



Department of Counseling

Revised Application for Accreditation of Programs in

- **Marital, Couple, And Family Counseling/Therapy**
- **Counseling Psychology with Specialization in
Mental Health Counseling**
- **School Counseling**

**Council for the Accreditation of Counseling and Related
Educational Program**

Eligibility Requirements Checklist

Please provide documentation illustrating that each of the eight (8) Eligibility Requirements listed below is met. Please refer to the previous pages for a complete statement of each of those requirements. For each item on the checklist, please reference page numbers where documentation can be found in the self-study or attach copies of original documentation to this application.

- pp. 6, 7, & 9 (1) A minimum of 72 quarter hours or 48 semester hours, or 90 quarter hours or 60 semester hours is required, depending on degree program for which application is sought.
- pp. 69-72 (2) A minimum of three (3) core faculty are required, one of whom is designated as academic unit leader. (Doctoral degree programs must have two [2] additional FTE faculty.)
- pp. 18-48 (3) A common core of curricular experiences is identified and required.
- pp. 85-100 (4) Appropriate curricular experiences are required for program area(s).
- p. 6 (5) Institution in which academic unit is housed is accredited by a regional or institutional accrediting body recognized by CHEA. Please name the accrediting body and provide evidence of accreditation.
- pp. 52, 58-59, & 66-67 (6) Practicum and internship experiences are required for all students.
- p. 18 (7) Students are currently enrolled in the program.
- pp. 13-14 (8) A comprehensive mission statement has been developed.

Submit this application, self-study materials, and the application fee* to:

Council for Accreditation of Counseling
and Related Educational Programs
5999 Stevenson Avenue
Alexandria, VA 22304

* Application fee: \$1750 for initial submission from an institution
\$1150 for re-accreditation submission from an institution
(Make check/money order payable to CACREP)

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Section I - The Institution

A. ISU Accreditations

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

The North Central Association of Colleges and Schools accredits Indiana State University to offer bachelor's and master's degrees, the educational specialist degree, and doctoral degrees. The University is accredited by the National Council for Accreditation of Teacher Education to offer curricula for elementary teachers, secondary teachers, and school services personnel at the bachelor's and master's degree levels, as well as at educational specialist and the Ph.D. degree levels. (See Appendix C, Indiana State University Graduate Catalog 2003-2005 p.2) The Graduate Catalog is in the final stages of editing. Hard copies will be available in Mid-November 2003. In addition, at that time it will be available on the web at <http://web.indstate.edu/acad-aff/catalog-g.html>.

B. Current ISU Graduate Catalog

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

The Indiana State University (ISU) Graduate Catalog 2003-2005 provides a complete description of the Department of Counseling and each of the academic programs offered. (See Appendix C for the complete Catalog entry).

ISU Graduate Catalog Program Descriptions

Program material from the ISU Graduate Catalog 2003-2005 follows. Please note that revisions have been made to Counseling Psychology-with Specialization in Mental Health Counseling program that do not appear in the 2003-2005 catalog copy. The changes to the programs have been included below.

Master of Science--Marriage and Family Therapy (60 semester hours)

The master's degree program in marriage and family therapy is designed to provide professional training for persons seeking positions in settings such as family service agencies, medical facilities, mental health centers, private practice, religious organizations, or correctional institutions. This program is also for in-service training for personnel who already hold positions in such areas as mental health, social work, school counseling, and agencies serving couples and families. A corollary purpose is to provide a foundation for advanced work in the counseling field.

This program follows the contemporary guidelines set forth by the national accrediting body for the field of marriage and family therapy, American Association for Marriage and Family Therapy, and is accredited by this body through the year 2006.

This program also follows the Council for Accreditation of Counseling and Counseling Related Educational Programs (CACREP) standards, the national accrediting body for programs in counseling including marriage and family therapy.

ADMISSION REQUIREMENTS

Each applicant must satisfy the general criteria for admission to the School of Graduate Studies and each of the following requirements:

1. Have at least 12 semester hours in the behavioral sciences at the undergraduate level (e.g., psychology, sociology, and anthropology).
2. Have an overall undergraduate grade point average equal to or above 2.75 on a 4.00 point scale. For students with a grade point average below 2.75 on a 4.00 point scale, special attention is given to their final 60 credit hours.
3. Have scores on the General Tests of the Graduate Record Examination (GRE), or Miller Analogies Test (MAT). While the GRE and MAT standardized scores are used in conjunction with other admissions criteria, typically, scores near or above 450 on each section of the GRE, and MAT scores of 45 or above, receive a more favorable review.

DEGREE REQUIREMENTS

Theoretical Foundations of Marital and Family Therapy (6 hours): Counseling 536--3 hrs.; 550--3 hrs.

Assessment and Treatment in Marital and Family Therapy (15 hours): Counseling 615--3 hrs.; 595S--3 hrs.; 628--3 hrs.; 646--3 hrs.; 650--3 hrs.

Human Development and Family Studies (12 hours): Counseling 666--3 hrs.; Educational Psychology 621 or Psychology 566--3 hrs.; Psychology 568--3 hrs.; Sociology 560--3 hrs.

Ethics and Professional Studies (3 hours): Counseling 738M--3 hrs.

Research (3 hours): Counseling 620 or Educational Psychology 620--3 hrs.

Supervised Clinical Practice (15 hours): 739M--3 hrs. (taken three times); 838M--3 hrs. (taken twice).

Other (6 hours): Counseling 533--3 hrs.; 635--3 hrs.

Culminating Experience: Complete Clinical Comprehensive Examination during the final enrollment of Counseling 739M.

In addition to the 60 semester hours of course work, the student must acquire a minimum of 500 hours of direct-client-contact therapy. At least half of the aforementioned 500 direct client therapy hours must be relational. The student must also acquire 100 hours of faculty supervision of which not more than 50 hours may be group supervision.

Master of Science--Counseling Psychology – with Specialization in Mental Health Counseling (60 semester hours minimum)

The master's degree program in Counseling Psychology – with Specialization in Mental Health Counseling is designed to provide the trainee with the understanding, training, and experience necessary for entry and successful participation and development in the field and to prepare them for licensure as a Licensed Mental Health Counselor in the state of

Indiana. An additional purpose is to provide students with a foundation for more advanced study in the field. It is primarily intended for persons who wish to engage in counseling in settings such as youth serving agencies, career training programs, correctional institutions, or other community counseling settings.

Admission Requirements

Each applicant must satisfy the general criteria for admission to the School of Graduate Studies and each of the following requirements:

1. Have a bachelor's degree from a regionally accredited college or university with a minimum undergraduate grade point average of 2.75 or better on a 4.00 point scale.
2. Have at least 12 semester hours in the behavioral sciences at the undergraduate level.
3. Have scores on the General Tests of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). While the GRE and MAT standardized scores are used in conjunction with other admissions criteria, scores near or above 450 on the Verbal and Quantitative sections of the GRE or 45 on the MAT typically receive a more favorable review.
4. Have a grade point average of 3.00 on all courses taken at the graduate level at all schools attended.
5. Admissions are made on a selective basis. Meeting the requirements listed above does not guarantee admission to the program.

NOTE: Students **may** be admitted on conditional status if their overall undergraduate GPA is at least 2.25, but less than 2.75. Deficiencies to a maximum of six hours in behavioral sciences can be made up by concurrent registration in undergraduate level courses early in the program

Degree Requirements

Research: Educational Psychology 620 or Counseling 620--3 hrs.

Major Area: Counseling 533--3 hrs.; 534--3 hrs.; 615--3 hrs.; 628--3 hrs.; 633--3 hrs.; 634--3 hrs.; 635--3 hrs.; 666--3 hrs.; 710--3 hrs.; 732--3 hrs.; 738D--3 hrs.; 739D--6 hrs. (739D--3 hrs, taken twice for a total of 6 hrs.); Psychology 558--3 hrs.; 568--3 hrs.; Educational Psychology 621 or 721--3 hrs.; Approved Electives--9 hours.

In addition to the 60 semester hours of course work, the student must acquire a minimum of 1000 hours of client service with a minimum of 400 hours of direct client contact. Also, the student must complete a comprehensive, theory-based case presentation and pass a national counselor exam.

Final Project: Complete 6 hours of Counseling 739D.

NOTE: Students seeking to complete a master's thesis are required to take Counseling 699--6 hrs. as part of their electives.

In general, at least one-half of the credit hours must be in courses numbered 600 or above.

Master of Education—School Counselor (52 semester hours minimum)

Completion of the Master of Education—School Counselor Program qualifies the student for the Indiana K-12 School Counselor Standard License.

Upon completion of the M.Ed.—School Counselor Program, the student may qualify for the Professional License by completion of 18 hours of additional graduate courses as specified in the Post-Master, Non-Degree Certification—School Counselor Program.

ADMISSION REQUIREMENTS

Admission and retention are based upon appropriateness of educational and career goals, available positions in the program, interpersonal skills and sensitivity, communication ability, and academic potential and performance. Meeting minimum standards alone does not guarantee either admission or retention.

Each applicant must:

1. Satisfy the general criteria for admission to the School of Graduate Studies, and
2. Submit a department application available at <http://counseling.indstate.edu>

DEGREE REQUIREMENTS

Research: Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620--3 hrs.

Major Area: Counseling 533—3 hrs.; 535—3 hrs.; 550--3 hrs.; 615—3 hrs.; 623—3 hrs.; 628—3 hrs.; 634—3 hrs.; 635—3 hrs.; 666—3 hrs.; 731—3 hrs.; 739B—3 hrs. (taken twice for 6 hours total); 793B—3 hrs.

Professional Education: Educational Leadership, Administration, and Foundations 608—3 hrs.; Educational Psychology 621—3 hrs.

Technology: Counseling 595Q—1 hr. Additionally, students must meet basic technology skills upon admission to the program. Documentation of skills is required. Those students unable to document all skills may meet the requirement through completing additional 1-2 hour segments of Counseling 595Q. Students are encouraged to contact the department for more information.

Culminating Experience: Counseling 738B-- 3 hrs. taken within the last 12 hours of the degree program.

Completing the Thesis option requires Counseling 699-- 6 hrs.

C. Department of Counseling

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

The Department of Counseling maintains primary responsibility for preparation of students in each program. While a limited number of courses are taken outside of the department, specific agreements are negotiated regarding the content of the course. Required courses in the program are taken in the Educational and School Psychology Department (EPSY 621 Human Development; EPSY 620 Foundations of Research) and in the Department of Psychology (PSY 558 Psychopathology and PSY 568

Psychopharmacology). (See Appendix C, Indiana State University Graduate Catalog 2003-2005 for complete description)

D. Cooperative Relationships with On and Off-Campus Resources

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

On campus cooperation exists with other units who provide courses for students. This is evidenced by their willingness to design courses that meet accreditation and student needs. Syllabi reflect that cooperative relationship (See Appendix A for copies of syllabi). Off campus agencies have been highly cooperative involving students in practicum and internship experiences. See Appendix V for a list of recent internships sites. Agencies compete for our students and many have offered stipends as a way to attract them.

E. ISU Financial Support for the Program

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 department has maintained an adequate budget for program operation and needs. The administration has supported our efforts to maintain faculty load as prescribed by CACREP with adequate full-time faculty to operate programs that require many clinical courses with low FTE ratios. Further evidence of support for graduate students is that virtually every graduate student who desires a Graduate Assistantship and Scholarship has been able to obtain one either in the department or elsewhere on the campus. The average amount of assistantship funding is \$3210. The average amount of scholarship funding for in-state students is \$1755. The average amount of scholarship funding for out-of-state students is \$5100.

F. ISU Support for Faculty Professional Activity

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

Each faculty is encouraged to attend professional meetings through travel funds provided by the School of Education. Over the past several years \$400 has been provided to each faculty member from the Dean of the School of Education. Individual supervision of students in some outside agencies is provided by faculty from the department. In these cases, \$500 of additional travel funds is provided. In the past several years, Program Directors have been provided an additional \$500. The department has been able to provide considerable travel funds for faculty who wish to attend ACA conferences. These funds have been available primarily through a Transforming School Counseling

grant. Below is a table of the amount of funds use by faculty for professional travel expenses.

	2000	2001	2002
Boyer, Michele	\$ 1620	\$ 1400	\$ 1400
Barratt, William	900	900	900
Campbell, James	400	1849	400
Draper, Matthew	N/A (prior to employment)	N/A (prior to employment)	400
Hernandez, Barbara	N/A (prior to employment)	N/A (prior to employment)	400
Hines, Peggy	6987	16012	7824
Passmore, J. Laurence	1400	1400	1400
Shuff, I. Michael	1515	1848	1400
Adjunct Faculty	600	2640	275

G. ISU Counseling Services

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

The Student Counseling Center provides services to all students on campus. A professional staff of psychologists, counselors and others are available (Appendix C, ISU Graduate Catalog 2003-2005, p 53). Students from the Department of Counseling who request Counseling Center services are not seen by Counseling Center staff who may become involved in dual roles or conflicts of interest supervising the student at some point in the student's academic career.

H. ISU Library

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

Indiana State University maintains an excellent library suitable for research and study for graduate students. (Appendix C, ISU Graduate Catalog 2003-2005, p 50). Information about the ISU Library may also be obtained from <http://lib.indstate.edu>.

The Library collections include more than 2 million items. Graduate students may check out most materials for a semester loan period, using their student ID. Public PC's, printers, and photocopiers are available on each floor, as are open study areas. Group study rooms are also available. For more information visit the Web site: <http://lib.indstate.edu>

Instruction Services. The Office of Library Instruction and Orientation (LI&O) is located on the second floor of the Library (room 204). Two classrooms and an instructional computer laboratory are available for librarian-conducted instruction of groups of up to 60. A variety of instructional options are available, including library search skills assessment, self-directed library tours, computer training to access electronic information

resources, and Internet navigation and communication. A variety of handouts is also available online or via the Library's Information Rack (first floor). Individual students may request specific, one-on-one instruction. The Library also sponsors a number of introductory and special topic workshops. For more information, visit the Library Instruction and Orientation Department under About Us/Departments and Teams at the Library Web site of <http://lib.indstate.edu>

Electronic Database Searching. A growing number of electronic indexes, abstracts, and full-text services are available to the ISU community via the Library Web site. Additional resources may be located via the CD-ROM portion of the Library network. Special research needs may be met by accessing fee-based databases in consultation with a librarian. For more information, click on "Reference Live" on the Library Web site.

Services. Interlibrary Loan orders books, selected dissertations, photocopies of articles, and other library materials not available in the ISU Library. Electronic request forms and additional information about ILL are available by calling 237-2566 or accessing the ILL Department under About Us/Departments and Teams at the Library Web site.

Support for Distance Education Courses. A variety of instructional as well as reference support is available. Access the Library's Services for Distance Students page at http://odin.indstate.edu/level1_dir/dised.dir/hompage.html

Support for Diversity. Diversity Information OnLine (DION) is a database created by the ISU Library in conjunction with the Office of the Provost and Vice President for Academic Affairs. DION lists events, organizations, individuals, courses, scholarships, and more, that relate to the promotion of diversity on campus. DION is available on the World Wide Web at <http://cml.indstate.edu/dion/dion.htm>

I. Access to Information Systems and Data Analysis

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

ISU and the School of Education ensure that each faculty member has an appropriate desktop computer on his or her desk. Each computer comes minimally equipped with current Microsoft Professional Office software, SPSS 10, and other appropriate software. Each computer has full-time high speed Internet access. The School of Education provides a five-station computer lab for students on the 15th floor of the School of Education building, where the Department is located, and a five station lab on the 13th floor where the Department of Educational and School Psychology is located. The School of Education also provides a multimedia lab in the building for student use. The university maintains three labs (30 station and 20 station Windows labs and a 20 station Mac lab) in the building.

Section II - Program Objectives and Curriculum

A. Department of Counseling Mission

A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement

1. describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;
2. is the basis for the development of program objectives and curriculum;
3. is published and available to faculty and students; and
4. is reviewed at least once every three (3) years and revised as needed.

The Department of Counseling conducts retreats at least once per year. At these retreats the mission statement is reviewed and modified as needed. During the past year all three master's programs have reviewed and revised the mission and vision components of each of the programs. The information regarding the mission, vision, goals and objectives is widely disseminated and provided to each student via the Student Handbook (Appendix D) and on our web pages (Appendix E & at <http://counseling.indstate.edu>).

Department of Counseling Mission Statement

Scholarship in Action: Spanning Boundaries

The Department of Counseling is concerned with the application of principles, methods and procedures for facilitating effective psychological functioning during the entire life-span. The focus is a developmental orientation regarding positive aspects of growth and preventable remediable conditions and situations.

Activities include the preparation of entry and advanced level practitioners, the conduct of research and scholarly activities and consultation and leadership services to schools, agencies and settings where counselors provide professional services. These include assessment, evaluation, diagnosis, counseling interventions with individuals, couples, families and groups, consultation, program development, and evaluation.

These services are intended to help persons acquire or alter personal-social skills, improve adaptability to changing life demands, enhance environmental coping skills, and develop a variety of problem-solving and decision-making capabilities. Such services are intended to help individuals, groups, organizations, couples or families at all age levels to cope more successfully with problems connected with education, career choice and development, work, sex, marriage, family, health, social relations, aging and handicaps of a social or physical nature. Educative in nature, the orientation is upon avoiding or remediating problems and situations.

Departmental activities and services occur in a variety of settings including university classrooms and laboratories, public and private elementary and secondary schools, social service, mental and physical health institutions, rehabilitation and correctional institutions, and in a variety of other public and private agencies committed to service in one or more of the problem areas cited above.

Expected faculty activities include quality teaching, recruitment, academic advisement, supervision, evaluation, research and scholarly publication, consultation and active participation in professional associations and organizations.

Marital, Couple and Family Counseling/Therapy Mission Statement

The mission of the Indiana State University Marriage and Family Therapy program is to provide intensive, experiential training in family systems-based psychotherapy. We successfully prepare students for the demands of the 21st century mental health markets by offering extensive supervision of training cases and by teaching brief, effective models of therapy that change the relational contexts clients live in, as well as behaviors. Our training builds on client strengths and emphasizes valuing relationships and families, in their diverse forms. The Marriage and Family Therapy program collaborates with students to create clinicians with extensive face-to-face therapy experience, routinely leading to excellent clinical positions and positive impacts on children, adolescents, adults, couples, families and communities.

Mental Health Counseling Mission Statement

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, to improve problem solving skills and critical thinking, and to 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.

School Counseling Mission Statement

The mission of the Indiana State University School Counselor 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.

B. Program Objectives

The program objectives

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

Program objectives (see below for the program objectives) have evolved over a period of time reflecting current licensure regulations, standards of professional organizations, CACREP Standards, and a great deal of experience among the faculty in offering the various programs.

The need for a broadly based program that develops skills that counselors must master in a multicultural and pluralistic society is one of the guiding philosophies which under girds each program. This philosophy is reflected in the vision and mission statements of the university, the department, and the programs.

Department faculty is actively involved in all aspects of each program. The specific program committee is responsible for developing, shaping and revising the program to meet the needs of our students and the society at large. However, the entire faculty reviews all elements of the program. The various programs in the department each utilize a program committee composed of faculty; in School Counseling, students and other stakeholders are included in the program committee. All program committees consult other units within and outside the university that are involved in the counseling programs.

The School Counseling program recently established a Steering Committee made up of university, school, and community personnel as a way to develop a new program view and mission as well as a complete curriculum revision to meet the needs of the 21st century.

Exit interviews are conducted with graduating students in all programs and graduate surveys are used for program enhancements. (See Appendix G for summaries of exit interviews and Appendix S for examples of Graduate Surveys)

Program revisions over the past two years have allowed the opportunity to rethink objectives and to modify them as necessary. Program objectives have been developed to reflect and guide program activities. During the current academic year the department has been engaged in developing a new, revised philosophy related to Student Outcomes Assessment (Appendix F).

Objectives are designed and written in a manner that allows effective evaluation through course requirements, supervision of student clinical activities, and comprehensive examinations.

Department of Counseling Program Objectives

The program objectives below provide the basis for evaluating the counselor education programs in Marriage and Family Therapy, Mental Health Counseling, and School Counseling. The learning outcomes are based on the CACREP model.

1. Students will develop a knowledge base relevant to their profession.
2. Students will develop knowledge and skill relevant to scholarly activity, research, and inquiry.
3. Students will develop knowledge of diversity in their academic career at ISU.
4. Students will develop appropriate clinical knowledge and skills.
5. Students will develop knowledge of professional ethics and standards based on the ACA Code of Ethics and other applicable ethical standards. In addition, students will apply these ethics and standards in their professional practice.
6. Students will develop an appropriate professional identification.

C. Minimum of Two Years Full-Time Study

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

All specialties require two full years of study. The Master’s degrees in Marriage and Family Therapy and Mental Health Counseling require 60 semester hours while School Counseling requires 52 hours. Degree requirements are published in the Graduate Catalogue (Appendix C), the department’s Student Handbook (Appendix D), and on the department web pages (Appendix E)

D. Student Identification with Counseling

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

All students are strongly encouraged to become student members of ACA and/or other appropriate professional organizations. All students in the department are required to maintain liability insurance and the great majority of students obtain this through ACA membership. Participation in local, state, and national conferences is also highly encouraged. Five to seven students have attended the ACA conference in each of the last two years. All school counselor students are required to attend the Indiana Counseling Association conference. In the past four years many students have presented at state and national conferences.

Conference	Students Attending	Students Presenting
ACA 2003	5	5
ACA 2002	7	7
ICA 2003	38	17
ICA 2002	41	21

E. Small Group Activity

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

COUN 615 – Introduction to Group Work, requires at least 10 hours of small-group activity as part of the course requirements (Appendix A, COUN 615 – Introduction to Group Work).

F. Student Evaluations

Consistent with established institutional due process policy and ACA Ethical Standards, when evaluations indicate that a student is not appropriate for the program, faculty should assist in facilitating the student's transition out of the program and, if possible, into a more appropriate area of study.

Student progress, including academic and clinical activities, is constantly monitored for possible problems and/or indications of difficulties. Students are formally evaluated by each specialty committee during each academic year. The program director will then meet with each student to discuss the result of the evaluation. Additional evaluations are conducted whenever the situation warrants. The Student Handbook contains the university guidelines and departmental policy for due process procedures (Appendix D, page 6). Forms for student evaluations are included in Appendix H.

G. Curricular Flexibility

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

Students follow a prescribed curriculum for the most part in order to meet accreditation standards and/or state licensure requirements. Each program seeks to provide as much curriculum flexibility within the required components as possible.

Marital, Couple, and Family Counseling/Therapy

Currently there is little flexibility in the program. However, according to the goals, needs and interests of the students, there are many ways that students can develop special interests or skills. Students are able to participate in research teams available in the department ranging from spirituality to behavioral medicine. In addition, placements in practicum and internship sites allow counselors to gain experience and skill in diverse areas of practice.

Mental Health Counseling

At the present time three electives are available in the 60 hour program allowing students to pursue coursework of interest to them and to specialize in specific areas of study.

School Counseling

The current curriculum for School Counseling provides little room for electives, but as with other ISU programs students have the opportunity to read and write course papers about specialty areas and participate in research teams in areas of interest.

H. Course Syllabi

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

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

All syllabi in the department require a course description, objectives, content, required texts, methods of instruction, and student performance evaluation criteria and procedures. This is best observed in the course syllabi (Appendix A).

I. Use of Research Data

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

Scholarly research is a requirement of all graduate courses in the department. Students are asked to write scholarly papers or to develop a research proposal in many of their courses. Faculty are expected to apply research data in their classes and in their work, and evaluation of this application is included in course evaluations and faculty reviews.

J. History of Program Graduates

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

All programs (specialties) have graduates for at least twenty years. However, graduates of the program reflecting CACREP standards are limited to the past few years.

Program	2003 Graduates	2002 Graduates	2001 Graduates
MFT	5	6	5
MHC	14	9	8
School	17	12	14

K. Curricular Experiences

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

Listed below are the descriptions of each standard for the core areas. Each program is listed separately in order to clarify how it meets these requirements. A table has been provided at the beginning of each program section to indicate where the program meets each sub-standard. A corresponding narrative follows each table. A syllabus for each course is located in Appendix A.

EPSY 621 / EPSY 595 - Note that because of the lengthy course approval process, EPSY 621 had been offered as EPSY 595, Special Topics, during the 2001-2002 academic year.
 EPSY 620 / COUN 620 – Note that these courses are cross listed – the same course is listed in different departments and students have the option of registering for either.

Curricular Experiences for the Marital, Couple, and Family Counseling/Therapy Program

CACREP Curriculum Standards	Classes	COUN 533	COUN 536	COUN 550	COUN 595S	COUN 615	EPSY 620/ COUN 620	COUN 628	COUN 635	COUN 646	COUN 650	COUN 666	COUN 738M	COUN 739M	COUN 838M	EPSY 621	PSY 568	SOC 560
1. Professional Identity																		
a. History			X															
b. Roles			X															
c. Technology																		
d. Prof. Org.			X															
e. Credentialing													X					
f. Public Policy											X							
g. Advocacy												X						
h. Ethics													X					
2. Social and Cultural Diversity																		
a. Trends													X					
b. Attitudes													X					
c. Strategies				X		X							X					
d. Roles													X					
e. Theories													X					
f. Ethics													X	X				
3. Human Growth and Development																		
a. Ind. and family dev.																		X
b. Learning																		X
c. Human behavior																		X
d. Strategies																		X
e. Ethics															X			
4. Career Development.																		
a. Theories																		X
b. Labor market																		X
c. Program planning																		X
d. Interrelationships																		X
e. Placement																		X
f. Assessment																		X
g. Computer																		X
h. Counseling processes																		X
i. Ethical																		X

5. Helping Relationships					
a. Characteristics	X				
b. Skills	X				
c. Theories	X	X			
d. Systems	X	X			
e. Consultation					X
f. technology			X		
g. Ethics	X				X
6. Group Work					
a. Dynamics			X		
b. Leadership			X		
c. Theories			X		
d. Methods			X		
e. Approaches			X		
f. Standards			X		
g. Ethics			X		X
7. Assessment					
a. History			X		
b. Basic concepts			X		
c. Statistics			X		
d. Reliability			X		
e. Validity			X		
f. Culture			X		
g. Strategies			X		
h. Case Conceptualization	X		X		
i. Ethical			X		X
8. Research and Program Evaluation					
a. Importance			X		
b. Methods			X		
c. Technology			X		
d. Program Evaluation			X		
e. Counseling Effectiveness					X
f. Ethics			X		X

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;

COUN 536 Marriage Counseling and Family Therapy

- b. professional roles, functions, and relationships with other human service providers;

COUN 536 Marriage Counseling and Family Therapy

- c. Technological competence and computer literacy.

COUN 838M Practicum in Marriage and Family Therapy

- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

COUN 536 Marriage Counseling and Family Therapy

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

COUN 738M Professional Seminar: Marriage and Family Therapy

- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

COUN 650 Advanced Marriage and Family Therapeutic Systems

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

COUN 666 Multicultural Counseling

- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

COUN 738M Professional Seminar

- 2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

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

COUN 666 Multicultural Counseling

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

COUN 666 Multicultural Counseling

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

- COUN 550 Introduction to Marriage and Family Therapeutic Systems
 - COUN 615 Introduction to Group Work
 - COUN 666 Multicultural Counseling

- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

- COUN 666 Multicultural Counseling

- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

- COUN 666 Multicultural Counseling

- f. ethical and legal considerations.

- COUN 666 Multicultural Counseling
 - COUN 738M Professional Seminar: Marriage and Family Therapy

- 3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

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

- EPSY 621 Life Span Development

- b. theories of learning and personality development;

- EPSY 621 Human Development

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

- EPSY 621 Life Span Development

- d. strategies for facilitating optimum development over the life-span; and

- EPSY 621 Life Span Development

- e. ethical and legal considerations.

COUN 738M Professional Seminar: Marriage and Family Therapy

- 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;

COUN 635 Career Development

- b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

COUN 635 Career Development

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

COUN 635 Career Development

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

COUN 635 Career Development

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

COUN 635 Career Development

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

COUN 635 Career Development

- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

COUN 635 Career Development

- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

COUN 635 Career Development

- i. ethical and legal considerations.

COUN 635 Career Development

COUN 738M Professional Seminar: Marriage and Family Therapy

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

COUN 533 Techniques of Counseling

- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

COUN 533 Techniques of Counseling

- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

COUN 533 Techniques of Counseling

COUN 550 Introduction to Marriage and Family Therapeutic Systems

- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

COUN 533 Techniques of Counseling

COUN 550 Introduction to Marriage and Family Therapeutic Systems

- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

COUN 739M Internship: Marriage and Family Therapy

- f. integration of technological strategies and applications within counseling and consultation processes; and

COUN 628 Psychological Appraisal in Counseling I

- g. ethical and legal considerations.

COUN 533 Techniques of Counseling

COUN 738M Professional Seminar: Marriage and Family Therapy

- 6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

COUN 615 Introduction to Group Work

- f. professional preparation standards for group leaders; and

COUN 615 Introduction to Group Work

- g. ethical and legal considerations.

COUN 615 Introduction to Group Work

COUN 738M Professional Seminar: Marriage and Family Therapy

- 7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

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

COUN 628 Psychological Appraisal in Counseling I

- b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

COUN 533 Techniques of Counseling
COUN 628 Psychological Appraisal in Counseling I

- i. ethical and legal considerations.

COUN 628 Psychological Appraisal in Counseling I
COUN 738M Professional Seminar: Marriage and Family Therapy

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

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

EPSY 620/COUN 620 Foundations of Research

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

EPSY 620/COUN 620 Foundations of Research

- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

EPSY 620/COUN 620 Foundations of Research

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

EPSY 620/COUN 620 Foundations of Research

- e. use of research to improve counseling effectiveness; and

COUN 838M Practicum in Marriage and Family Therapy

- f. ethical and legal considerations.

EPSY 620/COUN 620 Foundations of Research

COUN 738M Professional Seminar: Marriage and Family Therapy

Curricular Experiences for the Mental Health Counseling Program

CACREP Curriculum Standards	Classes	COUN 533	COUN 534	COUN 615	EPSY 620/ COUN 620	COUN 628	COUN 633	COUN 634	COUN 635	COUN 666	COUN 710	COUN 732	COUN 738D	COUN 739D	EPSY 621	PSY 558	PSY 568
1. Professional Identity																	
a. History			X														
b. Roles			X														
c. Technology											X						
d. Prof. Org.			X														
e. Credentialing													X				
f. Public Policy			X								X						
g. Advocacy			X							X	X						
h. Ethics			X										X				
2. Social and Cultural Diversity																	
a. Trends										X	X						
b. Attitudes										X							
c. Strategies				X						X	X						
d. Roles										X	X						
e. Theories										X							
f. Ethics										X			X				
3. Human Growth and Development																	
a. Ind. and family dev.																	X
b. Learning							X										X
c. Human behavior																	X
d. Strategies																	X
e. Ethics													X				
4. Career Development.																	
a. Theories										X							
b. Labor market										X							
c. Program planning										X							
d. Interrelationships										X							
e. Placement										X							
f. Assessment										X							
g. Computer										X							
h. Counseling processes			X							X							
i. Ethical										X			X				
5. Helping Relationships																	
a. Characteristics		X	X										X				
b. Skills		X															
c. Theories		X					X										
d. Systems		X															
e. Consultation													X				
f. technology						X											
g. Ethics		X	X											X			

6. Group Work			
a. Dynamics		X	
b. Leadership		X	
c. Theories		X	
d. Methods		X	
e. Approaches		X	
f. Standards		X	
g. Ethics		X	X
7. Assessment			
a. History		X	
b. Basic concepts		X	
c. Statistics		X	
d. Reliability		X	
e. Validity		X	
f. Culture		X	
g. Strategies		X	
h. Case Conceptualization	X	X	
i. Ethical		X	X
8. Research and Program Evaluation			
a. Importance		X	
b. Methods		X	X
c. Technology		X	
d. Program Evaluation		X	
e. Counseling Effectiveness			X
f. Ethics		X	X

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;

COUN 534 Foundations of Counseling Psychology

- b. professional roles, functions, and relationships with other human service providers;

COUN 534 Foundations of Counseling Psychology

- c. technological competence and computer literacy;

COUN 710 Community Counseling

- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

COUN 534 Foundations of Counseling Psychology

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

COUN 738D Professional Seminar: Master's in Counseling Psychology

- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

COUN 534 Foundations of Counseling Psychology

COUN 710 Community Counseling

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

COUN 534 Foundations of Counseling Psychology

COUN 666 Multicultural Counseling

COUN 710 Community Counseling

- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

COUN 534 Foundations of Counseling Psychology

COUN 738D Professional Seminar: Master's in Counseling Psychology

- 2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

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

COUN 666 Multicultural Counseling

COUN 710 Community Counseling

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

COUN 666 Multicultural Counseling

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

COUN 615 Introduction to Group Work

COUN 666 Multicultural Counseling
COUN 710 Community Counseling

- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

COUN 666 Multicultural Counseling
COUN 710 Community Counseling

- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

COUN 666 Multicultural Counseling

- f. ethical and legal considerations.

COUN 666 Multicultural Counseling
COUN 738D Professional Seminar: Master's in Counseling Psychology

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

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

EPSY 621 Human Development

- b. theories of learning and personality development;

COUN 633 Theories of Counseling
EPSY 621 Human Development

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

EPSY 621 Human Development

- d. strategies for facilitating optimum development over the life-span; and

EPSY 621 Human Development

- e. ethical and legal considerations.

COUN 738D Professional Seminar: Master's in Counseling Psychology

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;

COUN 635 Career Development

- b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

COUN 635 Career Development

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

COUN 635 Career Development

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

COUN 635 Career Development

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

COUN 635 Career Development

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

COUN 635 Career Development

- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

COUN 635 Career Development

- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

COUN 534 Foundations of Counseling Psychology
COUN 635 Career Development

- i. ethical and legal considerations.

COUN 635 Career Development
COUN 738D Professional Seminar: Master's in Counseling Psychology

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

COUN 533 Techniques of Counseling
COUN 534 Foundations of Counseling Psychology
COUN 732 Consultation

- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

COUN 533 Techniques of Counseling

- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

COUN 533 Techniques of Counseling
COUN 633 Theories of Counseling

- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

COUN 533 Techniques of Counseling

- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

COUN 732 Consultation

- f. integration of technological strategies and applications within counseling and consultation processes; and

COUN 628 Psychological Appraisal in Counseling I

- g. ethical and legal considerations.

COUN 533 Techniques of Counseling

COUN 534 Foundations of Counseling Psychology

COUN 738D Professional Seminar: Master's in Counseling Psychology

- 6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

COUN 615 Introduction to Group Work

- f. professional preparation standards for group leaders; and

COUN 615 Introduction to Group Work

- g. ethical and legal considerations.

COUN 615 Introduction to Group Work

COUN 738D Professional Seminar: Master's in Counseling Psychology

- 7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

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

COUN 628 Psychological Appraisal in Counseling I

- b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

COUN 533 Techniques of Counseling
COUN 628 Psychological Appraisal in Counseling I

- i. ethical and legal considerations.

COUN 628 Psychological Appraisal in Counseling I
COUN 738D Professional Seminar: Master's in Counseling Psychology

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

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

EPSY 620/COUN 620 Foundations of Research

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

EPSY 620/COUN 620 Foundations of Research
COUN 710 Community Counseling

- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

EPSY 620/COUN 620 Foundations of Research

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

EPSY 620/COUN 620 Foundations of Research

- e. use of research to improve counseling effectiveness; and

COUN 633 Theories of Counseling

- f. ethical and legal considerations.

EPSY 620/COUN 620 Foundations of Research

COUN 738D Professional Seminar: Master's in Counseling Psychology

Curricular Experiences for the School Counseling Program

CACREP Curriculum Standards	Classes	COUN 533	COUN 535	COUN 550	COUN 595Q	COUN 615	EPSY 620/ COUN 620	COUN 623	COUN 628	COUN 634	COUN 635	COUN 666	COUN 731	COUN 738B	COUN 739B	COUN 793B	ELAF 608	EPSY 621
1. Professional Identity																		
a. History			X											X				
b. Roles			X															
c. Technology					X													
d. Prof. Org.			X															
e. Credentialing														X				
f. Public Policy														X				
g. Advocacy												X		X				
h. Ethics			X							X				X				
2. Social and Cultural Diversity																		
a. Trends												X						
b. Attitudes												X						
c. Strategies				X		X				X		X						
d. Roles												X						
e. Theories												X						
f. Ethics												X		X				
3. Human Growth and Development																		
a. Ind. and family dev.																		X
b. Learning																X		X
c. Human behavior										X								X
d. Strategies										X								X
e. Ethics										X				X				
4. Career Development.																		
a. Theories												X						
b. Labor market												X						
c. Program planning												X						
d. Interrelationships												X						
e. Placement												X						
f. Assessment												X						
g. Computer												X						
h. Counseling processes												X						
i. Ethical												X						
5. Helping Relationships																		
a. Characteristics		X								X								
b. Skills		X						X		X								
c. Theories		X		X				X		X								
d. Systems		X		X						X								
e. Consultation										X			X					
f. technology					X			X		X								
g. Ethics		X								X				X				

6. Group Work			
a. Dynamics		X	
b. Leadership		X	
c. Theories		X	
d. Methods		X	
e. Approaches		X	
f. Standards		X	
g. Ethics		X	X
7. Assessment			
a. History			X
b. Basic concepts		X	X
c. Statistics		X	
d. Reliability		X	
e. Validity		X	
f. Culture		X	X
g. Strategies		X	
h. Case Conceptualization	X	X	X
i. Ethical		X	
8. Research and Program Evaluation			
a. Importance		X	
b. Methods		X	
c. Technology		X	X
d. Program Evaluation		X	
e. Counseling Effectiveness			X
f. Ethics		X	

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;

COUN 535 Introduction to School Counseling
 COUN 738B Professional Seminar: School Counseling

- b. professional roles, functions, and relationships with other human service providers;

COUN 535 Introduction to School Counseling
 COUN 738B Professional Seminar: School Counseling

- c. technological competence and computer literacy;

COUN 595 Topics in Counseling: Counseling and the Internet (All incoming students must complete the above course or demonstrate technology proficiency by a passing an exam.

- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

COUN 535 Introduction to School Counseling

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

COUN 738B Professional Seminar: School Counseling

- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

COUN 738B Professional Seminar: School Counseling

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

COUN 666 Multicultural Counseling

COUN 738B Professional Seminar: School Counseling

- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

COUN 535 Introduction to School Counseling

COUN 634 Counseling Practicum

COUN 738B Professional Seminar: School Counseling

- 2. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

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

COUN 666 Multicultural Counseling

- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

COUN 666 Multicultural Counseling

- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

- COUN 550 Introduction to Marriage and Family Therapeutic Systems
 - COUN 615 Introduction to Group Work
 - COUN 634 Counseling Practicum
 - COUN 666 Multicultural Counseling

- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

- COUN 666 Multicultural Counseling

- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

- COUN 666 Multicultural Counseling

- f. ethical and legal considerations.

- COUN 666 Multicultural Counseling
 - COUN 738B Professional Seminar: School Counseling

- 3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

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

- EPSY 621 Life Span Development

- b. theories of learning and personality development;

- COUN 793B Supervised Field Work in School Counseling
 - EPSY 621 Human Development

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

- COUN 634 Counseling Practicum
 - EPSY 621 Life Span Development

- d. strategies for facilitating optimum development over the life-span; and

- COUN 634 Counseling Practicum
 - EPSY 621 Life Span Development

- e. ethical and legal considerations.

- COUN 634 Counseling Practicum
 - COUN 738B Professional Seminar: School Counseling

- 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;

- COUN 635 Career Development

- b. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

- COUN 635 Career Development

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

- COUN 635 Career Development

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

- COUN 635 Career Development

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

- COUN 635 Career Development

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

- COUN 635 Career Development

- g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

- COUN 635 Career Development

- h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

COUN 635 Career Development

- i. ethical and legal considerations.

COUN 635 Career Development

COUN 738B Professional Seminar: School Counseling

- 5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

COUN 533 Techniques of Counseling

COUN 634 Counseling Practicum

- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

COUN 533 Techniques of Counseling

COUN 634 Counseling Practicum

- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

COUN 533 Techniques of Counseling

COUN 550 Introduction to Marriage and Family Therapeutic Systems

COUN 634 Counseling Practicum

- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

COUN 533 Techniques of Counseling
COUN 550 Introduction to Marriage and Family Therapeutic Systems
COUN 634 Counseling Practicum

- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

COUN 634 Counseling Practicum
COUN 731 Organization and Administration of Guidance Programs

- f. integration of technological strategies and applications within counseling and consultation processes; and

COUN 595Q Topic in Counseling: Counseling and the Internet
COUN 628 Psychological Appraisal in Counseling I
COUN 634 Counseling Practicum

- g. ethical and legal considerations.

COUN 533 Techniques of Counseling
COUN 634 Counseling Practicum
COUN 738B Professional Seminar: School Counseling

- 6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

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

COUN 615 Introduction to Group Work

- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

COUN 615 Introduction to Group Work

- f. professional preparation standards for group leaders; and

COUN 615 Introduction to Group Work

- g. ethical and legal considerations.

COUN 615 Introduction to Group Work

COUN 738B Professional Seminar: School Counseling

- 7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

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

COUN 628 Psychological Appraisal in Counseling I

- b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

COUN 628 Psychological Appraisal in Counseling I

COUN 634 Counseling Practicum

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

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

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

COUN 628 Psychological Appraisal in Counseling I

- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

COUN 628 Psychological Appraisal in Counseling I
COUN 634 Counseling Practicum

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

COUN 628 Psychological Appraisal in Counseling I

- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

COUN 533 Techniques of Counseling
COUN 628 Psychological Appraisal in Counseling I
COUN 634 Counseling Practicum

- i. ethical and legal considerations.

COUN 628 Psychological Appraisal in Counseling I
COUN 738B Professional Seminar: School Counseling

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

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,

EPSY 620/COUN 620 Foundations of Research

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

EPSY 620/COUN 620 Foundations of Research

- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

COUN 731 Organization and Administration of Guidance Programs

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

EPSY 620/COUN 620 Foundations of Research

- e. use of research to improve counseling effectiveness; and

COUN 731 Organization and Administration of Guidance Programs

- f. ethical and legal considerations.

EPSY 620/COUN 620 Foundations of Research

COUN 738B Professional Seminar: School Counseling

Section III - Clinical Instruction

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

Clinical Instruction for The Marriage, Couple, and Family Counseling/Therapy Program

A. Supervisor Qualifications

Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
2. relevant professional experience and demonstrated competence in counseling; and
3. relevant training and supervision experience.

All regular or adjunct program faculty members who provide supervision have an appropriate doctoral degree or specific clinical preparation in Marriage, Couple, and Family Counseling/Therapy. In addition, all faculty who provide supervision are Licensed Marriage and Family Therapists in Indiana. Below is a table indicating faculty who have provided supervision for the last 2 semesters.

<u>Faculty</u>	<u>Degree/Program</u>	<u>Credential</u>	<u>Type of Class</u>	<u>Type of Supervision</u>	<u>Semester</u>
Passmore	Ph.D.; Counselor Education	Licensed Psychologist, LMFT	Practicum	Group, Individual	Fall 02, Spring 03
Hernandez	Ph.D.; Marriage and Family Therapy	LMFT	Internship	Group, Individual	Fall 02, Spring 03

B. Student Supervisors

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

Currently, student supervisors are used in supervision as teaching assistants. In all cases, the practicum student is also supervised by a regular or adjunct faculty member. Doctoral students serving as teaching assistants all have master's degrees in counseling, have training in Marriage, Couple, and Family Counseling/Therapy, and have completed practicum and internship experiences equivalent to entry-level programs. In addition, all doctoral students serving as teaching assistants are supervised by program faculty with training in Marriage, Couple, and Family Counseling/Therapy. Currently only one doctoral student serves in the above capacity. She assists Dr. Passmore in supervising students in the COUN 838M Practicum in Marriage and Family Therapy course.

C. Site Supervisors

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

Site supervisors are selected carefully by specialty faculty based on appropriate qualifications and on faculty knowledge of the site supervisor's professional qualifications. Residing in a relatively rural area, most site supervisors are former students who are very well known for their professional competence and supervisory skills and are knowledgeable about the goals and objectives of the program. In addition, all site supervisors have training in Marriage, Couple, and Family Counseling/Therapy. All site supervisors are provided with information regarding program requirements and clinical expectations available in the Site Supervisor Handbook (Appendix L). Below is a list of Site Supervisors.

<u>Name</u>	<u>Degree</u>	<u>Area</u>	<u>License</u>
Bonath, Donna	MS	Agency Counseling	LMHC
Elmore, Michael	Ph.D.	Counseling Psychology	Psychologist
Henderson, Tom	Ph.D.	Counseling Psychology	Psychologist
Kirkman, Sheila	MSW	Clinical Social Work	LMFT, LMHC, LCSW
Roberts, Bridget	MS	Marriage and Family Therapy	LMFT
Williams, Tara	MS	Community Counseling	LMFT, LMHC, LCSW

D. Clinical Instruction Environment

A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following: settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping); settings for small-group work with assured privacy and sufficient space for appropriate equipment; necessary and appropriate technologies that assist learning, such as

audio, video, and telecommunications equipment; settings with observational and/or other interactive supervision capabilities; and procedures that ensure that the client's confidentiality and legal rights are protected.

The clinical instruction environment is first introduced to students in the introductory course, COUN 533 Techniques of Counseling, and carried through practicum and internship. Students first observe professionals and/or faculty working as counselors in films or videotapes. They also observe live sessions of faculty and students in the Department of Counseling Clinic that often includes live supervision.

The Department of Counseling Clinic is located on the 14th floor (School of Education), one floor below the departmental offices, and is used extensively for clinical instruction, observation, clinical practice and supervision. Located in the clinic are eight therapy rooms with one-way windows for observation and fitted with permanent cameras for videotaping. A telephone is available in each room for call-ins during the sessions and "bug-in-the-ear" technology is being used in the clinic for supervision. Video playback is available in each observation room for supervision use. In addition two classrooms have permanent video playback units for individual or group supervision.

Although many aspects of supervision are not currently utilized via distance telecommunications equipment, the department and university maintain excellent distance education facilities. Off campus clinical sites must provide appropriate space, facilities, equipment, and environment conducive for professional development of students.

E. Technical Assistance

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

The university maintains a relatively large technical staff. Several staff members in our building are dedicated to utilization and maintenance of technology. Several student technology labs are available in our building.

F. Supervisor Professional Development Opportunities

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

All site supervisors are provided orientation (Appendix L, Site Supervisor Handbook) and professional opportunities for professional development related to supervision. Program faculty maintains a continuing working relationship with each site supervisor. They are available for consultation and collaboration activities. They are also invited to on-campus programs of professional development co-sponsored by the department. See Appendix M for a list of professional Development Programs offered at the ISU. All

these activities are reinforced with faculty visits to clinical placement sites and by other contacts.

G. Practicum Experience

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

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

The requirements for practicum are clearly spelled out in the Student Handbook and in various other materials readily available to students. Marriage, Couple, and Family Counseling/Therapy students must take two semesters of COUN 838M - Practicum in Marriage and Family Therapy. During these two semesters of practicum they obtain a minimum of 160 direct client contact hours (80 per semester). In addition, they receive at least one hour per week of individual supervision provided by faculty member (or doctoral students under faculty supervision) and 2 hours per week in group supervision provided by faculty. Students are formally evaluated at the end of each practicum. (Appendix A, COUN 838M - Practicum in Marriage and Family Therapy; See Appendix J for copies of student clinical evaluation forms)

H. Internship Experience

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

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

4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g. record keeping, supervision, information and referral, in service and staff meetings);
5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
7. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

Marriage, Couple, and Family Counseling/Therapy students meet take three semesters of COUN 739M – Internship: Marriage and Family Therapy. During these three semesters of internship they obtain a minimum of 290 direct client contact hours. During their internship experience they are required to spend at least 20 hours per week at their internship resulting in a minimum of 740 clock hours at their internship. Internship experiences are designed to allow students to become familiar with a variety of professional activities. Students are required to provide audio or video tape recordings of sessions for use in individual or group supervision. These tapes must be brought to group supervision where they are reviewed during supervision. In addition, they receive at least one hour per week individual supervision provided by faculty or doctoral students under faculty supervision and 2 hours per week in group supervision provided by faculty. Students are formally evaluated at the end of each practicum. (Appendix A, COUN 739M - Internship: Marriage and Family Therapy; See Appendix J for copies of student clinical evaluation forms)

I. Faculty-Student Ratio in Practicum and Internship

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

A ratio of one faculty to five students in individual supervision courses is the established policy in the Department. See Appendix N for roster of sections and individual supervisors.

J. Group Supervision for Practicum

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

The established policy in the department for group supervision is 10 students maximum. See Appendix N for roster of sections and Group supervisors.

K. Client Diversity in Practicum

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

Clinical settings typically serve cross-sections of their local community. Consequently students have the opportunity to work with clients representative of the ethnic and demographic diversity in the community or setting.

L. Student Evaluations of Practicum Instruction and Experiences

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

A long-standing policy in the department requires that students evaluate all courses each semester. Consequently practicum and internship students evaluate the faculty supervisors at the end of each semester. In addition, they formally evaluate the site supervisors at the end of each internship experience. See Appendix O for a copy of the form used for faculty evaluations. See Appendix P for a copy of the form used for site supervisor evaluations

M. Professional Liability Insurance Coverage for Practicum Students

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

Departmental policy requires all students to show proof of professional liability insurance before engaging in practicum or internship. The University also fully insures students engaged in clinical practicum.

**Clinical Instruction for the
Mental Health Counseling Program**

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

A. Supervisor Qualifications

Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
2. relevant professional experience and demonstrated competence in counseling; and
3. relevant training and supervision experience.

All regular or adjunct program faculty members who provide supervision have an appropriate doctoral degree or clinical preparation consistent with the requirements of the specialty involved and have approved Graduate Faculty Status at ISU. All faculty providing supervision have a doctoral degree in counselor education or closely related area (counseling psychology). All faculty supervisors are Licensed Psychologist, Licensed Marriage and Family Therapist or National Certified Counselors.

<u>Faculty</u>	<u>Degree/Program</u>	<u>Credential</u>	<u>Type of Class</u>	<u>Type of Supervision</u>	<u>Semester</u>
Campbell	Ph.D.;	Licensed	Practicum	Group	Spring 03
	Counseling Psychology	Psychologist, NCC	Internship	Group	Fall 02
Fuelle	Ph.D.;	Licensed	Internship	Group	Fall 02, Spring 03
	Counseling Psychology	Psychologist			
Hernandez	Ph.D.; Marriage and Family Therapy	LMFT	Internship	Group	Spring 03
Villalba	Ph.D.;	NCC	Practicum	Group	Spring 03
	Counselor Education				

B. Student Supervisors

Students serving as individual or group practicum supervisors must have completed counseling practicum and internship experience equivalent to those within an entry-level program; have

completed or are receiving preparation in counseling supervision; and be supervised by program faculty,

Only doctoral level students in at least their fourth academic semester who are enrolled in or have completed the doctoral level supervision course are allowed to provide regular supervision for masters students in the Mental Health Counseling program. All student supervisors have training in counseling and have completed practicum and internship experiences equivalent to entry-level programs. In addition, all doctoral student supervisors are supervised by licensed program faculty. The accrediting body for our doctoral program has allowed a higher ratio than CACREP. Below you will find a 1:7 faculty/student ratio in supervision. Future supervision classes will be limited to 1:5 for individual supervision.

<u>Doctoral Student Supervisor</u>	<u>Supervisee</u>	<u>Faculty Supervisor of Doctoral Student</u>
Dennis Proffitt	Sisson Shahane	Dr. Passmore
Tamara Johnson	Jefferies Gaines	Dr. Passmore
Christine Kerr	Hairston Pieters	Dr. Passmore
Emile Wijnans	Rhoads Kulkarni	Dr. Passmore
Mark Frederick	Flax Petroskly	Dr. Passmore
Jamie Aten	Veazey Yeh	Dr. Passmore
Anne Price	Travelstead	Dr. Passmore

C. Site Supervisors

A site supervisor must have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and knowledge of the program’s expectations, requirements, and evaluation procedures for students.

Site supervisors are selected carefully by faculty based on appropriate qualifications and on faculty knowledge of the site supervisor’s professional qualifications. Practicum experiences generally consist of providing mental health interventions within school settings. In these situations, all site supervisors are licensed school counselors. During practicum experiences, individual supervision is provided by regular or adjunct faculty or doctoral students supervised by regular faculty. A few practicum experiences are provided in mental health facilities where supervisors are Licensed Psychologist, Mental Health Counselors, Marriage and Family Therapist, or Clinical Social Worker. Internship

experiences occur in mental health facilities. Internship site supervisors are Licensed Psychologists, Mental Health Counselors, Marriage and Family Therapist, Clinical Social Worker, or Board Certified Psychiatrist.

Name	Degree	Area	License
Cerra, Pat	Ph.D.	Clinical Psychology	Psychologist
Smith, Michael	Ph.D.	Counseling Psychology	Psychologist
McBride, Janet	MS	Clinical Social Work	LCSW
Hanner, Linda	PhD	Counseling Psychology	Psychologist
Dobson, Kevin	MSW	Clinical Social Work	LCSW
McCafferty, Margaret	MS	Counseling	LMHC
Galloway, Ed	PhD	Clinical Psychology	Psychologist
White, Paul	PsyD	Clinical Psychology	Psychologist
Brown, Judy	MS	Counseling	LCPC
Bishop, Lisa	PsyD	Clinical Psychology	Psychologist
Williams, Tara	MS	Counseling	LCSW, LMHC, LMFT
Elmore, Michael	PhD	Counseling Psychology	Psychologist
Ortega, Katherine	PhD	Clinical Psychology	HSPP
Shriner, William	MD	Psychiatry	Board Certified Psychiatrist
Wright, Barbara	MS	Counseling	LMHC

D. Clinical Instruction Environment

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

The clinical instruction environment is first introduced to students in the introductory course, COUN 533 Techniques of Counseling, and carried through practicum and internship. Students have the opportunity to observe professionals and/or faculty working as counselors in films or videotapes. They may also observe live sessions in the Department of Counseling Clinic.

The Department of Counseling Clinic is located on the 14th floor (School of Education), one floor below the departmental offices, and is used extensively for clinical instruction, observation, clinical practice, and supervision. Video playback is available in each observation room for supervision use. In addition two classrooms have permanent video playback units for individual or group supervision.

During internship, students regularly work with experienced professionals conducting groups, intake sessions, counseling sessions, education programs, etc. These activities are used as opportunities to model professional behaviors and to directly observe students' clinical skills.

E. Technical Assistance

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

The university maintains a relatively large technical staff. Several staff in our building are dedicated to utilization and maintenance of technology of all sorts. Several student technology labs are available in our building.

F. Supervisor Professional Development Opportunities

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

All site supervisors are provided orientation and professional opportunities for professional development related to supervision. Program faculty maintains a working relationship with each site supervisor. They are available for consultation and collaboration activities. Site supervisors are invited to participate in Clinical Comprehensive Examinations. (Appendix Q for a list of Comprehensive Exams and site supervisor participation). They are also invited to on-campus programs of professional development co-sponsored by the department. (Appendix M is a list of professional Development Programs offered at the ISU) All these activities are reinforced with faculty visits to clinical placement sites and by other contacts.

G. Practicum Experience

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

1. 40 hours of direct service with clients, including experience in individual counseling and group work;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;

3. an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

Students in the Mental Health Counseling program take COUN 634-Counseling Practicum to complete their practicum experience. They obtain a minimum of 100 clock hours and 40 direct client contact hours. In addition, they receive at least one hour per week of individual supervision provided by faculty (or doctoral students under faculty supervision) and 2 hours per week in group supervision provided by faculty. Students are formally evaluated at the end of each practicum. (Appendix A, COUN 634 – Counseling Practicum; See Appendix J for copies of student clinical evaluation forms)

H. Internship Experience

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

1. 240 hours of direct service with clients appropriate to the program of study;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor);
3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g. , record keeping, supervision, information and referral, in service and staff meetings);
5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
7. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

Mental Health Counseling students meet take two semesters of COUN 739D – Internship: Counseling Psychology where they must obtain a minimum of 900 clock hours of service and 360 hours of direct client contact hours. Internship experiences are designed to allow students to become familiar with a variety of professional activities including consultation, case management, crisis intervention, and case conferences, etc. Students are required to provide audio or video tape recordings of sessions for use in supervision. These tapes must be brought to group supervision where they are reviewed

during supervision. In addition, they receive at least one hour per week individual supervision provided by site supervisors and 2 hours per week in group supervision provided by faculty. Students are formally evaluated at the end of each practicum. (Appendix A, COUN 739D – Internship; See Appendix J for copies of student clinical evaluation forms)

I. Faculty-Student Ratio in Practicum and Internship

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

A ratio of one faculty to five students in individual supervision courses is the established policy in the Department. See Appendix N for roster of sections and supervisors.

J. Group Supervision for Practicum

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

The established policy in the department for group supervision is 10 students maximum. Appendix N are class lists for the practicum and internship classes.

K. Client Diversity in Practicum

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

Clinical settings typically serve cross-sections of their local community. Consequently students have the opportunity to work with clientele representative of the ethnic and demographic diversity in the community or setting.

L. Student Evaluations of Practicum Instruction and Experiences

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

A long-standing policy in the department requires that students evaluate all courses each semester. Consequently practicum and internship students evaluate the faculty supervisors at the end of each semester. In addition, they formally evaluate the site supervisors at the end of their internship experience. See Appendix O for a copy of the form used for faculty evaluations. See Appendix P for a copy of the form used for site supervisor evaluations.

M. Professional Liability Insurance Coverage for Practicum Students

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

Departmental policy requires all students to show proof of professional liability insurance before engaging in practicum or internship. The University also fully insures students engaged in clinical practicum.

**Clinical Instruction for the
School Counseling Program**

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

A. Supervisor Qualifications

Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;
2. relevant professional experience and demonstrated competence in counseling; and
3. relevant training and supervision experience.

All regular or adjunct program faculty members who provide supervision have academic and clinical preparation in school counseling. In addition, faculty supervisors are Licensed School Counselors or NCC.

<u>Faculty</u>	<u>Degree/Program</u>	<u>Credential</u>	<u>Type of Class</u>	<u>Type of Supervision</u>	<u>Semester</u>
Byrer	MED; School Counseling	Licensed School Counselor	Internship	Group	Fall 02
			Internship	Group	Spring 03
Hines	Ph.D.; Counselor Education	Licensed School Counselor	Fieldwork	Group	Fall 02
			Practicum	Group	Spring 03
Villalba	Ph.D.; Counselor Education	NCC	Fieldwork	Group	Fall 02
			Internship	Group	Fall 02
			Internship	Group	Spring 03

B. Student Supervisors

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

Only doctoral level students in at least their fourth academic semester as a graduate student who were receiving preparation in counseling supervision served as student supervisors for master’s students in the School Counseling program. All student supervisors have training in counseling and have completed practicum and internship experiences equivalent to entry-level programs. In addition, all doctoral student supervisors are supervised by a licensed school counselor who is a regular faculty member in the department. The faculty/student ratio in supervision applies to student supervisors as well as faculty. The list below represents doctoral students who provided group supervision. All school counseling students received individual supervision from their site supervisors.

Doctoral Student Supervisor	Supervisee	Faculty Supervisor of Doctoral Student
Maryann Latus	Heather Elkins	Dr. Hines
	Kristen Gauly	
	Julie Handschy	
	Mary McMullen	
	Melinda Minks	
Christine Kerr	Aaron Karrer	Dr. Hines
	Amanda Carrington	
	Stacy Boles	
	Arlene Basford	
	Elizabeth Berkshire	

C. Site Supervisors

A site supervisor must have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and knowledge of the program’s expectations, requirements, and evaluation procedures for students.

All site supervisors in the School Counseling Program have master’s degrees in school counseling, are Licensed School Counselors, and are practicing school counselors. The department provides each supervisor with information as to program expectation, requirements, and evaluation procedures prior to placement. Below is a list of site supervisors in the School Counseling Program.

Name	Degree	Area	License
Albright, Jane	MEd	School Counseling	School Counselor
Avenatti, Linda	MEd	School Counseling	School Counselor
Balch, Tonya	MEd	School Counseling	School Counselor
Bales, Dee	MEd	School Counseling	School Counselor
Bergan, George	MEd	School Counseling	School Counselor
Bishop, Deb	MEd	School Counseling	School Counselor
Bourne, Margaret	MEd	School Counseling	School Counselor
Bugbee, Marge	MEd	School Counseling	School Counselor
Bush, Becky	MEd	School Counseling	School Counselor
Calhan, Therese	MEd	School Counseling	School Counselor
Caulkins, Kathleen	MEd	School Counseling	School Counselor
Coffing, Robbie	MEd	School Counseling	School Counselor
Cole, Carey	MEd	School Counseling	School Counselor
Comer, Russena	MEd	School Counseling	School Counselor
Corn, Kristie	MEd	School Counseling	School Counselor
Cox, Amelia	MEd	School Counseling	School Counselor
Dallman, Deborah	MEd	School Counseling	School Counselor
DeMien, Erin	MEd	School Counseling	School Counselor
Evans, Jan	MEd	School Counseling	School Counselor
Foley, Robin	MEd	School Counseling	School Counselor
Freshour, Sandy	MEd	School Counseling	School Counselor
Frey, Sandee	MEd	School Counseling	School Counselor
Furr, Janet	MEd	School Counseling	School Counselor
Grove, Kay	MEd	School Counseling	School Counselor
Harris, Sherry	MEd	School Counseling	School Counselor
Havercamp, Theresa	MEd	School Counseling	School Counselor
Hill, Veronica	MEd	School Counseling	School Counselor
Hirsch, Bonita	MEd	School Counseling	School Counselor
House, Rochelle	MEd	School Counseling	School Counselor
Joy, Linda	MEd	School Counseling	School Counselor
Julius, Marianne	MEd	School Counseling	School Counselor
Keaton, Terry	MEd	School Counseling	School Counselor
Kitchens, Nancy	MEd	School Counseling	School Counselor
Kixmiller, Phyllis	MEd	School Counseling	School Counselor
Lancaster, Robert	MEd	School Counseling	School Counselor
Larson, Melinda	MEd	School Counseling	School Counselor
Leppla, Vicki	MEd	School Counseling	School Counselor
Lotter, Dave	MEd	School Counseling	School Counselor
Loutner, Leanne	MEd	School Counseling	School Counselor
Mandlin, Patt	MEd	School Counseling	School Counselor
McBride, Christi	MEd	School Counseling	School Counselor
McDonald, Garnett	MEd	School Counseling	School Counselor
McNabb, Bob	MEd	School Counseling	School Counselor
Montgomery, Kathy	MEd	School Counseling	School Counselor
Moynihan, Robert	MEd	School Counseling	School Counselor

Myers, Sandy	MEd	School Counseling	School Counselor
Nowling, Linda	MEd	School Counseling	School Counselor
Obermiller, Laura	MEd	School Counseling	School Counselor
Odle, Cheryl	MEd	School Counseling	School Counselor
Ramos, Julie	MEd	School Counseling	School Counselor
Roeder, Judy	MEd	School Counseling	School Counselor
Runion, Emily	MEd	School Counseling	School Counselor
Russell, Jon	MEd	School Counseling	School Counselor
Salisbury, Joe	MEd	School Counseling	School Counselor
Shewmaker, Dianne	MEd	School Counseling	School Counselor
Slisz, Bob	MEd	School Counseling	School Counselor
South, Kim	MEd	School Counseling	School Counselor
Trueblood, Cecelia	MEd	School Counseling	School Counselor
West, Karla	MEd	School Counseling	School Counselor
Wilson, Donna	MEd	School Counseling	School Counselor
Zetterberg, Genny	MEd	School Counseling	School Counselor

D. Clinical Instruction Environment

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

The clinical instruction environment is first introduced to students in the introductory course, COUN 533 Techniques of Counseling and carried through Practicum and Internship. Students have the opportunity to observe professionals and/or faculty working as counselors in films or videotapes. They work with mock clients utilizing video taping with formal feedback of these sessions including the use of video equipment. The Department maintains a Counseling Clinic located on the 14th floor (School of Education), one floor below the departmental offices which is utilized during the COUN 533 course. Located in the clinic are eight therapy rooms with one-way windows for observation and fitted with permanent cameras for videotaping. At all practicum and internship sites, students are provided with appropriate facilities to conduct individual and small group counseling. At all sites, video and audio equipment is available and utilized for clinical training. Faculty maintains regular contact with site supervisors throughout student's clinical instruction.

E. Technical Assistance

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

The university maintains a relatively large technical staff. Several staff in our building are dedicated to utilization and maintenance of technology. Several student technology labs are available in our building.

F. Supervisor Professional Development Opportunities

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

All site supervisors are provided orientation and opportunities for professional development related to supervision. Program faculty maintains a working relationship with each site supervisor. They are available for consultation and collaboration activities. They are also invited to on-campus programs of professional development co-sponsored by the department (Appendix M is a list of professional Development Programs offered at the ISU). All these activities are reinforced with faculty visits to clinical placement sites and by other contacts.

G. Practicum Experience

Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following: 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member; an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

Students in the School Counseling program take COUN 634-Counseling Practicum to complete their practicum experience. They obtain a minimum of 100 clock hours and 40 direct client contact hours and receive at least one hour per week individual supervision provided by their on site supervisor, who is supervised by departmental faculty. In addition they receive an average of 1 1/2 hour of group supervision weekly provided by faculty. The group supervision occurs on regularly scheduled meetings throughout the semester. Students are formally evaluated at the end of each practicum. (Appendix A, COUN 634 – Counseling Practicum; See Appendix J for copies of student clinical evaluation forms)

H. Internship Experience

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

1. 240 hours of direct service with clients appropriate to the program of study;
2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor);
3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g. , record keeping, supervision, information and referral, in service and staff meetings);
5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
7. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

School Counseling students take one semester of COUN 793B Supervised Fieldwork: School Guidance and Counseling and two semesters of COUN 739B – Internship: School Guidance and Counseling where they must obtain a minimum of 600 clock hours of service and 240 hours of direct client contact hours. Internship experiences are designed to allow students to become familiar with a variety of professional school counseling activities. Students are required to provide audio or video tape recordings of sessions for supervision. They receive at least one hour per week individual supervision, provided by their on site supervisors, and an average of 1 ½ hours of group supervision weekly provided by faculty. Students are formally evaluated at the end of each practicum. (Appendix A, COUN 793B – Supervised Fieldwork: School Guidance and Counseling; COUN 739B – Internship; See Appendix J for copies of student clinical evaluation forms)

I. Faculty-Student Ratio in Practicum and Internship

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

A ratio of one faculty to 5 students in individual supervision courses is the established policy in the Department. See Appendix N for roster of sections and supervisors.

J. Group Supervision for Practicum and Internship

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

The established policy in the department for group supervision is 10 students maximum. See Appendix N for class lists for the practicum and internship classes.

K. Client Diversity in Practicum

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

Counseling settings in the School Counseling program are all in public schools which serve cross-sections of their local community. Consequently students have the opportunity to work with clientele representative of the ethnic and demographic diversity in the community or setting.

L. Student Evaluations of Practicum Instruction and Experiences

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

A long-standing policy in the department requires that students evaluate all courses each semester. Consequently practicum and internship students evaluate the faculty supervisors at the end of each semester. Students usually fulfill their practicum and internship experiences at the same schools. Consequently, they formally evaluate the site supervisors at the end of their internship experience. See Appendix O for a copy of the form used for faculty evaluations. See Appendix P for a copy of the form used for site supervisor evaluations.

M. Professional Liability Insurance Coverage for Practicum Students

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

Departmental policy requires all students to show proof of professional liability insurance before engaging in practicum or internship. The University also fully insures students engaged in clinical practicum.

Section IV - Faculty and Staff

A. The Academic Unit

The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who:

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

Counselor Education Core Faculty

The Department of Counseling has 9 full time faculty members in the 2003-2004 academic year including one new tenure track faculty member, D. Collins. The Department hired two new tenure track faculty members who began in the Fall of 2002, B. Hernandez and M. Draper. The department currently has submitted a proposal for one additional faculty who can contribute to the core counselor education courses. All faculty members' vitae are available in Appendix B.

All of the Department faculty members contribute to the counselor education programs by teaching one or more of the core courses and by teaching the specialized courses in each program area. Each faculty has one or more areas of specialization, listed below.

Of the current nine faculty members, eight are from counselor education programs or closely related programs (Counseling Psychology and Family Science). One faculty member has a doctoral degree in Education Leadership.

The faculty has the responsibility and authority to determine the curriculum based on university policies. Department members have been enhancing the degree requirements regularly to meet the needs of licensing bodies, CACREP accreditation, and student needs.

Faculty Summaries

Dr. William Barratt

Degree: The University of Iowa, 1983, Counselor Education

Relevant preparation and experience: He worked at Northwest Missouri State University, taught at Miami University, worked in Hamilton Mental Health Center before joining the faculty in 1990. Trained as a CACREP site visitor in March, 2002

Memberships: ACA, ACPA, NASPA, ICA, NCACES

Specialty area: Student Affairs

Dr. Michele Boyer

Department of Counseling Chairperson

Degree: SUNY Buffalo, 1984, Counseling Psychology

Relevant preparation and experience: She is a Licensed Psychologist, teaches and supervises mental health professionals, engages in limited individual practice.

Memberships: ACA, ACES, NCACES, AMCD, ICA, APA

Specialty area: Mental Health Counseling

Dr. James Campbell

CACREP Coordinator and Director, Mental Health Counseling Program

Degree: Oklahoma State University, 1991, Counseling Psychology

Relevant preparation and experience: He is a Licensed Psychologist and NCC. He has training in Mental Health Counseling and Marriage, Couple, and Family Therapy. He completed his Pre-Doctoral Internship at the University of Maryland Counseling Center. He has worked in community mental health centers with individuals, children, families and couples for several years.

Memberships: ACA, ACES, APA.

Specialty areas: Mental Health Counseling, Marital, Couple, And Family Counseling/Therapy

Dr. Denise Collins

Degree: Virginia Polytechnic Institute and State University, 2001, Educational Leadership

Relevant preparation and experience: Has training and experience in student affairs.

Memberships: American College Personnel Association, National Association of Student Personnel Administrators, Association for the Study of Higher Education.

Specialty areas: Student Affairs Administration

Dr. Barbara Couden Hernandez

Degree: University of Minnesota, 2003, Family Social Science

Relevant preparation and experience: She is a Licensed Marriage and Family Therapist, was an Assistant Professor, Loma Linda University, Coordinator of Counseling Services, Univ. of Redlands, hospital counselor and university counselor.

Memberships: American Association of Marriage & Family Therapists, California Association of Marriage & Family Therapists, Minnesota Association of Marriage & Family Therapists.

Specialty area: Marital, Couple, And Family Counseling/Therapy

Dr. Matthew Draper

Degree: University of Texas at Austin, 2002, Counseling Psychology

Relevant preparation and experience: MA in Counselor Education, he has worked in university counseling center settings, community agencies, and has performed consultation and outreach with community agencies.

Memberships: APA

Specialty area: Mental Health Counseling

Dr. Peggy Hines

Director of Training, School Counseling Program

Degree: Indiana University, 1993, Counselor Education

Relevant preparation and experience: She is a Licensed School Counselor serving four years in the schools and a Licensed Marriage and Family Therapist. Project Director for Dewitt-Wallace Readers Digest Foundation Grant – Transforming School Counseling.

Memberships: ACA, ACES, ICA, ASCA

Specialty area: School Counseling, Marital, Couple, and Family Counseling/Therapy

Dr. Laurie Passmore

Director of Training of the Marriage and Family Therapy Program

Degree: University of Missouri, 1968, Counselor Education

Relevant preparation and experience: He is a Licensed Marriage and Family Therapist, Licensed Psychologist, Clinical Member and Approved Supervisor, AAMFT and has been in private practice (part-time) for many years. He is a leader in rural mental services and coordinates as well as supervises these mental health activities.

Memberships: APA, AAMFT

Specialty areas: Mental Health Counseling, Marital, Couple, and Family Counseling/Therapy

Dr. Michael Shuff

Degree: Indiana State University, 1989, Counseling Psychology

Relevant preparation and experience: He is a Licensed Psychologist, NCC, ACS, engages in private practice and supervises mental health professionals. He has served as a site visitor for CACREP. Memberships: ACA, APA, ICA, Northcentral ACES

Specialty area: Mental Health Counseling

B. Academic Unit Leadership and Faculty

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

1. A core faculty member is clearly designated as the academic unit leader for counselor education who
 - a. is responsible for the coordination of the academic unit,
 - b. receives inquiries regarding the overall academic unit,
 - c. is assigned at least 50% to the academic unit,
 - d. makes recommendations regarding the development of and expenditures from the budget,

- e. has release time from faculty member responsibilities to administer the academic unit, and
- f. provides or delegates year-round leadership to the operation of the program.

Academic Unit Leader

Dr. Michele Boyer, faculty member and Department Chair, has responsibility for administrative and curricular leadership and is assigned at 50% of her time for these varied activities. She is responsible for the departmental budget, course scheduling, course assignments, and Departmental reporting. She has a year-round assignment and responsibilities.

- 2. One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has
 - a. a teaching assignment in the program,
 - b. identified responsibilities as coordinator, and
 - c. relevant preparation and experience.

CACREP Liaison

Dr. James Campbell is designated as the CACREP Liaison. Responsibilities include coordinating the Program Directors CACREP activities, working with Program directors, faculty, and the department chair, communicating with CACREP as well as communicating with the School of Graduate Studies regarding all elements of the program. The coordinator is responsible for issues related to accreditation and licensure where appropriate. A graduate student in the Department assists Dr. Campbell with administrative tasks.

Marriage, Couple, and Family Counseling/Therapy Coordinator:

Dr. Laurie Passmore is a regular instructor in the program. Dr. Passmore is a Licensed Psychologist and a Licensed Marriage and Family Therapist in Indiana. He has Clinical Membership and Approved Supervisor status with AAMFT. He has a doctorate in counselor education from the University of Missouri.

Mental Health Counseling Program Coordinator:

Dr. James Campbell teaches classes in the program, is a member of ACA and ACES, and has published in ACA journals. He holds a license in Indiana as a Psychologist and is a National Certified Counselor. He has a master's degree in Community Counseling and doctorate in Counseling Psychology from Oklahoma State University.

School Counseling Program Coordinator:

Dr. Peggy Hines teaches full time in the program. She is a former school counselor and is a Licensed School Counselor in Indiana. She has a doctorate in counselor education from Indiana University.

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

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

Clinical Coordinator

Clinical Coordinator duties are currently carried out in a team approach by Drs. Passmore, Campbell, and Hines. These individuals meet regularly to manage and coordinate clinical experiences. They are responsible for developing clinical sites, assigning students to appropriate sites and communicating with all those involved clinical placements.

4. If the counselor education academic unit operates a clinical facility, there must be a facility director who
 - a. is responsible for the overall operation of the facility,
 - b. Has identified responsibilities, and
 - c. works closely with the clinical coordinator.

Clinical Facility Director

Dr. Barbara Couden Hernandez has responsibilities for coordinating the Counseling Clinic within the Department of Counseling. She is supported by two Graduate Assistants and three Doctoral Fellows who have marriage and family therapy backgrounds. The responsibilities include overseeing and coordinating the activities of the clinic as well as working closely with the clinical coordinators.

C. Adjunct Faculty

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

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

Adjunct faculty members are employed at times when the full time tenure track faculty members are not available to teach classes. Adjunct faculty must meet the criteria for Graduate Faculty Status set by the Faculty Government and by the School of Graduate Studies, which includes appropriate degrees, credentials and experience. See Appendix T for a copy of the application Graduate Faculty Status.

Through their professional preparation and/or practice, adjunct faculty members must demonstrate competency in their particular area of instruction. Adjunct faculty members are selected who exemplify the best in professional practice are engaged in professional

activities and practice, who work with appropriate professional organizations (ACA, ICA, ACES, etc.), who hold appropriate licensure and who are very familiar with the program's goals, vision and mission. During recruitment and hiring, Program Coordinators and the Department Chairperson discuss with the individuals the goals of the program and specific expectations of for the classes they will be teaching. Adjunct faculty members are subject to the same teacher evaluations as regular faculty.

Resumes for recent adjunct faculty members are available in Appendix B.

D. Faculty Professional Activities

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

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

During the past three years faculty have attended ACA annual conferences and other ACA Divisional activities, including ACES, ASCA, NCACES, ICA as well as other professional conferences, workshops etc. A summary of faculty attendance, scholarly activity and service activities during the past three years is listed briefly below. For full resumes see the Appendix B.

	Development/renewal:	Research and Scholarly Activity	Service
Dr. Will Barratt	National conferences Attended: 8	Publications Print Articles: 3 Electronic Articles: 7 Chapters: 1	National Conference Presentations: 6
Dr. Michele Boyer	National conferences Attended: 8	Publications Print Articles: 2	National Conference Presentations: 12 Regional or State Presentations: 7
Dr. James Campbell	National Conferences Attended: 4	Publications Print Articles: 1	National Conference Presentations: 3 Regional or State Presentations: 2
Dr. Denise Collins	National Conferences Attended: 7	Publications Print Articles under review: 2	National Conference Presentations: 5
Dr. Matthew Draper	National Conferences Attended: 4	Publications Print Articles:	National Conference Presentations: 4

Dr. Barbara Couden Hernandez	National Conferences Attended: 4	Publications Print Articles:	National Conference Presentations: 4
Dr. Peggy Hines	National Conferences Attended: 7	Publications Articles: 1 Chapters: 2 Manuscripts: 4	National Conference Presentations: 15
Dr. Laurie Passmore	National Conferences Attended: 3	Publications Books, Monographs and Chapters: 2 Articles: 4	National Conference Presentations: 9
Dr. Michael Shuff	National Conferences Attended: 3	Publications Print Articles: 6	National Conference Presentations: 2

E. Clerical Assistance

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

The department has two full-time secretaries who provide clerical assistance and support, and who render considerable technical assistance with word processing, spreadsheets, databases, university software and other related software programs. One secretary is dedicated to support of the Master’s programs and program faculty.

The Department has a networked laser printer, a FAX machine, a photocopy machine, scanner, CD burner, and a five-station computer lab for student use. The University and the School of Education have several full-time technical consultants who provide assistance from computer technology to distance learning technology. Computer training activities are available on a regular basis for faculty, staff, and students.

F. Faculty Assignments

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

CACREP Core Faculty

Each faculty who teaches a CACREP core course has specific background, training and experience in the area and is required to keep current with developments and requirements relevant to that area. Courses are assigned to faculty by the department chair with consultation with the program coordinators.

Marital, Couple, and Family Counseling/Therapy Faculty

Only appropriately credentialed faculty members who have expertise, experience and an appropriate license for practice teach core program courses. Supervision is provided only by those with appropriate license and training in supervision of MFT.

Mental Health Counseling Faculty

Instructors in core program courses including clinical supervision are limited to those with preparation in the area of mental health service delivery. Faculty who provide clinical supervision are either counselor educators or hold a license in mental health service delivery consistent with their doctorate.

School Counselor Faculty

Only faculty members who have training, expertise, experience and appropriate license as school counselors provide core program courses and supervision.

G. Diversity

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

The Indiana State University community, the School of Education, and the Department of Counseling have made a strong commitment to goals related to diversity. Special efforts have been made to attract and to retain a diverse faculty and student body for the past 20 years. Of the most recent opportunities to hire new faculty, two of four have been women and one of four has been from a visible ethnic minority group. Many other forms of individual diversity exist among the faculty and students in the Department.

H. Distance Learning Support

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

A strong commitment for distance learning exists in the Department and at ISU. The university has provided considerable resources for faculty through training grants, in-service, and technical assistance and provides up to date courseware and software for all faculty. Faculty members in the Department typically receive new desktop computers every two to three years. Several issues are currently being resolved, including appropriate workload accounting.

Section V - Organization and Administration

A. Publication of Program Descriptions and Requirements

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

Program descriptions are made available to students on the Departmental web site (<http://counseling.indstate.edu>; See Appendix E), in the Graduate Catalogue (Appendix C) and at the School of Graduate Studies web site (<http://www.indstate.edu/sogs/>). These pages are regularly evaluated and updated. Program material is also sent via US postal service to prospective students on request (see Appendix R, Material sent to prospective students.). This material has been recently updated to reflect the departmental programs.

B. Procedure for Responding To Inquiries

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

All student inquiries are sent to the Coordinator of the appropriate program for a response. The response is typically in the same manner as the inquiry – phone, mail or E-mail. Typically students are sent an informational packet of material describing the various programs (see Appendix R, Material sent to prospective students.)

C. Student Orientation and Handbook

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

1. a new student orientation is conducted; and
2. a student handbook is disseminated that includes the institution's and/or program's:
 - a. academic appeal policy,
 - b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program,
 - c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment,
 - d. information about appropriate professional organizations (i. e. , ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program, and
 - e. mission statement and program objectives.

Each academic program has an orientation session for new students at the beginning of each academic year. During this orientation students are given a copy of the Student Handbook (Appendix D) and the web address for the Graduate Catalog (Appendix D). The Student Handbook includes information on the academic appeal process, student retention, credentialing, professional organizations, mission statement, and program objectives.

D. Procedure for Publishing Current Information

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

Regular faculty meetings and program committee meetings are conducted bi-weekly during the fall and spring semesters. At these meetings current information regarding program operation is disseminated. Information is distributed to students, faculty and associated personnel in subsequent class meetings, postal mailings and email. In addition, the student handbook is updated regularly to incorporate changes.

E. Faculty-Student Ratio

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

Over the past 6 years, the FTE ratio of students to faculty has ranged from 8:3 to 12.6. Below are the numbers used to calculate departmental FTEs.

	1998	1999	2000	2001	2002	2003
Student FTE	77	89	80	110	106	98
Faculty FTE	9.25	9	9	8.75	10.5	10.75
Students per faculty	8.3	9.9	8.9	12.6	10.1	9.1

F. Faculty Teaching Load

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

1. advising and supervising student research using formulae consistent with established graduate school policies within the institution;
2. maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service; and
3. administrative responsibilities (if applicable).

The faculty teaching load in the Department is typically nine (9) semester hours each semester. The University full time teaching load is considered to be twelve (12) semester hours each semester. Faculty in the Department receive a three (3) to six (6) hour reduction in load for research, advising, professional development, and administrative responsibilities depending on the needs of the Department.

G. Graduate Assistantship Compensation

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

The Assistantship and Fellowship sub-committee of Graduate Council (a standing committee of ISU Faculty Senate) has conducted surveys of compensation for graduate assistants at comparable institutions. ISU falls within the range of compensation for stipend (cash salary) and scholarship (21 academic hours) of comparable programs. The Department Chair is given a lump sum for graduate assistantship stipends and for scholarship dollars and has wide latitude in assigning amounts and hours. All qualified students receive scholarships and/or assistantships.

H. Student Recruitment and Diversity

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

Minority students are specifically recruited or are identified during the application process. ISU is occasionally able to provide additional graduate assistant stipend incentives for students identified as ethnic minorities. The Department faculty has been aggressive and successful in attracting ethnic and gender minorities into the programs when comparing ISU with other similar institutions and with Indiana demographics.

I. Admissions Criteria

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

1. input from regular, adjunct, and affiliate program faculty;
2. each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts;
3. each applicant's aptitude for graduate-level study, including technological competence and computer literacy;
4. each applicant's career goals and objectives and their relevance to the program; and
5. each applicant's openness to self-examination and personal and professional self-development.

Admissions criteria are contained in materials distributed to students and are posted on the Department's web pages (See Appendix E). The student application calls for grades, standardized test scores (except for School Counseling), three letters of recommendation, and a student essay answering multiple questions. All applicants are interviewed by phone or in person.

J. Admissions Decisions

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

Admissions decisions are made with the input of the programs' admissions committees, which include multiple Department faculty and ISU affiliated faculty. Faculty from each Program Committee are actively engaged in the recruiting and admissions process. Each

application folder is reviewed by at least three faculty members before a decision is made on admissions.

K. Financial Assistance for Students

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

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

The Department has been very successful in receiving and retaining funding for graduate assistantships. All students are sent material about available graduate assistantships in the Department and in related areas on campus. Faculty, Directors of Training, and the CACREP coordinator work regularly with the ISU Financial Aid Office to provide students with current and appropriate information. It has been typical that all students seeking graduate assistantship support who qualify under ISU requirements receive it.

L. Faculty Advising

Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate study. The planned program of study identifies the following:

1. program prerequisite curricular experiences,
2. core curricular requirements,
3. specialized curricular experiences,
4. supervised practicum and internship requirements, and
5. appropriate elective curricular requirements.

Students are assigned an advisor, typically the Program Coordinator, when they are admitted to any of the programs in the Department. The Advisor shares with the student the Program of Study, which lists all required courses and includes space for electives as appropriate. The Program of Study must be filed with the School of Graduate Studies as part of the student's application for graduation.

Section VI - Evaluations in the Program

A. Program Mission Revisions

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

The members of the Department of Counseling hold an off-campus day-long retreat at the beginning of each semester. During this time, the Department and program missions are reviewed and used in the planning and evaluation process.

Each program has a Program Committee which provides leadership for program administration. Input for program direction comes from current and former students and personnel in cooperating agencies. Program Committees generally meet bi-weekly to discuss program issues.

Mental Health Counseling students are required to take the Counselor Preparation Comprehensive Exam as a part of their comprehensive examinations. The information obtained provides that program with data on students' achievement in the core areas in counseling. Students in the Mental Health Counseling and Marriage and Family Therapy Programs are required to make formal case presentations to an examination committee. Examining all presentations provides additional information regarding how the programs are meeting their objectives.

Each course is evaluated by students (see Appendix O for a copy of the evaluation form used). As a part of this evaluation, students are asked how the course meets their need and if they believe the information will be useful in their professional careers. These evaluations have resulted in changes in courses to better meet the objectives.

B. Faculty Assessment of Student Progress

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

Each student's academic performance, professional development and personal development are evaluated at least annually. This is typically done by members of the Program Committee for each area and will involve other relevant faculty or supervisors. Information from students' assistantship sites is collected. The forms for each program's student evaluations are available in the Appendix H.

C. Faculty Development of Program Evaluation Plan

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

1. an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi;
2. a review by program faculty of programs, curricular offerings, and characteristics of program applicants;
3. at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program;
4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate employers to assess their perceptions and evaluations of major aspects of the program; and
5. at least once every three years, program faculty document use of findings from VI. C. 1, 2, 3, and 4 above in program modifications.

The program committees for each program meet bi-weekly to address issues curricular offerings, program applicants, clinical experiences, etc. On-going assessment and program management are major aspects of these meeting. Each program conducts exit interviews with graduating students to assess strengths of the program and areas for improvement. The faculty attends departmental retreats at least once per year where curricular evaluations are discussed and planned changes are developed. Over the past several years these evaluations have resulted in curricular changes in all programs seeking accreditation. During 2001-2002 academic years, School Counseling has undergone programmatic revisions. Program modifications to Mental Health Counseling program have most recently been approved in 2001, with additional changes having been proposed (approval of those changes should occur in the 2003-2004 academic year). The most recent revisions to the Marriage and Family Therapy program were approved in 1999.

Indiana State University has developed a Student Outcomes Self-Assessment Report that all programs must complete. These reports include methods for data collection, data analysis, implementation of changes, and continued revision of assessment plan. See Appendix F for copies of these Reports

An annual summary of student applicants and students accepted occurs in each program. Data are collected by the Department and by the School of Graduate Studies.

Follow-up studies of program graduates have begun using a survey of students and a survey of recent graduate employers. These surveys are available in Appendix S.

The University requires that a program review be conducted every six years. This comprehensive review is submitted to faculty governance committees and is

approved by the Graduate Council, a standing subcommittee of the Faculty Senate. Copies of these reviews will be made available to site visitors while on campus.

D. Systematic Program Evaluation

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

The Department of Counseling Student Outcome Assessment for Master's Programs document is located in Appendix F. Information on these reports must be updated yearly.

E. Student Evaluation of Faculty

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

Each class uses a thorough evaluation form to evaluate teaching, the course materials, and curricular experiences. The form is available in Appendix O. In addition, students provide programmatic evaluation at the end of their training through an exit interview (Appendix G).

F. Faculty Evaluation Results

Provide annual results of student course evaluations to faculty.

Course evaluations are returned to faculty, and faculty are required to share course evaluations with the Department Chair at least once a year.

G. Faculty Evaluation Procedures

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

Faculty evaluation for promotion, retention and tenure are developed by the Personnel Committee and approved by the Department. The most recent changes were made during Fall 2001 to bring the policies into line with the new School of Education and ISU policies for promotion, retention, and tenure. See Appendix U for these criteria.

A. Foundations of Marital, Couple, And Family Counseling/Therapy

1. history of marital, couple, and family counseling/therapy including philosophical and etiological premises that define the practice of marital, couple, and family counseling/therapy;

COUN 536 Marriage Counseling and Family Therapy

2. structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g. , the International Association of Marriage and Family Counselors);

COUN 738M Professional Seminar: Marriage and Family Therapy

3. ethical and legal considerations specifically related to the practice of marital, couple, and family counseling/therapy (e.g. , the ACA and IAMFC Code of Ethics);

COUN 536 Marriage Counseling and Family Therapy

COUN 738M Professional Seminar: Marriage and Family Therapy

4. implications of professional issues unique to marital, couple, and family counseling/therapy including recognition, reimbursement, and right to practice;

COUN 738M Professional Seminar: Marriage and Family Therapy

5. the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals;

COUN 536 Marriage Counseling and Family Therapy

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

COUN 666 Multi-Cultural Counseling

B. Contextual Dimensions of Marital, Couple, and Family Counseling/Therapy

1. marital, couple, and family life cycle dynamics, healthy family functioning, family structures, and development in a multicultural society, family of origin and intergenerational influences, cultural heritage, socioeconomic status, and belief systems;

COUN 536 Marriage Counseling and Family Therapy
COUN 666 Multi-cultural Counseling

2. human sexuality issues and their impact on family and couple functioning, and strategies for their resolution;

COUN 595S Topics in Counseling: Human Sexuality

3. societal trends and treatment issues related to working with diverse family systems (e.g. , families in transition, dual-career couples, and blended families).

COUN 646 Advanced Marriage Counseling and Family Therapy

C. Knowledge and Skill Requirements for Marital, Couple, and Family Counselor/Therapists

1. family systems theories and other relevant theories and their application in working with couples and families, and other systems (e.g. , legal, legislative, school and community systems) and with individuals;

COUN 550 Introduction to Marriage and Family Systems Therapeutic,
COUN 650 Advanced Marriage and Family Therapeutic Systems,

2. interviewing, assessment, and case management skills for working with individuals, couples, families, and other systems; and implementing appropriate skill in systemic interventions;

COUN 646 Advanced Marriage Counseling and Family Therapy
COUN 739M Internship: Marriage and Family Therapy

3. preventive approaches for working with individuals, couples, families, and other systems such as pre-marital counseling, parenting skills training, and relationship enhancement;

COUN 646 Advanced Marriage and Family Therapy,
COUN 650 Advanced Marriage and Family Therapeutic systems.

4. specific problems that impede family functioning, including issues related to socioeconomic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution;

COUN 646 Advanced Marriage and Family Therapy,
COUN 650 Advanced Marriage and Family Therapeutic systems

5. research and technology applications in marital, couple, and family counseling/therapy.

COUN 838 - Practicum in Marriage and Family Counseling

D. Clinical Instruction

For the Marital, Couple, and Family Counseling/Therapy Program, the 600 clock hour internship (Standard III. H) occurs in a counseling setting, under the clinical supervision of a site supervisor as defined by Section III, Standard C. 1 - 2. The requirement includes a minimum of 240 direct service clock hours, defined as work with couples, families, and individuals from a systems perspective, with the majority of the direct service clock hours occurring with couples and family units.

COUN 739M Internship: Marriage and Family Therapy

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address standards A, B, and C (Marital, Couple, and Family Counseling/Therapy Programs).

COUN 739M Internship: Marriage and Family Therapy

Standards For Mental Health Counseling Programs

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

A table has been provided to indicate where the Mental Health Counseling program meets each sub-standard. A corresponding narrative follows the table.

CACREP Curriculum Standards	Mental Health Counseling Program															
	Classes	COUN 533	COUN 534	COUN 615	EPSY 620/ COUN 620	COUN 633	COUN 634	COUN 635	COUN 666	COUN 710	COUN 732	COUN 738D	COUN 739D	EPSY 621	PSY 558	PSY 568
A. Foundations of Mental Health Counseling																
1. History			X													
2. Professional Identity			X													
3. Standards												X				
4. Implications												X				
5. Ethics												X				
6. Roles								X								
B. Contextual Dimensions of Mental Health Counseling																
1. Assumptions										X						
2. Assessment				X						X						
3. Principles										X						
4. Management												X				
C. Knowledge and Skill Requirements for Mental Health Counselors																
1. Dysfunction																X
2. Human Development														X		
3. Assessment							X									
4. Diagnosis							X									
5. Application		X			X	X			X			X				
6. Psychopharmacology												X		X		
7. Intake		X				X						X				
8. Supervision						X						X				
9. Education									X	X						
10. Influence									X							
D. Clinical Instruction																
900 total hours, with at least 360 direct service hours													X			

A. Foundations Of Mental Health Counseling

1. historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;

COUN 534 Foundations of Counseling Psychology

2. roles, functions, and professional identity of mental health counselors;

COUN 534 Foundations of Counseling Psychology

3. structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;

COUN 738D Professional Seminar: Master's of Counseling Psychology

4. implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;

COUN 738D Professional Seminar: Master's of Counseling Psychology

5. ethical and legal considerations related to the practice of mental health counseling (e.g., the ACA and AMHCA Code of Ethics);

COUN 738D Professional Seminar: Master's of Counseling Psychology

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

COUN 666 Multi-Cultural Counseling

B. Contextual Dimensions of Mental Health Counseling

1. assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;

COUN 710 Community Counseling

2. strategies for community needs assessment to design, implement, and evaluate mental health care programs and systems;

EPSY 620/COUN 620 Foundations of Research
COUN 710 Community Counseling

3. principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities;

COUN 710 Community Counseling

4. management of mental health services and programs, including administration, finance, and budgeting, in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability, and cost containment.

COUN 738D Professional Seminar: Master's of Counseling Psychology

C. Knowledge and Skill Requirements For Mental Health Counselors

1. general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior, including addictive behaviors;

PSY 568 Introduction to Psychopathology

2. general principles and practices for the promotion of optimal human development and mental health;

EPSY 621 Human Development

3. specific principles and models of biopsychosocial assessments, case conceptualization, and theories of human development and concepts of psychopathology leading to diagnoses and appropriate treatment plans;

COUN 634 Practicum

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

COUN 634 Practicum

5. application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate, and long-term approaches;

COUN 533 Techniques of Counseling
COUN 633 Theories of Counseling
COUN 634 Practicum
COUN 710 Community Counseling
COUN 739D Internship

6. basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications;

COUN 739D Internship
PSY 558 Introduction to Psychopharmacology

7. principles and guidelines of 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;

COUN 533 Techniques of Counseling
COUN 634 Practicum
COUN 739D Internship

8. knowledge and provision of clinical supervision, including counselor development;

COUN 634 Practicum
COUN 739D Internship

9. the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy;

COUN 710 Community Counseling
COUN 732 Consultation

10. effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

COUN 710 Community Counseling

D. Clinical Instruction

For the Mental Health Counseling Program, the 600 clock hour internship (Standard III. H) occurs in a mental health setting, under the supervision of a site supervisor as defined by Section III, Standard C. 1-2. The requirement includes a minimum of 240 direct service clock hours. Beyond these 600 clock hours, the Mental Health Counseling program requires an additional 300 clock hours of internship in a mental health setting under the appropriate clinical supervision of a site supervisor as defined above. This requirement includes a minimum of 120 direct service clock hours. Therefore, the total requirement for a mental health counseling internship is a minimum of 900 clock hours of supervised experience in an appropriate setting, which includes a minimum of 360 direct service clock hours.

COUN 739D Internship

Standards For School Counseling Programs

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

A table has been provided to indicate where the School Counseling program meets each sub-standard. A corresponding narrative follows the table.

CACREP Curriculum Standards	School Counseling Program																	
	Classes	COUN 533	COUN 535	COUN 550	COUN 595Q	COUN 615	EPSY 620/ COUN 620	COUN 623	COUN 628	COUN 634	COUN 635	COUN 666	COUN 731	COUN 738B	COUN 739B	COUN 793B	ELAF 608	EPSY 621
A. Foundations of School Counseling																		
1. History			X															
2. Student Services			X										X					
3. Roles			X															
4. Leadership													X					
5. Environment																X		
6. Current Issues			X											X				
7. Diversity												X						
8. Community													X					
9. Technology										X			X					
10. Ethical & Legal														X				
B. Contextual Dimensions of School Counseling																		
1. Advocacy													X	X				
2. Team-Building													X					
3. Integration													X					
4. Promotion													X					
5. Administrators														X				
6. Developmental Counseling													X					
7. Prevention													X		X			

C. Knowledge and Skill Requirements for School Counselors

1. Program Development			
a. Assessments		X	
b. Program Evaluation		X	X
c. Goals and Objectives		X	X
d. Competencies			X
e. Action Plan		X	
f. Funding			X
g. Technology		X	
2. Counseling and Guidance			
a. Ind & Small-Group Counseling	X		X
b. Guidance Approaches			X X
c. Peer Facilitation	X		
d. Specific Issues	X		X
e. Transition			X X
f. Partnerships	X	X	X
g. Relationships		X	
h. Substance Abuse			X
3. Consultation			
a. Teamwork		X	X
b. Theories and Models		X	
c. Working with Others		X	X
d. Programs		X	X

D. Clinical Instruction

1. 600 clock hour internship			X X
2. Measured outcomes			X X

A. Foundations of School Counseling

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

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

COUN 535 Introduction to School Counseling

COUN 731 Organization and Administration of Guidance Programs

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

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

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

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

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

COUN 666 Multi Cultural Counseling

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

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

COUN 635 Career Development

COUN 731 Organization and Administration of Guidance Programs

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

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B. Contextual Dimensions of School Counseling

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

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

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

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

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

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

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

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7. knowledge of prevention and crisis intervention strategies.

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C. Knowledge and Skill Requirements for School Counselors

1. Program Development, Implementation, and Evaluation

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

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

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

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

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

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

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

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2. Counseling and Guidance

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

COUN 634 Counseling Practicum
COUN 739B Internship: School Counseling

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

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COUN 793B Supervised Field Work: School Counseling

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

COUN 634 Counseling Practicum

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

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

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

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COUN 731 Organization and Administration of Guidance Programs
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- g. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

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

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3. Consultation

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

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

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

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

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D. Clinical Instruction

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

COUN 739B Internship: School Counseling
COUN 793B Supervised Field Work: School Counseling

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

COUN 739B Internship: School Counseling

COUN 793B Supervised Field Work: School Counseling