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SECTION I

THE INSTITUTION

- A. The institution in which the academic unit is located is accredited by one of the six regional accrediting bodies or by a national accrediting body recognized by the Commission on Recognition of Post secondary Accreditation (CORPA), the successor to COPA's recognition function.**

The University of Wisconsin-Whitewater is fully accredited by the North Central Association, the National Council for the Accreditation of Teacher Education, and the Wisconsin State Department of Public Instruction (Graduate Bulletin, p.9, see appendix A).

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

The 1997-99 Graduate Bulletin describes the academic program and unit (page 81-82), admission criteria (pages 9 - 11 and 81), minimum program requirements (pages 81 and 82), matriculation requirements (pages 12- 16), and financial aid information (pages 19 - 21). The 2000- 2002 Graduate Bulletin is being developed currently.

- C. The academic unit is clearly identified as part of the institution's graduate school.**

- 1. Preferably, only one institutional academic unit has responsibility for the preparation of students in the program(s).**

The Department of Counselor Education, in the College of Education, is the primary academic unit responsible for the preparation of students in the program. Faculty within the department define course requirements, monitor student progress, and teach most of the courses. Techniques of Research is taught by faculty in the Educational Foundations Department. In addition, students sometimes complete electives through other academic departments (e.g. Psychology, Sociology, Social Work, Women's Studies).

- 2. If more than one academic unit has responsibility for the preparation of students in the program(s), the respective areas of responsibility and the relationships among and between them are defined clearly.**

Faculty in the Department of Educational Foundations teach the course, Techniques of Research. Communication with this department has been very positive. A specific section of the research course has been developed to accommodate counseling students. This course utilizes a text specifically written for counselor education graduate students.

D. Evidence exists of cooperative relationships between the academic unit and the following:

1. Other academic units contributing to the professional preparation of students in the program(s) and

Faculty within the program have good working relationships within the College of Education. Specifically, there are close working relationships with the Department of Educational Foundations (located on the same floor with faculty who teach Techniques of Research). Through active committee participation within the College and campus wide, there is an opportunity to work collaboratively with faculty from other departments. Letters addressing the cooperative relationships can be seen in appendix **B**.

2. Off-campus professional and community resources.

Program faculties are active in professional and community groups, providing direct services and consultation in various settings. Faculty provide leadership to professional organizations and serve in advisory positions on a number of local and regional boards. In addition, faculty share professional expertise through workshops, seminars and lecture series on the campus and in the community. All of these interactions build strong relationships between faculty and community resources. One faculty member is involved with part-time private practices. All faculty supervise practicum students in area agencies and school settings, and provide a variety of consultation activities in the community. Please see vitae for community activities of our faculty (appendix C).

E. The institution provides a budget sufficient to ensure continuity in the operation of the program(s).

The program's operating budget is provided on a fiscal year basis (July 1 to June 30) and is generally adequate to accommodate day-to-day operating expenses. Capital equipment and major projects are funded through multiple sources within the College (e.g., research funds in Dean's Office, technology grants) and the University (e.g., lab modernization projects, capital request processes, technology upgrades). Personnel lines are maintained at the department and college levels and ensure continuity of human resources necessary for the program. Summer session funding, while separate from academic year resources for faculty employment, has been available to support program offerings. The department budget can be seen in appendix D.

F. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, offices held).

Faculty are encouraged to participate actively with professional organizations and activities. A small travel budget is allocated to the department (from the Dean of the College). The Dean of the College is also able to support special projects and participation on a funds-available basis. Faculty members are active at state, regional and national levels, as can be seen in the vitae provided in the appendix. A copy of travel expenses provided to the department by the college for participation in professional meetings can be found in appendix E.

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

The University Health and Counseling Services (UHCS) is available to all currently enrolled UWW students (including part-time graduate students). Program students are encouraged to use the services of the UHCS for personal and professional growth; from students' anecdotal reports, it is clear that many students choose to do so. Brochures of services provided by the University Health and Counseling Services and a brief overview of professional backgrounds of the staff can be found in appendix F.

H. Data analysis- and word processing capabilities, including ready access to computers, are available to program faculty and students.

Each faculty member has a personal computer in her/his office. In addition, there are computers available to faculty and students in the WITRIC Lab within the College of Education, and in Anderson/McGraw Computing Facilities which serve the entire campus. There is a comprehensive technology plan within the College, which provides a timeline and process for upgrading, networking, etc. A significant part of the plan includes technology in classrooms and laboratories. It is expected that the first phase of the project will be completed within the next year. The Counselor Education Department has received a lab modernization grant for the 1999-2000 academic year. This will include the purchase of computers, which will be available to counseling students and faculty. A listing of services provided by these facilities may be found in appendix G.

I. Library facilities and resources are appropriate for scholarly inquiry, study, and research by program faculty and students. The library facilities and resources:

- 1. Include basic resources (e.g., books, journals) directly relevant to the program as well as resources from related disciplines such as anthropology, business, economics, education, psychology, and sociology**

According to information compiled by library staff in the fall of 1998, current holdings (title count) is as follows:

School Counseling (LB 1027.5)	292
Vocational Guidance (HF53 81)	281
Psychology (BF)	6,944
Marriage and Family (HQ)	5,356
Neurology and Psychiatry (RC3231-576)	3,840
Social Work (HV)	6,329
<hr/>	
	Total 23,042

Related disciplines include:

Anthropology	4,703
Business and Economics	35,537
Education (L class only)	19,258
Psychology (in addition to BF)	3,930
Sociology (in addition to HQ)	6,227

The number of journals directly related to the program are 176 and those journals in related disciplines such as anthropology, business, economics, education, and sociology is 476.

A listing of journal subscriptions is included in Appendix H.

In addition to the above resources that are owned and housed in the University Library, the university provides access to electronic resources including full-text research resources via the Internet. The library public access workstations can

access global resources through the World Wide Web. The Library also has subscriptions to remote databases allowing students and faculty to do research anytime anywhere provided that they have electronic access to the campus network.

2. Are open evenings and weekends.

During the academic year, the University of Wisconsin-Whitewater Library is open Monday through Thursday, 7:30 a.m. to 11:45pm, Fridays, 7:30 a.m. to 6:00 p.m., Saturdays, 9:00 a.m. to 5:00 p.m., and Sundays 1:00 p.m. to 11:45pm. Hours are shorter during breaks (generally only day hours) and extended somewhat during the summer session and intersessions (see appendix H).

3. Provide services including computerized searches, interlibrary loans, reserved books/materials, microfiche and microfilm reviewing, and photocopying.

All of the services listed above are available through the UWW Library. The library can be accessed via modem through its online service. In addition, all currently enrolled graduate students and faculty/staff have access to other libraries within the UW System. Faculty are invited and encouraged to request specific holdings; library staff secures those new resources. Each department has a specific allocation of funds (administered by library staff) to be used each year. A library representative within the department processes those requests as they are received from faculty or faculty can also request directly on-line (see appendix H).

J. Research support is available to program faculty and students, and includes, but is not limited to the following:

1. Statistical consultation and computer assistance for ongoing research activities,

For faculty and students, computer assistance and consultation is available through the Academic Computing Facility, which is a part of Technology and Information Resources. Staff persons assist with the design and analysis of research projects and data. Technical support is also provided through the Learn Center, the WITRIC lab, and the Anderson/McGraw computer labs. Information related to these services can be found in appendix G.

2. Funds for data analysis conducted by program faculty and students; and

A special account administered by the Associate Dean for the College of Education is available to support research activities (including data analysis) (see appendix I). While most data analysis can be accomplished internally, and

without significant financial cost, there are also special research initiatives which become available periodically through the college, institution, and system.

3. Administrative support to assist the program in securing extramural funds for research.

The Learn Center (see appendix G) provides administrative and technical support in securing extramural funding. A number of special services are available through the office, including grant-writing workshops, SPIN searches, and individual consultations.

SECTION II
PROGRAM OBJECTIVES AND CURRICULUM

A. 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 consideration of 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.**

The Guidance and Counseling program at the University of Wisconsin - Whitewater has been developed with input from a diverse group of individuals. Informal and formal assessments of program objectives are ongoing. The different courses (including Social and Cultural Foundations) offered by the faculty help prepare the students to function as professional counselors in a diverse and pluralistic society.

All department faculty have input into the program objectives, which are written in the student handbook (appendix J). Faculty have worked together to develop and assess the objectives. Practicum and professional association activities allow faculty to gather informal assessment of the viability and achievement of objectives.

Specific feedback related to program objectives is assessed shortly after graduation. Practicum supervisors from agencies, schools, and institutions of higher education provide formal assessments of the achievement of program objectives on an annual basis. Graduates of our program are periodically surveyed to determine achievement of objectives and the appropriateness of the objectives in the context of their professional activities. The assessment instrument can be seen in appendix K.

- B. Academic units with programs in Community Counseling, School Counseling, and Student Affairs Practice in Higher Education 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 hour or 72-quarter hour credits required of all students. Academic units with programs in Mental Health Counseling and/or Marriage and Family Counseling/Therapy are comprised of approved graduate-level study with a minimum of 60-semester hour or 90- quarter hour credits required of all students.**

The Masters Degree in Guidance and Counseling is a 48-credit program. Students in Community Counseling, School Counseling, and Higher Education have a minimum of two full academic years of course work. Full-time students wishing to graduate in two years begin course work in the summer and include two full-time summer sessions, as well as two full academic years to complete their degree. Students who wish to pursue marriage and family certification typically take twelve credits pre- or post-graduation toward this goal. Beginning in June 1999, community counseling students interested in certification in the area of alcohol and other drugs and those interested in certification as career counselors may elect to enroll in a 51 credit option, while students interested in marriage and family certification may elect a 54 credit option.

- C. Students have the opportunity and are encouraged to participate in workshops, seminars, or other activities that contribute to personal and professional development.**

Students are encouraged to attend workshops, seminars, and other forms of professional development. These opportunities are announced in classes, newsletters, and posted on the bulletin board in the counseling lab. The department sponsors an annual conference, which has served as an opportunity to provide continuing education for counseling professionals, professional development for our students, and networking opportunities for students and professionals. (Brochures of recent conferences can be seen in appendix L).

- D. Over the course of an academic term, students meet for a minimum of 10 clock hours, within the program, in a small group activity. This planned group requirement is intended to provide direct experiences as a participant in a small group, and may be met during the initial curricular experience in group work under the direction of the professor teaching the course.**

Students enroll in 490-721, Group Procedures in Counseling, as part of their masters' program. This class is limited in size to a maximum of 12, in order to facilitate participation in a small group process throughout that semester.

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

When evaluations indicate a student's inappropriateness for the program, the student's advisor addresses this issue through individual consultation in an attempt to develop a more appropriate career direction. Although evaluations have followed a more informal and course-related process in the past, a formal review of progress has been developed to evaluate student progress. This process was implemented Fall 1998 with students who were admitted June, 1998, and thereafter (see student handbook, p. 15-16, appendix J). Students are informed of their review through a letter from the department chair. Individuals who are progressing well in all areas are provided that feedback. Those students who have areas of concern identified by the student and/or faculty are sent a letter, which directs them to meet with their advisor to discuss these issues (see appendix M for a copy of the letters). The student and faculty member attempt to address these concerns. In situations in which the counseling profession does not appear an appropriate field for the student, the advisor will identify this concern and examine other professional options. If problems persist, the student will not be accepted into the internship experience.

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

Although program requirements limit our flexibility to some degree, each student consults with his/her advisor to develop the most appropriate academic program. The student's background and knowledge base are taken into account to provide a program, which will maximize their professional development. Graduate school policy allows for the transfer of a maximum of nine credits from other institutions (see Graduate Bulletin p. 12-13, appendix A). Since most of our students do not have elective courses in the programs, in most cases courses transferred are substituting for our required courses. Therefore, the advisor must attempt to determine the match between the course to be transferred and the course for which it will substitute. This is done through the examination of the course description and/or syllabus and with consultation with our faculty who have been teaching this course.

Accommodations are made for student with disabilities. Classrooms and lab facilities are accessible to wheelchairs. Accommodations can be made through Project Assist and the

Disabled Student Services (see appendix N for brochures) office to record books and/or classes, and provide any other necessary services to accommodate the student's needs.

G. Course (or other curricular experience) syllabi are distributed at the beginning of each curricular experience and are available for review by all enrolled or prospective students, and include, but are not limited to the following:

1. Objectives;
2. Content areas;
3. Required text(s) and/or reading(s); and
4. Student performance evaluation criteria and procedures.

Course syllabi include objectives, content areas, required text(s) and/or reading(s), student performance evaluation criteria, and procedures are distributed at the beginning of each curricular experience. Syllabi are also available in the library for review by students or other interested individuals (see appendix BB).

H. Evidence exists of the use of research data among program faculty and students and includes, but is not limited to frequent use of and reference to relevant research findings in instructional experiences.

Faculty utilize research data within the context of classes. This is demonstrated by class syllabi and handouts, as well as use of references to relevant research findings within the context of class discussions.

I. Each program or specialization within a program for which initial or continued accreditation is sought must show a history of graduates from each program or specialization within the prior two years.

The Community Counseling, School Counseling and Higher Education specialties have a long history at the University of Wisconsin - Whitewater. These programs were increased to 48 credits six years ago. Twenty to forty-five counseling professionals graduate each year, providing a history of graduates from each of these specialties.

Program graduates	Community	Higher Education	School	Total
1998-1999	14	3	4	21
1997-1998	26	7	6	39

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

Since our department has made significant changes in the curriculum during the 1998-1999 academic year, the eight core areas will be addressed twice to stipulate how these guidelines were addressed prior to the changes and how they are presently be addressed for students beginning the program June, 1999 and thereafter.

Students who began the program prior to June, 1999.

1. Human growth and development - studies that provide an understanding of the nature and needs of individuals at all developmental levels.

Studies in this area include, but are not limited to, the following:

- a. Theories of individual and family development and transitions across the life-span;
- b. Theories of learning and personality development;
- c. Human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior;
- d. Strategies for facilitating development over the life-span; and
- e. Ethical considerations. Human Growth and Development

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-722	Theories of Counseling	X	X	X
490-723	Counseling in Elementary and Middle Schools		X	
490-725	Counseling in Secondary Schools		X	
490-728	Clinical Studies in Counseling	X		
490-729	Student Services in Higher Education			X
490-731	Introduction to Marriage and Family Counseling	X		
490-734	Families: Assessment and Treatment of Abusive Behavior	X		
490-738	Perspectives on School Counseling		X	
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-746	Counseling and the Chemical Dependency Process	X		
499-793	Practicum in Counseling	X	X	X

2. SOCIAL AND CULTURAL FOUNDATIONS - studies that provide an understanding of issues and trends in a multicultural and diverse society
- Studies in this area include, but are not limited to, the following:
 - Multicultural and pluralistic trends including characteristics and concerns of diverse groups;
 - Attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;
 - Individual, family, and group strategies with diverse populations; and
 - Ethical considerations Social and Cultural Foundations

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-721	Group Procedures in Counseling	X	X	X
490-722	Theories of Counseling	X	X	X
490-725	Counseling in Secondary Schools		X	
490-729	Student Services in Higher Education			X
490-731	Introduction to Marriage and Family Counseling	X		
490-734	Families: Assessment and Treatment of Abusive Behavior	X		
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-746	Counseling and the Chemical Dependency Process	X		
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X

3. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes. Studies in this area include, but are not limited to, the following:
- a. Counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
 - b. Basic interviewing, assessment, and counseling skills;
 - c. Counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
 - d. Client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and
 - e. Ethical considerations. Helping Relationships
- Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-721	Group Procedures in Counseling	X	X	X
490-722	Theories of Counseling	X	X	X
490-723	Counseling in Elementary and Middle Schools		X	
490-725	Counseling in Secondary Schools		X	
490-728	Clinical Studies in Counseling	X		
490-729	Student Services in Higher Education			X
490-730	Consulting Skills for Counselors		X	
490-731	Introduction to Marriage and Family Counseling	X		
490-738	Perspectives in School Counseling		X	
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-746	Counseling and the Chemical Dependency Process	X		
490-747	Consultation Models and Outreach Applications in Student Services			X
499-793	Practicum in Counseling	X	X	X

4. **GROUP WORK** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches

Studies in this area include, but are not limited to, the following:

- a. Principles of group dynamics including group process components; developmental stage theories, and group members' roles and behaviors;
- b. Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;
- c. Theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. Group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups; and
- f. Ethical considerations.

Group Work

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-720	Career Development and Information Services	X	X	X
490-721	Group Procedures in Counseling	X	X	X
490-747	Consultation Models and Outreach Applications in Student Services			X
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X

5. CAREER AND LIFESTYLE DEVELOPMENT - studies that provide an understanding of career development and related life factors

Studies in this area include, but are not limited to, the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, and labor market information resources, visual and print media, and computer-based career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development;
- e. career and educational placement, follow-up and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision-making;
- g. computer based career development applications and strategies, including computer- assisted career guidance systems;
- h. career counseling processes, techniques and resources including those applicable to specific populations; and
- i. Ethical considerations.

Career and Lifestyle Development

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-729	Student Services in Higher Education			X
490-738	Perspectives in School Counseling		X	
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X

6. APPRAISAL - studies that provide an understanding of individual and group approaches to assessment and evaluation.

Studies in this area include, but are not limited to, the following:

- a. Theoretical and historical bases for assessment techniques;
- b. Validity including evidence for establishing content, construct, and empirical validity;
- c. Reliability including methods of establishing stability, internal and equivalence reliability;
- d. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- e. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations;
- f. the assessment and evaluation of individuals and groups;
- g. Strategies for selecting, administering, interpreting, and using assessment Age, gender, ethnicity, language, disability, and culture factors related to and evaluation instruments and techniques in counseling; and
- h. Ethical considerations in appraisal.

Appraisal

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-727	Program Development, Research and Evaluation for		X	
490-728	Clinical Studies in Counseling	X		
490-731	Introduction to Marriage and Family Counseling	X		
490-734	Families: Assessment and Treatment of Abusive Behavior	X		
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-746	Counseling and the Chemical Dependency Process	X		
499-793	Practicum in Counseling	X	X	X

7. **RESEARCH AND PROGRAM EVALUATION** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

Studies in this area include, but are not limited to, the following:

- a. Basic types of research methods to include qualitative and quantitative research designs;
- b. Basic parametric and nonparametric statistics;
- c. Principles, practices, and applications of needs assessment and program evaluation;
- d. Uses of computers for data management and analysis; and
- e. Ethical and legal considerations in research.

Research and Program Evaluation

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-719	Appraisal Procedures in Counseling	X	X	X
490-727	Program Development, Research and Evaluation for School Counselors		X	
490-729	Student Services in Higher Education			X
490-748	Administration in College Student Personnel			X
424-740	Techniques of Research	X		X
499-793	Practicum in Counseling	X	X	X

8. **PROFESSIONAL ORIENTATION** - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing

Studies in this area include, but are not limited to the following:

- a. History of the helping professions including significant factors and events;
- b. Professional roles and functions including similarities and differences with other types of professionals;
- c. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- d. Ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g. appraisal, group work);
- e. Professional preparation standards, their evolution, and current applications;
- f. Professional credentialing; including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and
- g. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

Professional Orientation

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-722	Theories of Counseling	X	X	X
490-728	Clinical Studies in Counseling	X		
490-729	Student Services in Higher Education			X
490-731	Introduction to Marriage and Family Counseling	X		
490-738	Perspectives in School Counseling		X	
490-746	Counseling and the Chemical Dependency Process	X		
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X

Students beginning the program on or after June, 1999

1. Human growth and development - studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following:
 - f. Theories of individual and family development and transitions across the life-span;
 - g. Theories of learning and personality development;
 - h. Human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior;
 - i. Strategies for facilitating development over the life-span; and
 - j. Ethical considerations.

Human Growth and Development

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-722	Theories of Counseling	X	X	X
490-728	Clinical Studies in Counseling	X		
490-729	Student Services in Higher Education			X
490-731	Introduction to Marriage and Family Counseling	X		
490-734	Families: Assessment and Treatment of Abusive Behavior	X		
490-736	Counseling Across the Lifespan	X	X	X
490-738	Perspectives in School Counseling		X	
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-743	Counseling in Elementary and Middle Schools		X	
490-745	Counseling in Secondary Schools		X	
490-746	Counseling and the Chemical Dependency Process	X		
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

2. SOCIAL AND CULTURAL FOUNDATIONS - studies that provide an understanding of issues and trends in a multicultural and diverse society

- f. Studies in this area include, but are not limited to, the following:
- g. Multicultural and pluralistic trends including characteristics and concerns of diverse groups;
- h. Attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;
- i. Individual, family, and group strategies with diverse populations;and
- j. Ethical considerations

Social and Cultural Foundations

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-721	Group Procedures in Counseling	X	X	X
490-722	Theories of Counseling	X	X	X
490-745	Counseling in Secondary Schools		X	
490-729	Student Services in Higher Education			X
490-731	Introduction to Marriage and Family	X		
490-734	Families: Assessment and Treatment of Abusive	X		
490-736	Counseling Across the Lifespan	X	X	X
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-746	Counseling and the Chemical Dependency	X		
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

3. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes. Studies in this area include, but are not limited to, the following:
 - i. Counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;
 - j. Basic interviewing, assessment, and counseling skills;
 - k. Counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
 - l. Client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and
 - m. Ethical considerations.

Helping Relationships

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-721	Group Procedures in Counseling	X	X	X
490-722	Theories of Counseling	X	X	X
490-728	Clinical Studies in Counseling	X		
490-729	Student Services in Higher Education			X
490-731	Introduction to Marriage and Family	X		
490-736	Counseling Across the Lifespan	X	X	X
490-738	Perspectives in School Counseling		X	
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-743	Counseling in Elementary and Middle Schools		X	
490-745	Counseling in Secondary Schools		X	
490-746	Counseling and the Chemical Dependency	X		
490-750	Consultation in Counseling: An Individual and Systems Approach		X	X
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

4. **GROUP WORK** - studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches

Studies in this area include, but are not limited to, the following:

- g. Principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors;
- h. Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles;
- i. Theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature;
- j. Group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- k. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups; and
- l. Ethical considerations.

Group Work

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-720	Career Development and Information Services	X	X	X
490-721	Group Procedures in Counseling	X	X	X
490-748	Administration in College Student Personnel			X
490-750	Consultation in Counseling: An Individual and Systems Approach		X	X
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

5. CAREER AND LIFESTYLE DEVELOPMENT - studies that provide an understanding of career development and related life factors

Studies in this area include, but are not limited to, the following:

- j. career development theories and decision-making models;
- k. career, avocational, educational, and labor market information resources, visual and print media, and computer-based career information systems;
- l. career development program planning, organization, implementation, administration, and evaluation;
- m. interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development;
- n. assessment instruments and techniques relevant to career planning career and educational placement, follow-up and evaluation;
- o. and decision-making;
- p. computer based career development applications and strategies, including computer- assisted career guidance systems;
- q. career counseling processes, techniques and resources including those applicable to specific populations; and
- r. Ethical considerations.

Career and Lifestyle Development

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-729	Student Services in Higher Education			X
490-736	Counseling Across the Lifespan	X	X	X
490-738	Perspectives in School Counseling		X	
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-745	Counseling in Secondary Schools		X	
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

6. APPRAISAL - studies that provide an understanding of individual and group approaches to assessment and evaluation.

Studies in this area include, but are not limited to, the

following: i. Theoretical and historical bases for

assessment techniques:

- J. Validity including evidence for establishing content, construct, and empirical validity;
- k. Reliability including methods of establishing stability, internal and equivalence reliability;
- l. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- m. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations;
- n. Age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups;
- o. Strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling; and
- p. Ethical considerations in appraisal.

Appraisal

Required

For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-719	Appraisal Procedures in Counseling	X	X	X
490-720	Career Development and Information Services	X	X	X
490-728	Clinical Studies in Counseling	X		
490-731	Introduction to Marriage and Family Counseling	X		
490-734	Families: Assessment and Treatment of Abusive Behavior	X		
490-741	Social and Cultural Foundations in Counseling	X	X	X
490-743	Counseling in Elementary and Middle Schools		X	
490-745	Counseling in Secondary Schools		X	

490-746	Counseling and the Chemical Dependency Process	X		
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

7. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

Studies in this area include, but are not limited to, the following:

- f. Basic types of research methods to include qualitative and quantitative research designs;
- g. Basic parametric and nonparametric statistics;
- h. Principles, practices, and applications of needs assessment and program evaluation;
- i. Uses of computers for data management and analysis; and
- j. Ethical and legal considerations in research.

Research and Program Evaluation

Required

For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-719	Appraisal Procedures in Counseling	X	X	X
490-729	Student Services in Higher Education			X
490-738	Perspectives in School Counseling		X	
424-740	Techniques of Research	X	X	X
490-748	Administration in College Student Personnel			X
499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

8. **PROFESSIONAL ORIENTATION** - studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing

Studies in this area include, but are not limited to the following:

- h. History of the helping professions including significant factors and events;
- i. Professional roles and functions
- j. including similarities and differences with other types of professionals;
- k. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- l. Ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g. appraisal, group work);
- m. Professional preparation standards, their evolution, and current applications;
- n. Professional credentialing; including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; and
- o. Public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

Professional Orientation

Required For

Course Number	Course Title	Community Counseling	School Counseling	Higher Education Counseling
490-718	Principles of Counseling	X	X	X
490-722	Theories of Counseling	X	X	X
490-728	Clinical Studies in Counseling	X		
490-729	Student Services in Higher Education			X
490-735	Ethics and Professional Identity Formation	X	X	X
490-731	Introduction to Marriage and Family Counseling	X		
490-738	Perspectives in School Counseling		X	
490-746	Counseling and the Chemical Dependency Process	X		
490-748	Administration in College Student Personnel			X

499-793	Practicum in Counseling	X	X	X
499-795	Internship	X	X	X

Section III

CLINICAL INSTRUCTION

Clinical instruction includes supervised practica and internships completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program.

A. Each regular, adjunct and affiliate program faculty member who provides on-campus individual and/or group practicum and/or internship supervision has the following:

- 1. a doctoral degree from a program in counselor education or a closely related field or is receiving supervision from such a person;**

Only program faculty provide individual and/or group supervision of students in practicum and/or internship

Regular faculty

Colette Dollarhide, Ed. D. - Counselor Education
National Certified Counselor Wisconsin
Professional Counselor Certification

Don Norman, Ph. D. - Educational Psychology
Approved Supervisor-American Association for Marriage & Family Therapy
Clinical Member – American Association for Marriage and Family Therapy
Licensed Professional Counselor, Louisiana

Brenda O'Beirne, Ph.D.- Counseling Psychology
Licensed Psychologist

Aneneosa Okocha, Ph.D.- Counseling and Guidance
Wisconsin Professional Counselor Certification
National Certified Counselor
National Certified Career Development Facilitator Instructor

David Van Doren, Ed.D. - Counselor Education
Certified Clinical Mental Health Counselor
National Certified Counselor
Master Addictions Counselor
Wisconsin Professional Counselor Certification
Independent Clinical Social Worker
Licensed Psychologist

2. **Relevant professional experience and demonstrated competence in counseling and/or human development at levels appropriate for the students supervised; and**

Community Counseling

Regular faculty listed in section A1 above are licensed or certified counselors and/or psychologists. Vitae are included in appendix C.

School Counseling

Two of the regular faculty are certifiable in school counseling and have school counseling experience.

Higher Education

In addition to the above, four of the regular faculty have training and experience in student personnel services and counseling in higher education.

Marriage and Family Counseling

In addition to the above, one of the regular faculty is certified as a marriage and family counselor and supervisor of marriage and family therapists.

3. **Relevant training and supervision experience.**

All regular faculty have completed training and supervision requirements relevant to their specific fields of counseling.

B. Students serving as individual and/or group practicum supervisors:

- 1. have completed practicum and internship experiences equivalent to those within the entry-level program;**
- 2. have completed or are receiving training in counseling supervision; and**
- 3. Are themselves supervised by program faculty with a faculty/student ratio of 1:5.**

Not Applicable. Students do not serve in this capacity.

C. A site supervisor should meet the following criteria:

1. a minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses;
2. a minimum of two (2) years of pertinent professional experience; and
3. All site supervisors of practicum students must be qualified by program
4. Standards defined as having or eligible for certification as a counselor, psychologist, social worker, or other acceptable human services field that requires a masters degree and two years of supervised professional experience.

Following is a list of recent off-campus/non-department practicum/internship supervisors, their qualifications and placement sites (see appendix 0 for additional information on qualifications).

Sandra Adams, M.S.W
Waukesha Memorial Hospital
Waukesha, WI

Terri Mattingly, M.S
Crossroads Counseling Center
Janesville, WI

Micheal Beilke, M.S.
Family Service
Madison, WI

Susan Matzke, M.S.
Genesis Counseling Services
Janesville, WI

Nancy Bicknell, M.S.
Watertown Women's Center
Watertown, WI

Terry Martzke, M.S.
Edison Middle School
Janesville, WI

Mike Brown, Ph.D.
Mercy Options
Janesville, WI

Kathleen McCadam, M.S.W.
Family Services
Racine, WI

Mike Champeau, M.S.W., M.Ed.
Catholic Charities
Racine, WI

Donna McLeod, M.S.S.W.
Briarpatch
Madison, WI

Gail Fox, M.S.
Career Services
UW-Whitewater

Chris Metzke, M.S.W.
Charter Behavioral Health
West Allis, WI

Jennifer Flory, M.S.

James Mosher, M.S.

Brodhead High School
Brodhead, WI

Patricia Gillete, M.S.
Oregon High School
Oregon, WI

Les L. Higgenbottom, M.S.
Catholic Charities
Kenosha, WI

Faith Holley-Beal, M.S.
Women's Center of Waukesha
Waukesha, WI

Sarah Hotschkiss, M.S.
Lutheran Social Services
Janesville, WI

Carol Kampa, M.S.
New Berlin West High School
New Berlin, WI

Gregory Kebbekus, M.S.
Monona Grove High School
Monona Grove, WI

Elaine Kersten, M.S.
Catholic Charities
Rockford, IL

Terri Landowski, M.S.
Fort Atkinson High School
Fort Atkinson, WI

Karen Lengell, M.S.
Sts. Cecelia & James School
Mequon, WI

Lawrence Lewis, M.A.
Waterford High School

Waterford, WI

Edison Middle School
Janesville, WI

Deb Moen, M.S.S.W.
Drug/Alcohol Unit
Mental Health Center of Dane County
Madison, WI

Lynn Mucha, M.S.W.
EAP/SAP Coordinator
UW-Whitewater

Larry Nash, M.S.
Wilson Elementary School
Janesville, WI

Steve Naymich, M.S.W.
University Health & Counseling Services
UW-Whitewater

Keith Olsen, M.S.
Central High School
Salem, WI

Richard Schlafer, Ph.D.
University Health & Counseling Services
UW-Whitewater

Linda Sime, M.S.W.
Janesville Counseling Center
Janesville, WI

Jerry Strand, M.S.
Kettle Moraine Middle School
Dousman, WI

Daniel Twardowski, M.S.
Mercy Options
Janesville, WI

Teri Varney, M.S.W.
Family Service

Madison, WI

Mary Beth Mackin, M.S.
Asst. Dean of Student Life
UW-Whitewater

Sharon Webster, M.S.
University Health & Counseling Services
UW-Whitewater

Karen Marino, M.S.
Jefferson County Human Services
Jefferson, WI

Greg Winkler, M.S.W.
Mercy Options
Janesville, WI

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

Requested internship sites are sent program requirements prior to accepting students at that site (see appendix P). Faculty meet personally with each on-site supervisor at the beginning of a student's placement and at least three other times during the placement. On-site supervisors also receive the course syllabi, which outlines the objectives, internship requirements, and method of evaluation.

D. A counseling laboratory that is conducive to modeling, demonstration, and training is available and used for clinical instruction. Administrative control of the laboratory facility allows adequate and appropriate access by the program. The laboratory facility includes, but is not limited to, the following:

- 1. Rooms for individual counseling, with assured privacy and sufficient space for appropriate equipment (e.g., videotape and audio tape);**
- 2. Rooms for small group work, with assured privacy and sufficient space for appropriate equipment;**
- 3. Portable and permanent audio and videotape recording and playback equipment;**
- 4. Rooms with observational capabilities; and**
- 5. Acoustical (i.e.. sound reduction) treatment throughout.**

The present counselor education laboratory was constructed in 1993, and consists of a classroom that will accommodate approximately 25 students, a smaller classroom that will accommodate up to 20 students (used as a group room), and four rooms that are used for individual or family counseling. One additional room is available for observational purposes. Rooms are equipped with one way mirrors and audio capabilities. Four of the rooms have video taping capabilities utilizing a centralized monitoring and recording system. During the 1999-2000 academic year, cameras and monitors for the other two rooms will be purchased through a lab modernization project (appendix Q). Acoustics have recently been upgraded to a satisfactory level. Two camcorders are available to be

checked out for use in the field. Any additional video and/or audio equipment are available through a centralized audio/video support service on campus.

E. Technical assistance for the use and maintenance of audio and videotape and microcomputer equipment is available.

All audio/video equipment is maintained through Instructional Technology Services. A separate department, Technology and Information Resources, maintains a help desk for assistance with use and maintenance of microcomputers. Workshops and seminars on the use of computers and related software are available throughout the academic year.

F. The program faculty provides orientation, assistance, and consultation to supervisors.

All faculty doing supervision meet and consult with on-site supervisors. Faculty make a minimum of four on-site visits over the duration of a internship placement. In the initial meeting an overall orientation is presented including objectives and program expectations. Each subsequent visit entails contact and on-going consultation with the on-site supervisor as well as the intern.

G. In order to improve supervised clinical experiences for students in the program, the program faculty provide professional development opportunities for site supervisors (e.g., training in supervision, crisis intervention).

Presently the Department of Field Experiences, in the University, offers a supervisory workshop that is available to supervisors of school counselors (see appendix R). In addition, applications for monetary grants for professional development funds can be made to the same department by all on-site supervisors. The development of a comprehensive program through either Counselor Education or Field Experiences is being considered to meet the professional supervisory needs of all on-site supervisors. Presently, the individual internship instructor provides an orientation for each supervisor during his/her first visit to the internship site.

H. The program requires students to complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of individual counseling and group work skills under supervision. The student's practicum includes the following:

- 1. A minimum of 40 hours of direct service with clients, so that experience can be gained in individual and group interactions (at least one-fourth of these hours should be in group work);**
- 2. A minimum of one (1) hour per week of individual supervision (using audiotape, videotape, and/or direct observation) 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 A minimum of one and one-half (1 1/2) hours per week of group supervision with other students in similar practica over a minimum of one academic term by a program faculty member or a supervisor under the supervision of a program faculty member;**
- 4. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.**

Students participate in a minimum of 100 hours of supervised practicum with:

1. A minimum of 8 hours per week participation in the counseling lab throughout the semester.
2. A minimum of 40 hours of direct service with clients in individual and group interactions. Students will be assigned individual and group counseling sessions to be facilitated in the counseling lab. These sessions are observed and/or videotaped by the instructor/supervisor and/or student colleagues.
3. One hour per week of individual supervision (using audiotape, videotape, and/or direct observation);
4. One and one-half hours per week of group supervision; and
5. Evaluation of the student's performance throughout the practicum including a formal evaluation at the completion of the practicum.

To assist students in developing record keeping skills and to monitor professional work with clients, students are required to set up a confidential client file for each client counseled within the context of this course. This file will include an initial assessment, ongoing progress notes, and a counseling plan. Progress notes will be written for each client participating in a group session. The practicum course was begun as an elective special studies course Fall 1998 and will be a required course for all students beginning with those admitted in 1999 (see appendix S).

The program requires students to complete a supervised internship of 600 hours that is begun after successful completion of the student's practicum (as defined in Standard III.H). Consideration should be given to selecting internship sites that offer opportunities for students to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. The student's internship includes the following:

- 1. A minimum of 240 hours of direct service with clients appropriate to the program of study;**

Students are required to do two semesters of internship experience, spending 20 hours a week at their internship sites. A minimum of 240 hours of direct service with clients appropriate for their areas of emphasis (including individual and group interactions) is also required of the students for the academic year. Individual internship instructors monitor the completion of total internship hours and direct service activities through weekly logs (see appendix T).

- 2. A minimum of one (1) hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;**

Weekly supervision sessions are done by the site supervisors with the internship students. In addition, periodic individual supervision sessions with faculty supervisors per semester are required for the students. The supervision usually entails the review or critique of the intern's audio/video taped counseling sessions. In addition, a minimum of two site supervision sessions per semester are done with students. These may include live observation/supervision, and/or the review of student's taped counseling sessions with his/her site supervisors. The students are encouraged to submit additional taped counseling sessions to their instructors for review and feedback. Individual internship instructors monitor the weekly supervision of students through weekly logs (see appendix T).

- 3. A minimum of one and one-half (1 1/2) hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;**

There is a weekly group supervision seminar class for students enrolled in the same internship section. This class meets for two and one-half (2 1/2) hours per week for two regular semesters (fall and spring) during the academic year.

4. The opportunity for the student to become familiar with a variety of professional activities other than direct service;

Students are involved in various professional activities other than direct service to clients. These include, but are not limited to keeping up-to-date records of client progress notes and charts, consultation with fellow interns, professional counselors and therapists; and participation in professional development activities such as inservice workshops and professional conferences.

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

Students are required to do a minimum of three taped (audio and video) counseling sessions for the semester. These are used both for individual and group supervision sessions with faculty members. Most site supervisors also require taped counseling sessions for supervision purposes.

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

Students are expected to gain some experience in the use of various assessment tools (including qualitative, quantitative and computerized instruments). Students also have the opportunity to learn about relevant mental health resources and providers especially with reference to referral purposes. Students are required to do some inservice training for the professional staff at their internship sites, and/or engage in professional research projects. Consequently, they use the professional counseling literature, and also draw from their experiences as a result of participation in professional development activities such as workshops and conferences to fulfill this requirement.

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

A key feature of the program's internship is the on-going evaluation of the student's performance. This is done both informally and formally and often times in consultation with the site supervisor. Generally, students are advised by program faculty members to do some self-assessment after each counseling session with their clients. Students may be required to provide a written critique of at least two counseling sessions per semester; or use some self assessment tools (developed by faculty members) to evaluate themselves (twice a semester). Site supervisors also provide the students feedback regarding their performance. This is done verbally, in writing or via some assessment scale developed by the faculty members. The assessment tools mentioned in this section are contained in the appendix.

- J. 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.**

The program's faculty student ratio for internship purposes is 10:1, and the internship course 499-793 is six (6) credits per semester. Load policy in the College of Education is 12 credits per semester. A new course Internship 490-795 will be offered (beginning 2000) to enable us to change the name of this experience to internship. This course will be offered for three credits and the/student ratio will be 5 to 1.

The number of students in each internship section for the last three years are listed below.

<i>1994-95</i>	<i>1995-96</i>	<i>1996-97</i>	<i>1997-</i>	<i>1998-99</i>	<i>1999-</i>
Okocha	Okocha -	Okocha	Okoch	Okocha -	Okoch
Stehno -	Stehno -	Stehno	Stelmo	Dollarhid	O'Beir
O'Beirne	O'Beirne	O'Beirn	O'Beir	O'Beirne	Dollarh
Herbert	Herbert -	Herbert	Herbert - 9	Norman - 6	Norma
Van	Van	Van			

A workshop entitled Pre-practicum has been offered for the last three semesters. The faculty/student ratio for this course has been 4 to 1; 2 to 1; and 2 to 1. This experience will be required as a one semester practicum for students beginning the program June, 1999 and thereafter.

- K. Group supervision seminars for practicum and internship should not exceed 10 students.**

Number of students in each internship supervision seminar class is usually no more than ten (10) students. The pre-practicum (practicum) seminars have not exceeded four students thus far.

- L. Clinical experiences (practicum and internship) provide opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of their community.**

Students are placed in diverse settings to reflect their areas of emphases (Community, Higher Education and School) for their internship experiences. Presented below is a sample list of internship placements in community, higher education and school settings.

Community Emphasis

Catholic Social Services
Rockford, IL

Women & Families Psychotherapy
Waukesha, WI

Charter Hospital
West Allis, WI

Mercy Options Addiction Treatment
Services, Janesville, WI

Lutheran Social Services
Milwaukee, WI

Mendota Mental Health Institute
Madison, WI

Rogers Memorial Hospital
Oconomowoc, WI

Milwaukee Psychiatric Hospital
Wauwatosa, WI

Sauk Co. Dept. of Human Services
Baraboo, WI

Beloit Counseling Center
Beloit, WI

Elmbrook Memorial Hospital
Brookfield, WI

Beginnings Groups Home
Janesville, WI

Midwest Rehabilitation Center
Waterford, WI

Genesis Counseling Services, Ltd.
Janesville, WI

Job Service

Watertown, WI

Mental Health Center of Dane County
Madison, WI

Child & Adol. Treatment Center
Wauwatosa, WI

Bureau of Prisons
FCI Oxford, WI

Family Services, Inc.
Madison, WI

Drug/Alcohol Unit
Mental Health Center of Dane County

Lad Lake
Dousman, WI

Hospice Care
Madison, WI

Private Industry Council of Rock County
Janesville, WI

Higher Education Emphasis

Blackhawk Technical College
Janesville, WI

Gateway Technical College
Kenosha, WI

University Health & Counseling
Services
UW-Whitewater

Madison Area Tech. College
Madison, WI

Residence Life
UW-Whitewater

Milwaukee Area Tech. College
Milwaukee, WI

Career Services
UW-Whitewater

Adult Career & Ed. Couns. Center
University of Wisconsin, Madison

Dean of Students Office
UW-Whitewater

School Emphasis

Brodhead High School
Brodhead, WI

Craig High School
Janesville, WI

Poynette High School
Poynette, WI

Mukwonago High School
Mukwonago, WI

Cudahy High School
Cudahy, WI

Riverside Middle School
Watertown, WI

Lance Junior High School
Kenosha, WI

McKinley Middle School
Racine, WI

Dennison Middle School
Lake Geneva, WI

Wheatland Center Elementary
Burlington, WI

Brookfield Elementary
Genoa City, WI

Lapham Elementary School
Madison, WI

M. Students formally evaluate their supervisors at the conclusion of their practicum and internship experiences.

Students evaluate the faculty supervisors twice during their internship experience (at the end of fall and spring semesters). The department evaluation tools/instruments used for this purpose are contained in appendix U. Students are also offered the opportunity to write a reflective paper that critiques their internship experience during the final semester of their internship year.

N. Students are strongly encouraged to have professional liability insurance prior to participation in practicum or internship experiences.

Students are covered by the State/University liability insurance provided to students completing clinical/education and/or field placement programs as part of their study in education. Students are also encouraged to purchase student professional liability insurance (see appendix V).

SECTION IV
FACULTY AND STAFF

- A. There must be at least three (3) full-time faculty members assigned to the academic unit in counselor education. The academic unit must also document at least three (3) FTE faculty with regard to teaching loads/assignments in counselor education (see glossary). When the academic unit offers more than one program seeking CACREP accreditation and/or programs for which CACREP accreditation is not sought, evidence must be provided that faculty resources are adequate to allow for an exemplary educational experience for students within each program.**

There are five full-time faculty members within the Department of Counselor Education. These faculty members include: Dr. Colette Dollarhide, Dr. Don Norman, Dr. Brenda O'Beirne, Dr. Anene Okocha and Dr. David Van Doren. 4.25 FTE are dedicated to teaching assignments within each academic semester, .25 is allocated for department chair position, .25 for program coordinator and .25 for graduate release time. In addition, adjunct faculty are involved as needed to assist with course instruction. Adjunct faculty are generally members of the university community or practitioners in the area, all with appropriate academic credentials.

- B. One faculty member is clearly designated as the academic unit leader for counselor education, is responsible for the coordination of the academic unit, is the one to whom inquiries regarding the overall academic unit are addressed, and has:**

A faculty member within the department serves as Chair and Program Coordinator. Dr. David Van Doren is serving in that position now. On the UW-Whitewater campus, the Chair role is a three-year term, appointed by the Dean with significant input from the department.

- 1. A doctoral degree from a program in counselor education or a closely related field;**

The Chair completed his Ed.D. in Counselor Education at the University of Maine in 1981.

- 2. Relevant experience in the profession;**

Dr. Van Doren has been a counselor educator at the University of Wisconsin — Whitewater for 16 years. He has experience in school counseling, counseling and student affairs in a higher education setting, and community counseling. Receiving his masters' degree in 1974, Dr. Van Doren has been part of the counseling profession for 25 years.

3. Membership(s) in appropriate professional organizations (e.g., ACA, its divisions and/or branches) and certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and

The Chair is a member of ACA, ACES, AMHCA, NCACES, WCA, WACES, WMHCA, and APA. He is certified as a professional counselor and licensed as a psychologist in the State of Wisconsin.

4. 50% or greater assignment to the program, is employed by the institution full-time, and is regularly assigned to teach courses in the program.

The Department Chair position is .25, with program coordination responsibilities having another .25 allocation. The Chair is employed full-time and regularly teaches courses within the program. The Chair has a.50 teaching assignment in the program (six credits during academic year, and six credits each summer session).

C. One faculty member is identified as the coordinator for each program for which accreditation is sought, and has:

As indicated above, the coordinator and chair roles are combined. These responsibilities are currently assumed by Dr. David Van Doren. However, the department identifies Dr. Colette Dollarhide as coordinator of the School Counseling emphasis; Dr. Anene Okocha and Dr. Brenda O'Beirne as coordinators of the Higher Education emphasis; and Dr. Donald Norman and Dr. David Van Doren, as coordinators of the community emphasis. These emphasis coordinator roles are served without specific release time.

- 1 Doctoral degree from a program in counselor education or a closely related field;**
- 2. Relevant experience in the program;**
- 3. Membership(s) in appropriate professional organizations (e.g., ACA and divisions and/or branches, and/or ACPA) and certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession; and**
- 4. A teaching assignment in the program.**

D. In addition to the academic unit leader and program coordinators, other faculty members who have teaching assignments in the program(s) have

1. Doctoral degrees from a program in counselor education or a closely related field;

Colette Dollarhide, Ed.D. Counselor Education
Donald Norman, Ph.D. Educational Psychology
Brenda O'Beirne, Ph. D. Counseling Psychology
Aneneosa Okocha, Ph.D. Counseling and Guidance
David Van Doren, Ed.D. Counselor Education

2. Relevant experience in the profession;

Colette Dollarhide

Assistant Professor, School Counseling Program, University of Wisconsin
Whitewater; 1998 to present
School Counselor (volunteer), New Berlin Schools, Elmwood Elementary School,
Fall 1998 to present
Counseling Consultant (volunteer), Whitewater Schools, Fall 1998 to present
Assistant Professor and Coordinator, Student Personnel in Higher Education
Program, Emporia State University; 1995 to 1998
School Counselor (volunteer), Emporia High School; Fall 1997 (6 hrs/wk)
School District Consultant, Washoe County School District; 1994 to 1995
Director, Student Development Programs, University of Nevada, Reno; 1994 to
1995 (Career Development Center evolved into Student Development
Programs, including Orientation, Academic Advising, Experiential Programs,
Professional School Advisement, Recruiting, Placement)
Director, Career Development Center, University of Nevada, Reno; 1988 to 1994
Instructor / Counselor / Academic Advisor
* Reno Business College; 1982 to 1988
* University of Nevada, Reno; 1987 and 1988
Dean of Education (with teaching and advising responsibilities), Reno Business
College; 1984 to 1987
Director of Evening College (with teaching and advising responsibilities), Reno
Business College; 1982 to 1984
GED Proctor/AV Technician, Washoe County School District; 1980 to 1982

Don Norman

Assistant Professor, Counselor Education, University of Wisconsin-Whitewater,
1998-present

Adjunct Faculty, University of New Orleans, 1996-1998

Adjunct Faculty, Our Lady of Holy Cross College, 1996-1998

Faculty Member, The McFarland Institute, New Orleans, LA, 1995-1998 Clinical

Director of The McFarland Institute Pastoral Counseling Center, 1995-
1998

Adjunct Faculty, University of Mississippi, 1994-1995

Director, North Mississippi Medical Center's Pastoral Counseling Service, 1992-
1995

Director, Tuscaloosa Pastoral Counseling Center, 1987-1992

Brenda O'Beirne

Assistant Professor, University of Wisconsin-Whitewater, Jan. 1979 – present
Department Chair, Program Coordinator, Counselor Ed. and Assistant Professor,
July 1995 – July 1997

Executive Director, University Health and Counseling Services

Director of Counseling and Development Center, UWW, July 1991- December
1992

Counseling Psychology Internship, UWW, September 1986 – May 1988

Director of Special Programs, UWW, September 1984 – June 1991

Director of Special Programs and Assistant to the Assistant Chancellor for
Student Affairs, UWW, June 1982 – August 1984

Assistant to the Assistant Chancellor for Student Affairs, UWW, January 1979 –
June 1982

Student Affairs Coordinator, UW-Madison, July 1976 – July 1978

Residence Hall Director, University of Northern Iowa, July 1974 – July 1976

Aneneosa Okocha

Associate Professor, University of Wisconsin-Whitewater, July 1, 1994-present

Assistant Professor, University of Wisconsin-Whitewater, Aug., 1988 - June,
1994

Lecturer, University of Wisconsin-Madison, 1987-1988

Teaching Assistant, University of Wisconsin-Madison, 1986-1987

Counselor, Counseling Service, University of Wisconsin-Madison, 1983-1984

High School Teacher, Nigerian High Schools, 1974-1976

David Van Doren

Associate Professor, Department of Counselor Education, University of Wisconsin-Whitewater, Whitewater, WI, 1983-present, tenure granted July 1988.

Chairperson, Department of Counselor Education, University of Wisconsin-Whitewater, Whitewater, WI, 1991-1995, 1997-present.

Psychotherapist, Family Resources Associates, Watertown, WI, 1994-present.

Relapse Prevention Counselor, Parkside Lodge of Wisconsin, Beloit, WI, 1990-1991.

Counselor/Clinical Supervisor, Janesville Mental Health Clinic, Janesville, WI, 1988-1990.

Substance Abuse Counselor/Educator, University of Maine, Orono, ME, 1981-1983

Graduate Instructor, University of Maine, Orono, ME, 1981-1983.

Senior Clinical Trainer, Alcohol Institute, Eastern Maine Medical Center, Bangor, ME, 1980-1981.

Resident Director, Bangor Community College, Bangor, ME, 1977-1980.

Counselor, Maine Maritime Academy, Castine, ME, 1978-1979.

Behavior Counselor, Phoenixville Area High School, Phoenixville, PA, 1975-1977.

Assistant Director and Counselor, Valley Youth House, Bethlehem, PA, 1973-1975 .

Counselor, Boys' Home of Montgomery County, Silver Spring, MD, 1972-1973.

4. Memberships in appropriate professional organizations (e.g., ACA and divisions and/or branches and/or ACPA) and certifications (e.g., NCC) and/or licenses (e.g, LPC) pertinent to the profession

Colette Dollarhide

Wisconsin Counseling Association (WCA) Wisconsin School Counselors Association American Counseling Association (ACA) Association for Counselor Education and Supervision

North Central Association for Counselor Education and Supervision

American School Counseling Association

Association for Humanistic Education and Development

National Career Development Association

NCC: Nationally Certified Counselor

CPC: Certified Professional Counselor, State of Wisconsin

Past President, 1997-98, Kansas College Student Personnel Association

Past President, 1997-98, Kansas Association for Student Personnel Administrators

Past State Coordinator, 1996-99, American Council on Education, Office of Women in Education, National Identification Program

Don Norman

Clinical Membership and Approved Supervisor in the American Association for Marriage and Family Therapy (AAMFT)
Wisconsin Association for Marriage and Family Therapy (WAMFT)
American Counseling Association (ACA)
Association for Counselor Education and Supervision (ACES)
International Association of Marriage and Family Counselors (IAMFC)
Wisconsin Counseling Association (WCA)
Wisconsin Association for Counselor Education and Supervision (WACES)
Fellow, American Association of Pastoral Counselors (AAPC)
Louisiana, Licensed Professional Counselor (LPC)
Mississippi, Licensed Professional Counselor (LPC)
Approved LPC Supervisor, Louisiana

Brenda O'Beirne

Licensed Psychologist
American Counseling Association (ACA)
Wisconsin Counseling Association (WCA)
American Psychological Association (APA)
Association of Counselor Education and Supervision
North Central Association of Counselor Education and Supervision
Wisconsin Association of Counselor Education and Supervision
American College Counseling Association
Wisconsin College Personnel Association
Phi Kappa Phi

Aneneosa Okocha

American Counseling Association (ACA)
National Association for Career Development
Editorial Board Member, The Career Development Quarterly (1996-Present)
American Association for Multicultural Counseling
Association of Counselor Education and Supervision
National Certified Counselor (NCC)
National Certified Career Development Facilitation Instructor
Wisconsin Association for Counseling and Development
Wisconsin Career Development Association
Wisconsin Certified Professional Counselor

David Van Doren

American Counseling Association (ACA)

American Mental Health Counselors Association (AMHCA)

Association for Counselor Education and Supervision (ACES)

American Psychological Association (APA)

Wisconsin Counseling Association (WCA)

Board Member 1995 - present

Editor, Wisconsin Counselor, 1989-1992

Licensure Committee Chair, 1988-1990

Past President, 1988-1989

President, 1987-1988

President-elect, 1986-1987

Secretary, 1985-1986

Wisconsin Mental Health Counselors Association (WMHCA)

Wisconsin Association for Counselor Education and Supervision (WACES)

President - 1995-present

CCMHC - Certified Clinical Mental Health Counselor

NCC - Nationally Certified Counselor

MAC – Master Addictions Counselor

CPC - Certified Professional Counselor, Wisconsin

ICSW - Independent Clinical Social Worker

Licensed Psychologist

E. During the three-year period preceding the date of application for accreditation of the program, program faculty have engaged in activities of the American Counseling Association (ACA) and/or other professional activities including the following:

1. Development/renewal (e.g., attended appropriate professional meetings, conventions, workshops, and seminars);

Multiple & diverse development activities have been a significant part of each faculty member's work. Specific listings can be found in each vitae.

2. Research and scholarly activity; and

Colette Dollarhide

- Dollarhide, C. T. & Moore, D. W. (1998). *Career exploration on the Internet*. Manuscript submitted to the NACADA Journal, accepted pending revisions. Dollarhide, C. T. (1998). *Mentoring using identity development theory: Retaining students of diversity*. Accepted by ERIC (confirmation information pending).
- Dollarhide, C. T. (1998). Book Review: *When hope and fear collide* (Levine & Cureton). Journal of College Student Development, date pending.
- Dollarhide, C. T. (1998). Book Review: *Integrative life planning* (L. Sunny Hansen). Visions newsletter, March 1998.
- Dollarhide, C. T. (1997). *Counseling for meaning in work and life: An integrated approach*. Journal for Humanistic Education and Development, 35, 178-187.
- Dollarhide, C. T., & Butler, E. R. (1997). *Patterns in advertising for student affairs positions: What new professionals should know*. Student Affairs Journal Online [Online]; 22 paragraphs. Available: <http://apu.edu/~sajo/dollarhide070897.html> [1997, July 8].
- Dollarhide, C. T., & Haxton, R. (1997). *Generations theory: Counseling using generational value systems*. Manuscript in progress.
- Dollarhide, C. T. & Scully, S. (1997). *The Counseling/Learning model: Using epistemological theory in college counseling*. Manuscript in progress. Dollarhide, C. T. (1997). Invited Book Review: *AAEE higher education job Search* (American Association for Employment in Education). Accepted by the Journal of Employment in Education.
- Dollarhide, C. T. and others. (1996). *The Student Development Center: Innovative cluster programming for advising, career counseling, and placement for the University of Nevada, Reno*. (Report No. CG-026-872). Nashville, TN: National Academic Advising Association. (ERIC Document Reproduction Service No. ED 393 046).
- Dollarhide, C. T., & Nelson, M. (1996). *Adlerian supervision: A proposed model*. Manuscript accepted for publication by the North Dakota Journal of Counseling.

Don Norman

- Norman D. M., & Cooker, P. G. (1998). *Perspectives on and measurement of therapist bias towards borderline personality disorder*. Submitted to Journal of Counseling and Development, Spring of 1999.
- Norman, D. M. (1998). *Cross-cultural theory's impact on bias reduction toward borderline personality disorder*. Unpublished doctoral dissertation, The University of Mississippi, Oxford

Brenda O'Beirne

- O'Beirne, B. R. (1998). *Reflective teaching: Use of the teacher 's journal as a teaching tool*. Article submitted to Counselor Education and Supervision in late September 1998.
- O'Beirne, B. R. (1997). *Study guide for psychology testing: History, principles and applications* _ Needham Heights, MA: Allyn & Bacon.
- O'Beirne, B. R. (1996). *The role of residential programs in the recruitment and orientation of new students*. Residence life programs and the first year experience (2nd Ed.). Columbia, S.C.: University of South Carolina.
- O'Beirne, B. R. & Fassl, J. (November 1994 & November 1995). *Interventions designed to reduce communications apprehension*. Papers co-authored by Dr. O'Beirne and Ms. Fassl and presented by J. Fassl at National Speech Association Fall Conference, November 1994 and 1995.

Aneneosa Okocha

- Okocha, A. A. G. (1999). *Super's theory: A framework for career counseling supervision*. For Submission to Counselor Education Journal
- Okocha, A. A. G. & Vogt (1999). *The Impact of beliefs on career decision*. For Submission to either The Career Development Quarterly or Journal of College Student Development.
- Okocha, A. A. G. (1999). *Super's life-span theory: A framework for integrating career and personal counseling*. Submitted to Journal of Career Development.
- Okocha, A. A. G. & Vogt (1999). *Innovative career counseling strategies for "undecided" college students*. National Career Development Association Conference, Portland, OR.
- Okocha, A. A. G. (1999), *Multicultural counseling competencies*. Thousand Oaks: Sage Publications. The review was published in the American Counseling Association Bulletin, Counseling Today February, 1999.
- Okocha, A. A. G. (1998). *Using Super's Life Career Rainbow for Integrating Career and Personal Counseling*, National Career Development Association Conference, Chicago, IL
- Okocha, A. A. G. (1998), *Using qualitative appraisal strategies in career counseling*. Journal of Employment Counseling, 35, 151-159.

- Okocha, A. A. G. (1995), *Tech prep: Is it really the answer for facilitating the career development of African American youth?* Research association of Minority Professions Journal, 1(1), 25-29.
- Okocha, A. A. G. (1994), *Preparing racial ethnic minorities for the workforce 2000.* Journal of Multicultural Counseling and Development, 22(2), 106-114

David Van Doren

Van Doren, D. (1996). *Mental health counseling and alcohol and other drug abuse.* In W. Weikel & A. T. Palmo (Eds.), Foundations of mental health counseling (pp. 249-258). Springfield, IL: Charles C. Thomas.

3. Service (e.g., program presentations, workshops, consultations, speeches, and direct service).

Colette Dollarhide

Presentations:

- Innovative Teaching: Using a Popular Film to Teach Theories*, North-Central Association for Counselor Education and Supervision, Kansas City, MO, 1998.
- School Violence: What Can We Do to Stop It?* Wisconsin Counseling Association, Whitewater, WI, 1998.
- Student Success through Dialectical Learning: Strategies for Student Affairs*, American College Personnel Association National Convention, St. Louis, MO, 1998.
- Generations Theory: Connecting Counselor to Client*, Kansas Counseling Association, Wichita, KS, 1998..
- Academic Mentoring: Retaining Students of Color*, Kansas Regent's Conference on Diversity, Wichita, KS, 1997
- What is Student Affairs?* Plains States Career Fair for Student Affairs, Kansas City, MO, 1997.
- How Valuable is the Internet for Career Exploration?* (Program selected for cybercast), National Academic Advising Association, National Conference, Kansas City, MO, 1997.
- CONFERENCE CHAIR: 1997 KASPA/KCSPA Fall Conference, Emporia, KS
- Balancing Work and Family: Issues for Women*
- Partnering with Academic Affairs*
- Roundtable: State Professional Leadership Issues*
- How Valuable is the Internet for Career Exploration?* National Academic Advising Association Regional Conference, New Orleans, LA, 1997.
- Creativity: Collaboration with the Muses on Behalf of Clients*
- Roundtable discussion: Issues of Women Counselors*, Kansas Counseling Association, Hutchinson, KS, 1997.
- Mentoring: Being a More Effective Mentor*, Kansas College Student Personnel Association/ KCSPA, Ottawa, KS, 1997.

Kansas College Student Personnel Association/ KCSPA, Wichita, KS, 1996.

1.) *The Student Learning Imperative: Programming Implications for Adult Learners*, 2.) *Building Bridges between Work and Your Mental Health Using Imagery to Cross Cultural Boundaries*, Kansas Counseling Association, Lawrence, KS, 1996.

The ACE Program: Innovative Advising Model, National Academic Advisors Association (NACADA), Nashville, TN, 1995.

Academic Advising for Undecided Students, Kansas Association of Student Personnel Administrators (KASPA), Manhattan, KS, 1995.

Publication Service:

Editorial Board Member, Journal of Employment in Education. New research Journal of the American Association for Employment in Education (formerly the Association for School, College, and University Staffing [ASCUS]); 1995-2000.

Co-Editor, ASCUS Placement Manual: A Handbook for Educators, 1996-97 Issue.

Consultation:

Whitewater School District, Fall 1998

Western Governor's University, Fall 1998

Emporia State University Counseling Clinic Workshop Series, Fall, 1997

Emporia State University, Fall, 1997: Sorority Rush

Emporia State University, Spring, 1997: Interfraternity Council

Emporia State University, Spring, 1997: Teachers College New Faculty Orientation

Emporia State University, Fall, 1996: Residence Life Resident Assistant Training
Eastern New Mexico University, Spring, 1996: Introduction to Student Affairs
Class Career Counseling

Emporia State University, Spring, 1996: Residence Life Hall Director Training

Allen County Community College, Spring 1996: Student Services In-Service

Emporia State University, Spring 1996: Residence Life

Nevada AIDS Foundation, Spring 1995: Counselor Training

University of Nevada, Reno, Spring, 1995: RHA/NRHH Leadership Workshop

Donald Norman

Presentations:

Shifting Images of God: An Object Relations Perspective. Co-presenters: Claire Brown, Ph.D. & Don Norman, M.A.E., L.P.C., McFarland Institute Spring Workshop, New Orleans, LA, April, 1996.

Working with Difficult Client Populations, The University of New Orleans, New Orleans, LA, February/March, 1998.

Working with Difficult Client Populations, Our Lady of Holy Cross College, New Orleans, LA, February/March, 1998.

Working with Religious Issues in Family Therapy. WCA, Oct. 1998.

Family Systems Concepts in the Treatment of Communicative Disorders.

University of Wisconsin, Whitewater. April, 1999.

Spirituality and Counseling. Co-presenters: Ken Anich, Ph.D., Judy Miranti, Ed.D., & Don Norman, Ph.D. . Divine Word College, Epworth, Iowa, April, 1998.

Cross-cultural Theory and Methodology: Tools for Facilitating Effective Work with Difficult Clients. Co-presenters: Don Norman, Ph.D., & Phil Cooker, Ph.D. ACES Conference, New Orleans, LA, Oct. 1999.

Direct Service:

Chair, Accreditation Committee, McFarland Institute, New Orleans, LA, 1997/98.

Member, Journal of The Mississippi Counseling Association Editorial Board.

Articles reviewed in 1999:

- Revisiting school counselor stress: A replication study.

Reviewer of Gerald Corey's *Groups: Process and Practice*, 1999/2000.

Member, Admissions Committee, Counselor Education Department, 1998 to present.

Member, Curriculum Committee, Counselor Education Department, 1998 to present.

Member, College of Education Curriculum Committee, 1999/2000.

Member, University Undergraduate Audit and Review Committee, 1999 — 2002.

Coordinator of Spring/Fall UWW workshops:

- Contemporary Legal and Ethical Issues in Mental Health, April, 1999, Ted Remley, Ph.D., J.D., presenting.
- Group: Process and Practice, UWW, Sept., 1999, Gerald Corey, Ed.D. presenting.
- The Integration of Spirituality and Psychotherapy, May, 2000, Judy Miranti, Ed.D., presenting.
- Fall 2000 workshop dates/topics to be announced. Tentative presenter: Richard C. Schwartz, Ph.D.

Chair, ACA, ASERVIC Ethics Committee, 1999/2000.

Chair, WAMFT, Conference Committee, 1999/2000.

- 2000 workshop: Diversity, Family Therapy, and the 21st Century. Monica McGoldrick, Ph.D. presenting.

Brenda O'Beirne

Presentations:

- Graduate Programs of the Future?* Conference presentation at the annual meeting of the Wisconsin College Personnel Association, Wisconsin Dells, Wisconsin, October 15, 1998.
- Professional Vitality in a Cyberspace Age.* Conference presentation at the North Central Association for Counselor Education and Supervision, Kansas City, October 9, 1998.
- Professional Vitality.* Conference presentation at the annual meeting of the Wisconsin Counseling Association, Whitewater, Wisconsin, October 2, 1998.
- The Last Lecture*, presented with Cliff O'Beirne, in Fricker Hall, UWW, September 29, 1998
- The Last Lecture* presented with Cliff O'Beirne, in Knilans Hall, UWW, September 22, 1998
- Convocation Facilitator, facilitated discussion with small groups of new students and attended large group presentation, August 31, 1988
- Effective Listening Skills*, workshop presented for members of UWW Sexual Assault Response Team (SARI), July 15, 1998
- Dealing with Difficult People*, workshop presented for Student Teaching Interns and Cooperation Teachers, April 23, 1998
- Appreciating the Differences in Others.* All-day workshop presented for program support staff from southeastern Wisconsin, Whitewater, Wisconsin, April 22, 1998.
- Stress Management 101*, workshop presented for UWW Student Optimists Club, April 16, 1998
- Creating Effective Work Teams.* All-day professional development workshop presented for Marquette University Housing Staff, Milwaukee, Wisconsin, January 29, 1998.
- Intentionally Involving Faculty.* Conference presentation at the annual meeting of the Wisconsin College Personnel Association, Oconomowoc, Wisconsin, October 16, 1997.
- Professional Vitality for Counselors.* Conference presentation at the annual meeting of the Wisconsin Counseling Association, Madison, Wisconsin, November 6, 1997.
- The Last Lecture* presented with Cliff O'Beirne, in Wellers Hall, UWW, September 16, 1997
- The Last Lecture* presented with Cliff O'Beirne, in Lee Hall, UWW, September 23, 1997
- Convocation Facilitator, worked with small group of new students during the campus-wide convocation program, August 27, 1997
- Communication and Relationships*, presented at the Whitewater High School in four sectionals (one hour each), February 26, 1997

Self-Esteem, Stress and Student Teachers, workshop presented to UWW Special Education Student Teachers, May 3, 1997

Using the SII in Career Planning, guest lecture in Appraisal Procedures Class, April 3, 1997

Making Healthy Choices, guest presentation in undergraduate AOD classes, March 19, 1997

Making Healthy Choices, guest presentation in undergraduate AOD classes, March 21, 1997

Strategic Planning and Assessment: Bridges Between Our History and Our Destiny. Member of panel presentation at ACPA/NASPA Joint National Conference, Chicago, Illinois, March 21, 1997.

Managing Stress Successfully, presentation for the UWW Student Council for Exceptional Children (45 members present), December 1996

Self-Esteem in the Classroom, presented to thirty-two Special Education teachers, November 16, 1996

Focus on Focus Groups, presented collaboratively with Dr. Lois Smith from Marketing Department, for all persons involved with Year One research team and focus group project (total of 19 participants), October 16, 1996

Coping with College Stress, presented to two sections of Individual and Society (psychology core course), September 19, 1996 (total of 105 students)

Healthy Choices, presented to two sections of undergraduate class in Alcohol and Other Drugs, October 14, 1996 (total of 55 students)

The Centrality of Caring. Keynote presentation for the regional meeting of Nursing Home Activity Directors, Lake Geneva, Wisconsin, June 12, 1996.

Leadership Under the Bigtop. Keynote presentation for leadership workshop for the student leaders at UW-Oshkosh, April 20, 1996.

Effective Teaching Strategies When Working With Special Needs Students, presented to thirty Special Education student teachers, April 26, 1996

Women in Leadership. Half-day workshop presented at UW-LaCrosse for over 200 faculty, staff, and students, March 27, 1996.

Making Healthy Choices, presented to two sections of undergraduate class in Alcohol and Other Drugs, March 11, 1996 (total of 65 students)

Process facilitator with McNair Program, summer 1996; worked with program students during six-week program

Assisted with "The Clothesline Project", providing support and referrals for persons who participated with a several-day display series of programs related to abuse and violence in relationships, March 6, 1996

The Profession of Counseling, presented to the UWW Psi Chi chapter (55 students in attendance), February 21, 1996

Self-Esteem in the Classroom, presented to thirty-five Special Education student teachers, November 11, 1995

Group Therapy Approaches, presented to twenty undergrad psychology majors in Interview and Psychotherapy course, October 24, 1995

Making Healthy Choices, presented to four different sections of undergraduate class in Alcohol and Other Drugs, October 16 and 23 (two classes each day, with a total of 130 students)

Mental Health Issues Revisited. Conference presentation at the annual meeting of the Wisconsin College Personnel Association, October 13, 1995.

Collaboration: Working Together to Make it Happen. Presentation at annual meeting of the Wisconsin College Personnel Association, October 12, 1995

Values Clarification, presented to Methods class in Early Childhood Education, October 2, 1995

Managing Stress: Especially for Teachers, presented to forty-five Special Education student teachers, April 8, 1995

Working Effectively with Groups in a Business Setting, presented to two Finance classes (36 students per class), February 24, 1995

Mental Health Issues of College Students in the 90's. WCPA Drive-In Workshop. 140 participants across the state participated with the 4-hour workshop, February 17, 1995

Communication: The Bridge to Mentoring, presented to faculty, staff and student participants in the UWW Mentor Program, September, 21, 1995.

Mental Health Issues of Today's College Students. Presentation with University of Wisconsin-Centers Chancellor's Staff, September 12, 1995.

Coordinated and facilitated faculty meeting to prepare one-hundred UWW faculty and staff to participate with Freshman Convocation, August 1995 Group facilitator at Freshman Convocation, August 1995

Understanding Group Process, workshop conducted with UCAB Executive Committee, August 21, 1995

Process facilitator with McNair Program, summer 1995, worked with program students during five-week program

Facilitated five-week group process for eight undergrad students enrolled in Intro to Speech course (related to communication project, spring 1995)

Cofacilitation of UWW Department Chairs' MBTI Workshop, August 21, 1995

Facilitated Professional Vitality workshop for Whitewater Public Schools, January 26, 1995

Aneneosa Okocha

Presentations:

Are "Undecided" College Students really "Undecided" about their careers?
National Career Development Global Conference, Portland, OR, July, 1999

Women and Higher Education Opportunities. UW-Whitewater, March, 1999.

Super's Life-span, Life Space Theory: A framework for Integrating Career and Personal Counseling. National Career Development Global Conference, Chicago, IL, July 1998

Facilitating Culturally Sensitive Instruction. UW-Whitewater College of Education Conference on Excellence in the University Classroom: Recognizing and Celebrating Diversity. 1998.

Impact of beliefs and perception on career exploration and decision making.

Wisconsin Counseling Association conference, Whitewater, WI, 1998. *Promoting Career Development Facilitator Curriculum.* National Occupational Information Coordinating Committee (NOICC)/Career Development Training Institute (CDTI) workshop. Raleigh, NC, 1997.

Super 's Life-span, Life Space Theory: A framework for Integrating Career and Personal Counseling. National Career Development Global Conference, Chicago, IL, July 1998

Member of International Panel of Women at UW – Whitewater that discussed the "Role of Women and Educational Opportunities" in their Countries," March, 1997

Leisure Counseling: A Developmental Framework. (Invited Presentation)

Wisconsin Counseling Association Conference, Madison, WI, November 1997.

Informal Assessment Strategies to Foster Career Development: A Life Span View, at the ACA 1996 World Conference, Pittsburgh, PA.

Facilitating Minorities Participation in the 21st Century Workforce, at the National Career Development Association Conference, San Francisco, CA, 1995.

Keynote Speaker at Federal Correctional Institutions Drug Program Graduation, Oxford, WI, Dec. 1995

Reviewer:

Editorial Board Member of a national, professional, refereed journal The Career Development Quarterly, (1996 – present) the following manuscripts were reviewed:

Achievement In Context

The Competency--Based Model for Career Development from Elementary to High School in Japan

Career Service Delivery in Welfare-To-Work

Power, Prestige and Prisons: Closed Systems of Occupational Opportunity for Women

Peer Group Influence

Non-Traditional Students' Career Services

Employment interview: A comparison of American, Asian, and Mexican perspectives

Ladder, box, and ceiling: Conversations with Latinos working in higher education

Promoting the career self-efficacy of persons from culturally diverse at-risk populations

Improving career services through readiness assessment: A cognitive information processing approach

A critique of self-reliance

Older unemployed workers: Implications for counseling

Career Services for Non-traditional age College Students

Editorial Board Member Wisconsin Counselor, a state professional, refereed journal. Manuscripts reviewed:

Chamber of Commerce – Link between business and education.
School counselors' role in students' career developments

Ad hoc reviewer for Career Development Quarterly, a refereed national, professional journal, the following manuscripts were reviewed:

Career counseling for self-employment, Nov. 28, 1995.

Workplace trends: Career development and the death of jobs, July 1995.

Accepting the challenge: Counselor educators as leaders in the global economy, Oct. 1994.

Reviewed a book, Counseling diverse populations, for Brown & Benchmark Publishers, Jan. 1996.

Reviewed for Merrill Education/Prentice Hall – Introduction to Career Development Interventions: A Competency-based Approach, June 1999.

Reviewed for Sage Publications – Counseling Across Cultures, 4th ed. March 1999

Reviewed the following for Merrill & MacMillan Publishing Co./Prentice-Hall, Inc.:

Reviewed a manuscript for the Journal of Clinical Pharmacy – The Prevalence of Drug Abuse Amongst Youths and Health Professionals. Prospectus, Table of Contents and a Chapter on Introduction to multicultural counseling manuscript, Dec. 1995.

Table of Contents and four chapters of a Career Planning text, June 1995. A text titled Career planning: A developmental approach, March 1995.

A text titled Career guidance & counseling: A developmental approach, Jan 1994.

Reviewed 80 test items for the new Professional Counselor Certification exam developed by Wisconsin Department of Regulation and Licensing, March 1995.

Discipline Related Consultation

Worked as an international consultant for Heart-Trust National Training Agency, a division of Ministry of Education, Jamaica, 1997.

Wisconsin School Counselors' Journal – Transaction Consulted with Dr. Judy Emmett, Department of Counseling and School Psychology, UW-River Falls, a co-editor of May/June 1996 Transaction, special issue that focused on career counseling 1996

Consultant to Wisconsin Governor's office – "Preparing for future skilled labor office," April 30, 1999

David Van Doren

Presentations:

Anxiety Disorders, Community education series, Watertown, WI, January 6, 1999.

Helping Teenagers Avoid High Risk Behavior: What I've Learned from

Prevention Research. Jefferson County Family Impact Seminar, University of Wisconsin-Whitewater, May 6, 1998.

A History of Childhood Maltreatment: Implications for Counselor Training.

American Counseling Association, Indianapolis, IN, March 31, 1998.

Anxiety Disorders, Community education series, Whitewater, WI, March 6, 1998. *A*

History of Childhood Maltreatment: Implications for Counselor Training,

Wisconsin Counseling Association, Madison, WI, November 7, 1997.

Dealing with Trauma and Loss, Whitewater High School, Whitewater, WI,

February 2, 1997.

Myers-Briggs Type Indicator Workshop, CESA II Staff, Janesville, WI, May 20,

1997.

Department Chairs Workshop: Myers -Briggs and organizational communication,

Whitewater, WI, September 1996.

Adult Child of Alcoholic: Meaningless or Meaningful Terminology, UW-

Whitewater Counseling Conference, September 22, 1995.

Brief Psychodynamic Therapy, Wisconsin Association for Counseling and

Development, Madison, WI, November 1, 1995.

Psychopharmacology: Blessing and/or curse? Wisconsin Association for Counseling

and Development, Madison, WI, November 1, 1995.

Disorders of self and chemical dependency, American Counseling Association

Convention, Minneapolis, MN, April 25, 1994.

Curricular Issues in Community counseling, North Central Association for

Counselor Education and Supervision, Milwaukee, WI, October 29, 1994.

Utilizing support groups as an adjunct to counseling, Wisconsin Association

for Counseling and Development conference, Madison, WI, November 4, 1994.

President, Wisconsin Association for Counselor Education and Supervision, 1995 - present.

Coordinated the University of Wisconsin-Whitewater Counseling Conference,

1994, 1997.

Reviewed *Assessment of Chemical Dependency* for Brooks/Cole Publishing, Fall 1995.

- F. Adjunct and/or affiliate program faculty hold graduate degrees from a program in counselor education or a closely related field, hold pertinent professional certification (e.g., NCC), and /or licenses (e.g., LPC) and have had appropriate professional experience and memberships in professional organizations.**
- G. Adjunct faculty who have been involved with teaching a course in the program during the last five years include:**

Diane Bailiff, Ph.D.
Higher Education Administration
Associate Dean of Student Life
UW-Whitewater

Anthony Truog, Ed. D.
Dept. of Educational Foundations
UW-Whitewater

Gail Fox, M.S.
Guidance and Counseling
Assistant Director of Career Services
UW-Whitewater

Steve Friedman, Ph.D.
Director of the Learn Center
UW-Whitewater

Donald Meyer, Ph.D. Family
Resources Associates
Watertown, WI

Roger Young, M.S.
Counseling and Guidance
Mental health/AODA Consultant
EDS Federal Corporation
Monona, WI

Adjunct faculty are involved on a sporadic basis (as needed for specific offerings), with primary responsibility for teaching all program courses assumed by department faculty (see appendix W for additional qualifications of adjunct faculty)

H. Adequate clerical assistance is available to support faculty activities and the operations of the program. It is recommended that one full-time equivalent secretarial position be provided for every five full-time equivalent faculty members.

The department has .5 FTE clerical assistance; Linda Refior is the program assistant within the department and coordinates the work of the department office. Her knowledge and efficiency make it possible for her to work very effectively within this part-time position. Because her full-time position is shared between two departments (Educational Foundations and Counselor Education), every effort is made to coordinate and plan for most effective use of time and resources. In addition, student employees and graduate assistants are available to assist with specific projects and faculty activities.

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

Faculty members are assigned to work with classroom and clinical instruction in the following areas:

FACULTY	EMPHASIS (ES)	COURSES
Colette Dollarhide	School Counseling	Core Courses
Donald Norman	Community Counseling	Marriage and Family Courses Core Courses
Brenda O'Beirne	Higher Education Counseling Community Counseling	Core Courses
Anene Okocha	Higher Education Counseling Community Counseling	Core Courses
David Van Doren	Community Counseling	Alcohol and Other Drugs Courses Core Courses

J. There is effort to recruit and retain program faculty members representative of the diversity among people in society (e.g., women, ethnic minorities, persons with disabilities).

Consistent with the goals of the university and the department, the department makes every effort to recruit and retain a diverse faculty. Currently, there are three women (one ethnic minority) and two men. Mentoring is utilized to enhance retainment of all faculty members.

SECTION V
ORGANIZATION AND ADMINISTRATION

A. Program information supplemental to the institutional graduate catalogue is disseminated to prospective students.

Information is disseminated to prospective students in verbal and written form. Many prospective students meet with the chair and/or faculty within the department prior to the admission process. A Student Handbook (see Appendices for most recent document) is available which outlines the program and communicates specific expectations regarding the program. An orientation program has been offered for the last four years, which introduces new students to the department faculty, students and programs early in their graduate work.

B. Descriptions of various programs and their requirements are published and disseminated to prospective students

The programs and their requirements are published and disseminated through the Graduate Bulletin and the Student Handbook. The Graduate Bulletin is updated every two years; the Student Handbook is updated every two years or as needed to reflect program and policy changes.

C. At least one (1) program faculty member is designated to respond to inquiries about the program.

The Chair responds to inquiries about the overall program and meets with potential students to clarify program requirements (when meetings are requested). Individuals interested in a specific emphasis may get further information from the coordinator of that emphasis.

D. Prior to or during the first term of enrollment in the program, the following occurs:

1. An orientation to the program is conducted for new students; and

An orientation program is offered for all new students prior to their entry into the Counselor Education Program. In addition to the orientation session, faculty teaching the Principles of Counseling and Theories of Counseling courses (generally the first courses taken within the department) provide continuing orientation to the department and the profession.

2. A student handbook is disseminated that includes the university's and/or program's:

a. Academic appeal policy:

Students are made aware of the academic appeal policy through the Graduate Bulletin and the Student Handbook (page 16).

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

In the past, the department utilized an informal review process for all students. However, a formal review of progress has begun for all students beginning with those starting the program in 1998. In this review process each student examines his/her progress toward program objectives, which is then submitted to the department. Faculty examines the review documents and discusses each student's progress. Faculty concerns or commendations are communicated to students by their advisor.

- c. Endorsement policy explaining the procedures for and limitations of students' professional placement endorsements by program faculty;**

Detailed information regarding endorsements, licensure and certification is provided in the Student Handbook (pages 21-23, see appendix J).

- d. Information about appropriate professional organizations (i.e., ACA, its divisions and/or branches and/or ACPA), involvement, and activities potentially appropriate to students in the program; and**

While specific information related to professional organizations is not included in the Student Handbook (it will be incorporated into the next revised copy), involvement is encouraged during the orientation programs and through classes. In addition, there is a departmental newsletter (appendix X), which alerts students to dates and locations of conferences. Finally, department bulletin boards are maintained which has current membership information and announcements for upcoming training opportunities. Professional associations are discussed in many classes and are addressed in depth in the Ethics and Professional Identity Formation class.

- e. Program objectives.** The current Student Handbook includes the specific program objectives (p.5-6).

- E. The program has procedures for disseminating current information to all students enrolled in the program, as well as to personnel in cooperating and associated agencies.**

Faculty are involved regularly in communicating current information through their classroom interactions and informal interactions with students. In addition, there is an identified "information area" (referred to as the department bulletin boards) near the counseling lab, which has up-to-date information regarding the program, professional development opportunities, etc. Periodically, the chair publishes a department newsletter (see appendices) for students which is intended to provide other updates and information. The department is presently developing a web page to disseminate information regarding our program. Communications with personnel in cooperating agencies is generally handled through supervisors working with the field supervisors. Assessment and/or general departmental communications are facilitated by the Chair.

- F. The program maintains for instructional purposes current professional resources including career, leisure, and occupational information materials, assessment instruments and interpretation aids, and microcomputer equipment.**

Professional resources, including career and occupational information and assessment instruments, are available directly through the department and the lab. Other aids and materials are available through the Anderson Library, while microcomputer equipment is available in the building and in a number of locations across campus (appendix Y).

- G. Within the program, the recommended ratio of full-time equivalent (FTE) students to FTE faculty is 10:1**

FALL 1995:	18:1
SPRING 1996	15:1
FALL 1995	14:1
SPRING 1997	15:1
FALL 1997:	15:1
SPRING 1998:	16:1
FALL 1998:	14:1
AVERAGE:	16:1

Presently, the faculty is working hard to meet the needs of the students through teaching overloads periodically, and through the help of ad hoc faculty. Discussion regarding the need for more faculty have taken place. Our new chancellor stated in his opening address to faculty this year, that he wants to add twenty new tenure-track positions to the faculty at the University of Wisconsin -Whitewater. The Counselor Education Department will be seeking at least one of those positions.

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

- 1. Advisement and supervision of student research using formulae consistent with established graduate school policies within the institution;**

Graduate teaching policies and loads vary by college and department. In the College of Business & Economics, a nine-credit semester load is full-time; 12 credits is the standard teaching load in the College of Education. It should be noted that the Counselor Education Department is the sole grad-only department on campus. While NCATE guidelines require that graduate faculty teach only nine credits, the load for counselor education faculty is 12 credits. Each semester, one faculty member can apply for release time (3 credits) to support additional research activity or special projects. NCATE continues to note this weakness within the program and college, but acknowledges the attempts to address the problem through the release time options.

- 2. Professional research; and**

All faculty are expected to pursue research interests as part of their regular assignments. The quarter-time releases, generally available to one faculty member per semester, are often used to focus on specific research projects.

- 3. Administrative responsibilities (if applicable).**

Release time for department chair is consistent with university policies.

I. Graduate assistantships for students in the program are provided to assist program faculty and to provide additional professional preparation experiences for students in the program.

Graduate assistantships are available on a limited basis within the college and department. The college uses a formula to determine allocations and assignments; that formula and assignment process are currently under review. Graduate assistants are assigned to assist faculty with research and special projects within the Counselor Education Department and other departments within the college.

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

Though not articulated as a formal policy, there is a commitment to recruit and retain students who represent a multicultural and diverse society. Program faculty are actively involved with the recruitment process at many levels (through conference participation, encouragement of undergraduate students, work with current students, etc.). Graduates of

the program are also important in the recruitment, admission and retention processes. The university offers minority graduate assistantships and Educational Opportunity Program funds to enhance enrollment of minority and disadvantaged students.

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

Admission procedures are communicated to prospective students in the Student Handbook (p.13-14, see appendix J)) and during the admissions process. Criteria include: academic preparation, ability to communicate effectively, potential to work with diverse populations, experience in counseling or related positions, and demonstrated commitment to the counseling field. Retention is defined in terms of academic progress; academic probation is defined in the Student Handbook (p.15) and the Graduate Bulletin (p.15). It is the advisor's responsibility, in consultation with the student, to monitor progress toward degree.

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

Regular faculty are responsible for defining the admissions process and criteria, and are involved regularly with discussions regarding the overall process. It is the responsibility of the chair to organize the process and files, with all regular faculty involved directly in the paper review of the application files and with the on-campus interview process.

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

These criteria are stated directly in the Student Handbook (p.13). Applicants are asked to speak to their abilities to form relationships with others. During the interview, which is a part of the selection process, faculty makes an evaluation of the applicant's capabilities in this area and his/her potential for success.

3. Each applicant's aptitude for graduate-level study;

Aptitude for graduate study is assessed based on the writing samples provided as a part of the admissions process (letter, autobiography and career goals statement) and undergraduate GPA. Students are also encouraged to provide GRE results, if they have taken the test (GRE is not required) and to submit documentation of other course work and/or training they have completed.

4. Each applicant's vocational goals and objectives, and their relevance to the program;

Through the narrative provided by the applicant and the personal interview, there is an assessment of the applicant's vocational goals and objectives and their relevance to the

program. Advisors work with students once they are admitted and enrolled in the program to continue to clarify career directions and discuss concerns of academic performance.

5. Each applicant's openness to self-examination and personal and professional self-development; and

Though more difficult to evaluate through the paper or interview processes, there is significant exploration around these issues during both processes. As a student progresses in the program, there is continuing challenge and support for personal and professional development.

6. The capabilities and competencies of current program faculty.

Competencies of current program faculty are articulated clearly to incoming students to ensure that there is a match between student goals and program offerings. Faculty profiles are included in the Student Handbook (p.10-12) to provide some initial information to students. During the admissions process and throughout the program, there is communication regarding faculty members and their specialty areas and professional involvement.

L. Admission decisions are made by a committee composed of program faculty.

Following a paper review and an in-person interview process, admissions decisions are made by a committee of the whole faculty within the department.

M. Effort is made to secure financial assistance for students in the program to facilitate full-time study, and includes, but is not limited to, the following:

1. Monitoring to ensure that the program receives a proportionate share of institutional funds allocated for such purposes; and

The Dean of the College of Education and the Department Chair, in cooperation with the Dean of the Graduate School, work to ensure that program students are aware of the financial assistance available to them, and that the proportionate share of funds are directed to program students.

2. Informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.

Students are informed of financial aid through the Graduate Bulletin, application materials through the Graduate School, the Student Handbook within the Department of Counselor Education, materials produced by the Financial Aid Office, and personal consultations with various faculty and staff on the campus. Efforts are being made within the College to enhance communications regarding graduate assistantships. In addition to

assistantships within the College, there are numerous opportunities for involvement across campus (e.g., Residence Life, Campus Activities, Academic Support Services, Career Services, AOP Awards).

N. A policy exists that includes stipulations that program faculty endorsement is given only for the program for which the graduate has been prepared.

It is the practice of the college to offer endorsement, based on the recommendation of the department, only for the program for which the graduate has been prepared. Program emphases are stated on student transcripts. The department works with graduates to continue their professional development to add other emphases (and potentially other endorsements). A continuing education process has been established to monitor post-graduate course work utilized to add other emphases.

O. The institution has a placement service with policies and procedures consistent with current recognized professional placement service practices available to students in the program.

The Career Services Office provides placement services for undergraduate and graduate students. Their practices are consistent with current, recognized professional placement services (see appendix Z).

P. Students have an assigned faculty advisor at all times during enrollment in the program.

Students are assigned a faculty advisor at the time of their admission to the program. They work with their advisor throughout their participation with the program.

Students develop a planned program of study in conjunction with and approved by their respective faculty advisors typically prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate credit.

The program of studies, developed collaboratively by the advisor and student, is designed at the time of admission to the program: Students who wish to make changes to their programs of study are asked to do so only after consultation with their advisors. Advisors meet with their advisees periodically to review their plan of studies.

The planned program of study identifies the following:

- 1. Program prerequisite curricular experiences;**
- 2. Core curriculum requirements;**
- 3. Specialized curricular experiences;**
- 4. Supervised practicum and internship requirements; and**
- 5. Appropriate elective curricular requirements.**

A copy of the program of studies for each emphasis area is included in appendix AA. As evidenced by these copies, all of the areas addressed above are included with that program of studies; in addition, tentative timing of each course, and progress toward the degree is outlined on the program of studies. This program statement serves as the plan for the student and advisor; changes made to the plan are to be done cooperatively by student and advisor.

SECTION VI
EVALUATIONS IN THE PROGRAM

- A. Program objectives are reviewed and revised through self-study on a regular schedule based on student learning outcomes with input from program faculty, current and former students, and personnel in cooperating agencies, and are developed in accord with pertinent professional organization positions and perspectives.**

A number of assessment strategies are utilized by the department. The assessment plans are done in concert with the process defined by the College of Education and the university, and are conducted on a regular basis. Program objectives are reviewed and assessed within each semester as we offer the specific courses and assess student learning outcomes. Students and faculty are the primary respondents in this review.

In addition, there is a periodic survey of graduating students, practicum/internship supervisors in cooperating agencies, employers of former students, and alums. These multiple measures help to provide an ongoing and comprehensive assessment regarding preparation of students in our program. The survey instruments used with these groups are included in the appendices and reflect the standards of our professional organizations.

Self-study is also accomplished as we participate with other accreditation studies within the college and university. To prepare for the NCA, NCATE and DPI visits to our campus, there are a number of structures in place to support the evaluation efforts. A campus-wide committee provides leadership and feedback regarding the assessment initiatives. These assessment strategies and summaries are reported each year in the annual report prepared for the department.

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

Program faculty make regular assessments of students' progress through the program. These considerations are part of the regular department meeting agendas, and are scheduled at least twice each semester. While most attention is given to students with whom we may have some concern, we address all students at some point. The department has reestablished a formal review of progress for all students. Students who begin the program in 1998 and beyond participate in this formal review (see appendix M for a copy of the self-assessment form).

- C. Programs must be evaluated at least every three years. The formal evaluation includes, but not be limited to, the following:**

- 1. Review by program faculty of programs and specializations, curricular offerings, professional trends, and types of students seeking admission;**

2. **Follow-up studies of graduates of the program to assess their perceptions and evaluations of the major aspects of the program; and**
3. **Assessment of perceptions about the program among employers of program graduates, field placement supervisors, and personnel in cooperating and associated agencies.**

As mentioned in the previous section, there are multiple sources of evaluation occurring every year or every two years (depending on the group). All persons mentioned above are involved with the reviews.

- D. The results of program evaluations are made available on a systematic basis to students currently enrolled in the program, program faculty, institutional administrators, and personnel in cooperating and associated agencies.**

In addition to the assessment results with the annual reports, there are university-wide documents, which include summaries of the departmental reports. Faculty and administrators have easy access to the results of the evaluations. Presently, a web page is being developed, which will help disseminate information about program evaluation. We are also examining ways to publish the newsletter more regularly and utilize this as a means to determinate information related to the program, including evaluation data. An advisory council has been formed and will meet December 10, 1999. This will be another venue at which program information will be disseminated.

- E. Students have regular and systematic opportunities to formally evaluate the faculty, and the curricular experiences in which they participate.**

All faculty administer course evaluations at the end of each course. These evaluation tools provide valuable feedback related to the course and the faculty members. In addition, faculty seek formal and informal feedback within their courses during the semester.

- F. The academic unit leader and/or program leaders discuss annually with faculty results of students' evaluations.**

Results of students' evaluations are incorporated in a number of processes within the department and the college. These results are discussed at the time of merit considerations, post-tenure review, reappointment and tenure decisions, and in face-to-face meetings (goal-setting meetings involving faculty and department chair).

- G. A written description of faculty evaluation procedures is presented to program faculty at the beginning of each evaluation period and/or whenever changes are made in the procedures.**

Faculty have available to them the procedures that are in place, and would be involved directly if/when changes are made to the process.

THE PRACTICE OF PROFESSIONAL COUNSELING:
CURRICULAR EXPERIENCES FOR
COMMUNITY COUNSELING PROGRAM

In addition to the common core curricular experiences found in Section II.J, curricular experiences and demonstrated knowledge and skill in each of the areas below are required of all students in the program.

A. Foundations of community counseling

Studies in this area include, but are not limited to, the following:

- 1. Historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement;**
- 2. Roles, functions, and professional identity of community counselors;**
- 3. Structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling;**
- 4. Implications of professional issues unique to community counseling including, but not limited to recognition, reimbursement, and right to practice; and**
- 5. Implications of sociocultural, demographic, and lifestyle diversity relevant to community counseling.**

The following courses incorporate the above curricular standards into the respective course work.

Course No.	Course Title	Experience Provided
490-722	Theories of Counseling	Foundations 1, 2, 3 (above)
490-718	Principles of Counseling	This course provides an overall study of the above listed foundations of community counseling.
490-731	Introduction to Marriage and Family Counseling	Addresses the standards from a marriage and family counseling perspective
490-746	Counseling and the Chemical Dependency Process	Addresses the standards from a chemical abuse perspective.
490-741	Social and Cultural Foundations of Counseling	This course specifically addresses diversity issues associated with community counseling plus implications of cultural, sociocultural, disability, gender, elderly, sexual orientations, and economic issues on the community counselor.
490-728	Clinical Studies in Counseling	Addresses all of the above foundations of community counseling
490-736	Counseling Across the Lifespan	Addresses foundation 5 of community counseling
490-735	Ethics and Professional Identity Formation	As of June 1999 this course will address foundations 1-5 of community counseling.

B. Contextual dimensions: community counseling

Studies in this area include, but are not limited to, the following

1. **Roles of community counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings;**
2. **Organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;**

The previous two dimensions are addressed in the following courses.

490-718 Principles of Counseling

490-728 Clinical Studies in Counseling

490-735 Ethics and Professional Identity Formation will address this area beginning in 1999.

3. **Theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and**

424-740 Techniques of Research

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

499-793 Supervised Practicum

499-795 Internship

490-735 Ethics and Professional Identity Formation will address these principles beginning in 1999.

C. Knowledge and skills for the practice of community counseling

Studies in this area include, but are not limited to the following

- 1. Client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;**

490-741 Social and Cultural Foundations of Counseling
490-746 Counseling and the Chemical Dependency Process
490-731 Introduction to Marriage and Family Counseling
490-734 Families: Assessment and Treatment of Abusive Behavior
490-728 Clinical Studies in Counseling
490-736 Counseling Across the Lifespan

Principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help;

490-720 Career Development and Information Services
490-746 Counseling and the Chemical Dependency Process
490-721 Group Procedures in Counseling
490-736 Counseling Across the Lifespan

- 3. Effective strategies for promoting client understanding of and access to community resources;**

490-720 Career Development and Information Services
490-734 Families: Assessment & Treatment of Abusive Behaviors
490-746 Counseling and the Chemical Dependency Process

- 4. Principles of conducting an intake interview and mental health history for planning counseling interventions; and**

490-718 Principles of Counseling
490-728 Clinical Studies in Counseling
490-731 Introduction to Marriage and Family Counseling
490-746 Counseling and the Chemical Dependency Process
490-722 Theories of Counseling

5. Effective strategies for client advocacy in public policy and government relations issues.

490-719 Appraisal Procedures in Counseling
490-741 Social and Cultural Foundations of Counseling
490-728 Clinical Studies in Counseling

D. Clinical instruction

For the Community Counseling program, the 600 clock hour internship (Standard 111.1) occurs in a community setting under appropriate supervision. The requirement of 240 clock hours of direct service to clients includes, but is not limited to using preventive, developmental, and remedial interventions with appropriate clientele and community interventions consistent with the program and/or specialization

499-795 Internship

Students are assigned to an agency or other community setting half time (20 hours per week) for a full academic year. Students accumulate a minimum of 640 clock hours in their placement. Students are required to have a minimum of 240 hours of direct contact with clients (individual, group, family). The remainder of their time is to be spent in other counseling related activities including, but not limited to other types of direct consultation, staffing, case reports, research services to their clients. Students are only placed in settings where appropriate and qualified on-site supervision is available. All students in internship also have an on-campus faculty supervisor who has direct responsibility for the student's experience. Additional information is available in the Internship Policies and Procedures. Students seeking state certification as a marriage and family therapist are encouraged to accumulate 300 hours of direct contact with clients in order to comply with Wisconsin state statutes.

THE PRACTICE OF PROFESSIONAL COUNSELING:
CURRICULAR EXPERIENCES FOR
SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences found in Section II.J, curricular experiences and demonstrated knowledge and skill in each of the areas below are required of all students in the program.

A. Foundations of school counseling

Studies in this area include, but are not limited to, the following:

1. History, philosophy, and trends in school counseling;

490-738 Perspectives in School Counseling

2. Role and function of the school counselor in conjunction with the roles of other professional and support personnel in the school;

490-738 Perspectives in School Counseling

490-750 Consultation for Counselors: Individual and System Approach

3. Knowledge of the school setting and curriculum

490-738 Perspectives in School Counseling

4. Ethical standards and guidelines of the American School Counselor Association (ASCA);

490-738 Perspectives in School Counseling 490-735

Ethics and Professional Identity Formation

5. Policies, laws, and legislation relevant to school counseling; and

490-738 Perspectives in School Counseling

490-743 Counseling in Elementary and Middle Schools

490-745 Counseling in Secondary Schools

6. Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling

490-738 Perspectives in School Counseling

490-743 Counseling in Elementary and Middle Schools

490-745 Counseling in Secondary .Schools

B. Contextual dimensions: school counseling

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community include, but are not limited to, the following:

- 1. Referral of children and adolescents for specialized help;**

490-743 Counseling in Elementary and Middle Schools
490-745 Counseling in Secondary Schools
490-750 Consultation for Counselors: Individual and Systems Approach,
formerly 490-730 Consulting Skills for School Counselors 499-793
Practicum
499-795 Internship
- 2. Coordination efforts with resource persons, specialists, businesses outside the school to promote program objectives;**

490-738 Perspectives in School Counseling
490-750 Consultation for Counselors: Individual and Systems Approach,
formerly 490-730 Consulting Skills for School Counselors
- 3. Methods of integration of guidance curriculum in the total school curriculum**

490-738 Perspectives in School Counseling
490-743 Counseling in Elementary and Middle Schools
490-745 Counseling in Secondary Schools
- 4. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate**

490-738 Perspectives in School Counseling
490-750 Consultation for Counselors: Individual and Systems Approach,
formerly 490-730 Consulting Skills for School Counselors
- 5. Methods of planning and presenting guidance-related educational programs for school personnel and parents**

490-738 Perspectives in School Counseling
490-750 Consultation for Counselors: Individual and Systems Approach,
formerly 490-730 Consulting Skills for School Counselors

C. **Knowledge and skills for the practice of school counseling**

1. **Program development, implementation, and evaluation**

Studies in this area include, but are not limited to, the following:

a. **Use of surveys, interviews, and needs assessments;**

490-738 Perspectives in School Counseling

b. **Design, implementation, and evaluation of comprehensive, developmental school guidance program;**

490-738 Perspectives in School Counseling
490-743 Counseling in Elementary and Middle Schools
490-745 Counseling in Secondary Schools

c. **Implementation and evaluation of specific strategies designed to meet program goals and objectives;**

490-738 Perspectives in School Counseling
490-743 Counseling in Elementary and Middle Schools
490-745 Counseling in Secondary Schools

d. **Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program**

490-738 Perspectives in School Counseling

2. **Counseling and guidance**

Studies in this area include, but are not limited to, the following:

a. **Individual and group counseling approaches appropriate for the developmental stage and needs of children and adolescents;**

490-738 Perspectives in School Counseling
490-743 Counseling in Elementary and Middle Schools
490-745 Counseling in Secondary Schools

b. Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks

490-743 Counseling in Elementary and Middle Schools

490-745 Counseling in Secondary Schools

c. Approaches to peer helper programs

490-738 Perspectives in School Counseling

490-743 Counseling in Elementary and Middle Schools

490-745 Counseling in Secondary Schools

490-750 Consultation for Counselors: Individual and System Approach,
formerly 490-730 Consulting Skills for School Counselors

d. Issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, attention deficit disorder);

490-738 Perspectives in School Counseling

490-743 Counseling in Elementary and Middle Schools

490-745 Counseling in Secondary Schools

e. Developmental approaches to assist students and parents at points of educational transition (e.g. postsecondary education, vocational, and career options

490-738 Perspectives in School Counseling

490-743 Counseling in Elementary and Middle Schools

490-745 Counseling in Secondary Schools

3. Consultation

Studies in this area include, but are not limited to, the following:

a. Methods of enhancing teamwork within the school community;

490-750 Consultation for Counselors: Individual and System Approach,
formerly 490-730 Consulting Skills for School Counselors

b. Methods of consulting with parents, teachers, administrators, support staff and community agency personnel

490-750 Consultation for Counselors: Individual and System Approach,
founerly 490-730 Consulting Skills for School Counselors

D. Clinical instruction

Students are placed in an appropriate school setting for the internship experience. Students complete their internship under the supervision of a licensed school counselor and a member of the counselor education staff. The internship is a two semester or academic year long field experience. Students are to spend a minimum of 20 hours per week in the internship setting for 32 weeks, which results in a minimum of 640 total hours for the internship experience. During these hours, the student participates in all of the activities generally regarded as the responsibility of the school counselor. The student must complete a minimum of 240 hours providing direct services to students. These direct services include individual and small group counseling, developmental classroom guidance, and consultation with staff and parents.

THE PRACTICE OF PROFESSIONAL COUNSELING:

CURRICULAR EXPERIENCES FOR
STUDENT AFFAIRS PRACTICE
IN HIGHER EDUCATION PROGRAMS

In addition to the common core curricular experiences found in Section II.J, curricular experiences and demonstrated knowledge and skill in Sections A, B, and D below are required of all students in the program. Standards for program emphases in Student Affairs: Professional Practice and Student Affairs: College Counseling are detailed in Section C below. Since the emphases described in Section C standards relate to distinctly different student affairs career paths, academic units seeking accreditation for this program must decide which of these emphases they will offer. If both program emphases are offered, curricular experiences must be provided in each emphasis area.

A. Foundations of student affairs practice in higher education

Studies in this area include, but are not limited to, the following:

1. History and philosophy of student affairs and higher education;

490-729 Student Services in Higher Education

490-748 Administration in College Student Personnel

2. Issues and problems in higher education;

490-729 Student Services in Higher Education

490-748 Administration in College Student Personnel

490-795 Internship

3. The purpose and function of student affairs in higher education;

490-729 Student Services in Higher Education

490-748 Administration in College Student Personnel

490-795 Internship

4. Legal and ethical practice in higher education, including relationships

490-729 Student Services in Higher Education

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach,
formerly 490-747 Consultation Models and Outreach Applications 499-795
Internship

5. Models for designing, managing and evaluating student affairs programs, including information management and computer applications in higher education;

490-720 Career Development and Information Services

490-729 Student Services in Higher Education 490-748

Administration in College Student Personnel 499-795

Internship

6. The purpose and use of professional standards for program development;

- 490-729 Student Services in Higher Education
- 490-748 Administration in College Student Personnel
- 499-795 Internship

7. Implication of sociocultural, demographic, and lifestyle diversity relevant to student affairs practice in higher education;

- 490-720 Career Development and Information Services
- 490-729 Student Services in Higher Education
- 490-741 Social and Cultural Foundations of Counseling
- 490-748 Administration in College Student Personnel
- 499-795 Internship

B. Contextual dimensions: student affairs practice in higher education

Studies in this area include, but are not limited to, the following:

1. Theories of student development that include, intellectual, moral, ethical, ego, psychosocial, systems, and career development;

- 490-720 Career Development and Information Services
- 490-722 Theories of Counseling
- 490-729 Student Services in Higher Education
- 490-736 Counseling Across the Lifespan
- 499-795 Internship

2. Characteristics and attitudes of traditional and nontraditional college students;

- 490-729 Student Services in Higher Education
- 490-736 Counseling Across the Lifespan
- 490-748 Administration in College Student Personnel

3. Impact of different types of college environments;

- 490-729 Student Services in Higher Education
- 490-748 Administration in College Student Personnel

4. Methods of needs analysis that are applicable to college student populations;

424-740 Techniques of Research

490-729 Student Services in Higher Education

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach, formerly

490-747 Consultation Models and Outreach Applications 499-795 Internship

Knowledge and skills for the practice of student affairs in higher education

STUDENT AFFAIRS: PROFESSIONAL PRACTICE EMPHASIS

Studies in this area include, but are not limited to, the following:

1. Theories and models of organizational behavior and consultation that include planning and evaluation of higher education programs;

490-720 Career Development and Information Services

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach, formerly

490-747 Consultation Models and Outreach Applications 499-795 Internship

2. Theories, models, and practices of leadership, organizational management, and program development;

424-740 Techniques of Research

490-720 Career Development and Information Services

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach,

formerly 490-747 Consultation Models and Outreach Applications 499-795 Internship

3. Methods of and approaches to organizational change, decision-making, and conflict resolution;

490-720 Career Development and Information Services

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach,

formerly 490-747 Consultation Models and Outreach Applications 499-795 Internship

- 4. Strategies of group work that are applicable to the development of students in higher education and the management of the organizational structure;**

490-720 Career Development and Information Services

490-721 Group Procedures in Counseling

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach, formerly
490-747 Consultation Models and Outreach Applications in Student
Services

- 5. Theories and methods of personnel selection, supervision, and performance evaluation;**

490-748 Administration in College Student Personnel

- 6. History and current practices of policy making, budgeting, and finance in higher education;**

490-748 Administration in College Student Personnel

STUDENT AFFAIRS: COLLEGE COUNSELING EMPHASIS

Studies in this area include, but are not limited to, the following:

- 1. Knowledge and skills related to career planning for college students;**

490-720 Career Development and Information Services

490-729 Student Services in Higher Education 499-795

Internship

- 2. Methods and procedures in-group work applicable to college populations (e.g. designing and leading structured groups, outreach skills);**

490-720 Career Development and Information Services

490-721 Group Procedures in Counseling

490-729 Student Services in Higher Education

490-748 Administration in College Student Personnel

490-750 Consultation in Counseling: An Individual and Systems Approach, formerly
490-747 Consultation Models and Outreach Applications in Student
Services

499-793 Supervised Practicum

- 3. Preventive methods and procedures designed to deter harmful habits and to promote healthful living (e.g. interventions for eating disorders, chemical dependency, stress management);**

499-795 Internship

4. **Additional studies in this emphasis area may include, but are not limited to, the following:**

a. **Application of procedures to ensure academic success (e.g. study skills, tutoring, academic advising);**

490-729 Student Services in Higher Education
499-795 Internship

b. **Methods and procedures to promote positive interpersonal relationships (e.g. interventions for gender identity issues, promotion of intimacy development);**

490-729 Student Services in Higher Education
490-741 Social and Cultural Foundation of Counseling
490-748 Administration in College Student Personnel
490-750 Consultation in Counseling: An Individual and Systems Approach,
formerly 490-747 Consultation Models and Outreach Applications
in Student Services
499-795 Internship

c. **Methods and procedures for student leadership training and development;**

490-748 Administration in College Student Personnel 490-
729 Student Services in Higher Education 499-795
Internship

d. **Consultation skills related to organizational behavior and the promotion of organizational change;**

490-750 Consultation in Counseling: An Individual and Systems Approach,
formerly 490-747 Consultation Models and Outreach
Applications in Student Services
499-795 Internship

D. INTERNSHIP

For the program in Student Affairs Practice, the 600-clock hour internship (Standard 111.1) requirement includes a minimum of 240 hours of direct service with students and staff in postsecondary settings to reflect one of the emphases within the program (Professional Practice or College Counseling). Examples of direct service for these emphases may include, but are not limited to individual counseling, group work, career planning, consultation, student advisement, leadership training, staff development, work with student organizations, and developmental programming. The balance of the internship will meet all requirements delineated in Standard 111.1.

Students pursuing any of the areas of emphases (within the program in Student Affairs Practice) are required to do two academic semesters of internship. Students are placed in appropriate higher education settings for 20 hours per week, resulting in 640 hours for the academic year. Students are required to have a single or dual placement which offers them the opportunity to do individual and group counseling, and be involved in specific areas of student affairs e.g. Career Services, Academic Advising and Residence Life. Students must also complete a minimum of 240 hours of counseling and direct service to clients.