, this standard is measured through the research proposal assignment. In COUN 634, this standard is measured through the case presentation. In COUN 731, this standard is measured through the Redesigning School Counseling assignment. In COUN 739B, this standard is measured through the case notes and case presentation. In COUN 793B, this standard is measured through the creation of guidance lessons.

3. Analyzes and uses data to enhance school counseling programs.

This standard is met through the material delivered in [COUN 731 Organization and Administration of Guidance Programs course](#). This standard is measured through the Redesigning School Counseling assignment.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.

This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#) and [COUN 731 Organization and Administration of Guidance Programs](#) course. In COUN 535, this material is measured through the completion of a paper and examination. In COUN 731, this material is measured through the Redesigning School Counseling assignment.

2. 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.

This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#) and [COUN 731 Organization and Administration of Guidance Programs](#) course. In COUN 535, this material is measured through the completion of a paper and examination. In COUN 731, this material is measured through the Redesigning School Counseling assignment.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

This standard is met as part of the course material delivered in [COUN 739B Internship](#) and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). In COUN 739B, the material is measured through the completion of a portfolio, the creation of lesson plans, and classroom observations in which students observe multiple classroom management styles.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#), [COUN 739B Internship](#), and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). In COUN 731, the material is measured through the Redesigning School Counseling assignment. In COUN 739B, the material is measured through the completion of a portfolio. In COUN 793B, the material is measured through assignments involving lesson plans and a needs assessment.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

This standard is met as part of the course material delivered in [COUN 635 Career Counseling](#), [COUN 731 Organization and Administration of Guidance Programs](#), and [COUN 739B Internship](#). In COUN 635, this is measured through the “Career Fair” assignment. In COUN 739B, this is measured through the student’s portfolio. In COUN 731, this standard is measured through the Redesigning School Counseling assignment.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#), [COUN 739B Internship](#), and [COUN 793B Supervised Field Work: School Guidance and Counseling](#). In COUN 731, the material is measured through the Redesigning School Counseling assignment. In COUN 739B, the material is measured through the completion of a portfolio. In COUN 793B, the material is measured through the guidance lesson assignment.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

This standard is met as part of the course material delivered in [COUN 739B Internship](#). It is measured through the parent engagement and portfolio requirements of this course.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#) and [COUN 739B Internship](#). In COUN 731, this standard is measured through the leadership portfolio assignment and student blogs. In COUN 739B, this standard is measured through the RTI reflection paper.

3. 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.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#) and [COUN 739B Internship](#). In COUN 731, this standard is measured through the Redesigning School Counseling assignment. In COUN 739B, this standard is measured through the RTI reflection paper.

4. Understands systems theories, models, and processes of consultation in school system settings.

This standard is met as part of the course material delivered in [COUN 634 Practicum](#), [COUN 731 Organization and Administration of Guidance Programs](#), and [COUN 739B Internship](#). In COUN 634, this standard is measured through the consultation requirement. In COUN 731, this standard is measured through the Redesigning School Counseling assignment. In COUN 739B, this standard is measured through the RTI reflection paper.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

This standard is met as part of the course material delivered in [COUN 739B Internship](#). This standard is measured through the Individual Internship Educational Plan.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

This standard is met as part of the course material presented in [COUN 634 Practicum](#) and [COUN 739B Internship](#). In COUN 634, this standard is measured through instructor presentation and class discussion. In COUN 739B, this standard is measured through the group requirement and professional development assignment.

7. Knows school and community collaboration models for crisis/disaster preparedness and response.

This standard is met as part of the course material delivered in [COUN 739B Internship](#). This material is measured through the review of crisis management plan assignment.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

This standard is met as part of the course material delivered in [COUN 634 Practicum](#) and [COUN 739B Internship](#). In COUN 634, this standard is measured through the completion of contact notes and case presentations. In COUN 739B, this standard is measured through the consultation and parent engagement requirements.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

This standard is met as part of the course material delivered in [COUN 634 Practicum](#). This material is measured through the community resource assignment.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

This standard is met as part of the course material delivered in [COUN 634 Practicum](#) and [COUN 739B Internship](#). In COUN 634, this standard is measured through the completion of contact notes and case presentations. In COUN 739B, this standard is measured through the consultation requirement and portfolio.

4. Uses peer helping strategies in the school counseling program.

This standard is met as part of the course material delivered in [COUN 739B Internship](#). This material is measured through the students' completion of a portfolio.

5. 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

This standard is met as part of the course material delivered in [COUN 739B Internship](#). This material is measured through the students' completion of a portfolio and case presentation.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#). This standard is measured through the reading and discussion of course material.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#). This standard is measured through the writing, reading, and discussion of student blogs.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#). This standard is measured through the Redesigning School Counseling assignment.

4. Understands the important role of the school counselor as a system change agent.

This standard is met as part of the course material delivered in [COUN 535 Introduction to School Counseling](#) and [COUN 731 Organization and Administration of Guidance Programs](#). In COUN 535, this standard is measured through the completion of a role and function paper. In COUN 731, this standard is measured through the Redesigning School Counseling assignment.

5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#) and [COUN 739B Internship](#). In COUN 731, this standard is measured through the Redesigning School Counseling assignment. In COUN 739B, this standard is measured through the RTI reflection paper.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

This standard is met as part of the course material delivered in [COUN 731 Organization and Administration of Guidance Programs](#) and [COUN 739B Internship](#). In COUN 731, this standard is measured through the Redesigning School Counseling assignment. In COUN 739B, this standard is measured through students' RTI/SAT Membership.

2. 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).

This standard is met as part of the material delivered in [COUN 739B Internship](#). This standard is measured through a professional development presentation.