



**Master of Science in Education
in
Community Counseling**

&

**Master of Science in Education
in
School Counseling**

Submitted by: The University of Dayton
300 College Park
Dayton, OH 45469-0530

Date: March 15, 2009

Chief Compiler: Michelle E. Flaum, Ed.D., PCC
Department Chair: Alan D. Demmitt, Ph.D., LPCC
Phone: (937) 229-3644

Forward

The following document describes the University of Dayton's Master of Science in Education Program in Community Counseling and Master of Science in Education Program in School Counseling. This document has been formatted in accordance with the 2001 CACREP Standards and Procedures Manual.

Please note that each standard appears in italics, with each University of Dayton response in plain text.

Appendices are presented in a separate volume and are indexed in order of appearance in the document. Appendices are cited in text to aid reviewers in locating evidence for each standard.

Please note that the University of Dayton Department of Counselor Education and Human Services offers its Community Counseling and School Counseling programs at multiple locations. Both programs are offered in their entirety at the Dayton (Main) campus and at the University of Dayton Center at Capital University in Columbus, Ohio. The Dayton and Capital campuses provide multiple services to students including administrative staff support. In addition to the Dayton and Capital campuses, several courses in the School and Community Counseling programs are offered at a satellite learning center in Mason, Ohio. The students who take courses in Mason travel to the Dayton campus for student services and to take the second-half of their program coursework.

The University of Dayton strives to ensure a consistent educational experience for its students. Any variation in the program based on site of instruction is noted in the document.

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SECTION I
The Institution

Section I

The Institution

CACREP Standard I.A.

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

The University of Dayton is accredited by the Higher Learning Commission (HLC). Please refer to the HLC letter of accreditation located in Appendix A.

CACREP Standard I.B.

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

Community Counseling - Dayton

The Department of Counselor Education and Human Services (CEHS) brochure (2008-2009) describes the programs, including admission criteria, minimum program requirements, and matriculation requirements. In addition to the brochure, the CEHS Department offers all of the aforementioned information on the department website. Please refer to the CEHS Department Brochure (Appendix B) and CEHS website (Appendix C). On the website students can also obtain financial aid information.

Community Counseling - Capital

See above

School Counseling - Dayton

See above

School Counseling - Capital

See above

CACREP Standard I.C.

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

Primary responsibility for preparation of student

Counseling Programs – Dayton (Main) Campus

The master's degree programs in Community Counseling and School Counseling are separate entities within the Department of Counselor Education and Human Services. They have their own degree titles, their own accounting code, their own program coordinators, and their own curriculum. They are recognized as discrete entities in the University's Graduate School's Bulletin (Appendix D), and have received official status through the Academic Senate, the University's highest academic approval body.

Counseling Programs – Capital Campus

Students enrolled in programs at the University of Dayton Center at Capital University (UDCU) can take all of their coursework (including practicum, EDC 584 and EDC 585; and internship, EDC 598 and EDC 599) at the site at Capital University. Because the program is housed at a university, students have access to resources not otherwise available in a satellite building or other stand-alone facility. The students enrolled at the UCCU can access student resources. (Please see Appendix C.1 for the University of Dayton Center at Capital University website). In addition to student resources, the Center at Capital University has an administrative office on-site, with a full-time program administrative assistant (Antonia Saltsman) as well as two part-time (10 hour per week) graduate assistants. Although students enrolled in classes at the UDCU utilize many student services on Capital University's campus, they attend graduation on the Main (Dayton) campus.

Counseling Programs – Mason Learning Center

The off-campus learning center in Mason, which was begun in January 2008, is housed at the Sinclair Community College's Courseview Campus Center at 5386 Courseview Drive in Mason, OH. This site is a satellite branch of Sinclair Community College, and the CEHS Department rents classroom space to offer several lower-level courses in both its Community Counseling degree program and School Counseling degree program. Students who elect to take courses at the Mason learning center are still required to take the advanced courses on the Main (Dayton) campus. School Counseling Students take their practicum (EDC 585) and internship (EDC 599) classes in Mason. Students in the Community Counseling program are required to travel to Dayton for practicum (EDC 584) and internship (EDC 599). The CEHS Department offers these courses at the Mason location for the convenience of the growing number of students who live in counties just to the South of Dayton (e.g., Butler, Warren, and Clinton counties). Students who take courses in Mason utilize student services (e.g., Library and Technology, Counseling Center, etc.) at the Main (Dayton) campus. They will attend graduation on the Main (Dayton) campus.

For the remainder of this self-study, the Mason learning center will be included in the Dayton campus information, unless otherwise noted.

Relationships among academic units

The Community Counseling and School Counseling programs being put forward for accreditation are not involved in an administrative relationship with another academic program or unit. The two programs are administered totally under a single academic unit: The Department of Counselor Education and Human Services provides students in the Community Counseling program the option to take EDT 660 (Educational Research) in lieu of EDC 568 (Research and Evaluation in Human Services) or EDT 502; however, this is not a requirement nor advised by the department.

CACREP Standard I.D.

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

Cooperative relationships with other academic units

Community Counseling - Dayton

The Community Counseling program being put forward for accreditation is not involved in an administrative relationship with another academic program or unit. It is administered totally under a single academic unit: The Department of Counselor Education and Human Services allows students in the Community Counseling program the option to take EDT 660 (Educational Research) in lieu of EDC 568 (Research and Evaluation in Human Services); however, this is not a requirement nor advised by the department.

Community Counseling – Capital

See above

School Counseling – Dayton

See above

School Counseling – Capital

See above

Off-campus professional and community resources

Community Counseling - Dayton

Off-campus professional and community resources that contribute to the preparation required of all students in the Community Counseling program are those involved as practicum and internship placements. Master's level practicum and internships are set up via a formal written agreement. The standard agreement form is included in the Community Counseling Handbook, for Community Counseling students. This handbook will be located on the new CEHS department website (See Appendix C.2). Some sites are used repeatedly; others are arranged as needed. (Please refer to Appendix E for the complete list of agencies used.)

Community Counseling – Capital

See above

School Counseling – Dayton

Off-campus professional and community resources that contribute to the preparation required of all students in the School Counseling program are those involved as practicum and internship placements. Master's level practicum and internships are set up via a formal written agreement. The standard

agreement form is included in the School Counseling Handbook, for School Counseling students. This handbook will be located on the new CEHS department website (See Appendix C.3). Some sites are used repeatedly; others are arranged as needed. (Please refer to Appendix E for the complete list of agencies used.)

School Counseling – Capital

Students submit their applications for practicum and internship to Donna Smith, the placement coordinator for the School Counseling program at Capital.

CACREP Standard I.E.

The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

In the Department of Counselor Education and Human Services, funds are allocated to the departments rather than to individual program areas. Thus the Community Counseling budget comes through the CEHS Department. Funds for current expenses are distributed equitably across programs. For example phone lines and equipment, computers, and office supplies are distributed in an even-handed manner. Items such as postage, phone charges and copy duplication are handled at the department level without program distinction.

The department is provided an annual library allocation budget to be used for the purchase of books, journals and video-tapes. In 2006, the School of Education was allotted \$25,000 and the CEHS department was provided with \$5000. This number is subject to change per year.

In 2009, the School of Education was allotted \$33,000 and the CEHS department was provided with \$6000. The CEHS Department plans to use this budget to purchase updated editions of print media (e.g., subscriptions to ACA and ASCA journals, reference materials, and supplemental reading materials) and visual media (e.g., training videos). At the Capital campus, the School of Education was allotted \$600 for 2006 and no requests have been made since that time.

The university provides each tenure-track faculty member a new computer every four years, either desk-top or lap-top. The retired computers are refurbished and distributed to Teaching Fellow and Graduate Assistant work spaces. Currently, core faculty have Gateway tablet PCs.

Additional funds that are accrued during the summer are used with the intent to strengthen programs. Funds are used to purchase equipment, develop educational materials, supplement faculty travel, underwrite faculty development efforts, host guest speakers, improve facilities, etc.

Likewise budgeting for the faculty has been adequate. The program functionally lost part of a position when a faculty member became the department chair; however, one full-time, tenure-track position was added in the School Counseling program and one .75 FTE clinical position was added in the Community Counseling program. Whereas the previous provost returned only enough money to hire an assistant professor from a departed faculty member's line to the college, the current provost has returned all money from a departed faculty member's line to the college. This latter practice has at times allowed the college to hire faculty at a rank higher than assistant professor or to hire assistant professors at strong market value. In addition the college/department has been able to provide programs with funding so that they can hire strong part-time faculty as needed. However, the CEHS program, as a graduate only program, is in need of senior level faculty to assist in a variety of areas which include: program leadership, college and university wide assistance with service opportunities and responsibilities, and to provide guidance to the profession of counseling.

See Appendix XX for the CEHS Department Budget Summary.

CACREP Standard I.F.

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

The “guaranteed” source of funds for types of activities noted above have come from residual funds generated from summer courses and other programs generated by School of Education and Allied Professions faculty. A portion of these profits has been set aside for faculty development. These funds are distributed among tenure track and full-time non-tenure track faculty. Historically the funding has been primarily used for attending professional conferences, although on occasion funds have been used to purchase instructional or research materials.

In recent years these funds have been in the amount of \$1200 per faculty member per year (including the Clinical Faculty member in the Community Counseling program). Each faculty is also allotted \$200 per year for professional memberships (in addition to the \$1200 travel allowance). Some travel is a budget line, and supplemental travel monies are supplemented by funds generated in the summer semester. Additional money for research and travel may be awarded on a need, or nature of project basis, as funds permit, both from departmental funds and from research funds within the university’s graduate college. (See Appendix F, p.2 for CEHS Department Meeting Minutes for discussion of travel budget).

Support for professional development may come by means other than direct funding. The university, college, and department engage in a number of these practices.

Faculty Improvement Leave (sabbatical) is available to faculty every seven years and has been used by two faculty members in the past five years. As the CEHS faculty matures more will avail themselves of this opportunity. Such leaves provide faculty one semester of release at full pay.

Faculty can apply for summer funding for research or instructional projects. These funds, for about \$6,500 per person, are awarded on a competitive basis.

In recent years, faculty members in their first year of employment have been given a course load reduction each semester in an effort to assist them in the development of scholarly agendas.

The intent of all professional development funding or load adjustments is to assist faculty members in their scholarly agendas, which may include teaching and research, relative to their faculty assignment. The CEHS faculty shares equally with other faculty in the department, college and/or university in the above opportunities.

CACREP Standard I.G.

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

Counseling Programs - Dayton

Personal counseling services are available to the Department of Counselor Education and Human Services students on campus through the University of Dayton Counseling Center. This agency does not have administrative or evaluative involvement with either program faculty or students.

- All Students are welcome to use the Counseling Center
- Undergraduates/Graduate Assistants/Law Students pay a Counseling Center fee prior to their first year and are not charged further for services.
- Graduate students do not pay the initial fee and are charged \$50 per individual session and per group session.
- Part-time Graduate/Law students are limited to a maximum of 10 sessions.
- Graduate students may pay at the time of service or have the charges placed on their account. Their insurance may cover these charges.

The aforementioned information can be found on the University of Dayton's Counseling Center's website, Appendix G.

Counseling Programs - Capital

Students enrolled in either School or Community Counseling at the UDCU also have access to the University of Dayton Counseling Center on the Main Campus. UDCU students cannot access counseling services at Capital University; however, they are provided with a list of counselors in the area who provide counseling services to our students at a reduced rate (e.g., Phillip Yassenoff, PCC).

CACREP Standard I.H.

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

The University of Dayton has 4 libraries located throughout the campuses. The Main Library, Roesch Library, houses most of the counseling related materials and is located on the main campus.

The Library's holdings cover a broad range of topic areas. It has cataloged over 70,674 monograph titles in Library of Congress catalog designations related to counseling. These include: Education, 27, 018; Psychology, 9789; Sociology and Social Work, 31,218; and Anthropology, 2,649. In addition, there are various appropriate indexes in print form, other reference works, newspapers, yearbooks, proceedings of academic and learned societies, and bibliographies. The library holdings are accessible via the online library catalog.

The University Libraries provides interlibrary loan services for items not owned by University of Dayton Libraries or by OhioLINK, print and electronic reserve items, and extensive microfiche holdings and microfilm reading equipment. Numerous photocopying machines are available throughout the Main Library, including color copying. Copies can be made at nominal cost. The library's holdings are cataloged on online computers and are accessible by title, author, keywords, or subject matter. The online catalog is accessible via the web both on campus and off campus. OhioLink is available online to verify information and to locate holdings anywhere in the United States. (Refer to Appendix H for the following websites):

- Ohio Link Home
- Ohio Link Catalog
- Ohio Link Digital Media Center Databases Home
- Ohio Link Electronic Journal Finder Home

The library's various services are available on the website <http://library.udayton.edu/>. The Information Desk on the first floor of the Main Library provides access to the world of information and data, with competent library staff available for instruction and reference assistance. Reference volumes are extensive. Included are Books in Print, Ulrich's Periodical Directory, Tests in Print, Buro's Mental Measurement Yearbook, various media resources, Marquis Who's Who, the Foundation Directory, and other standard references expected in comprehensive university libraries. All of the library's holdings, including periodicals, are available on open shelving ranges for easy access.

The University Libraries provide a wealth of services. Computerized searches of pertinent standard databases can be conducted online at no direct cost. Examples of such databases include PsychINFO, Academic Search Complete, Psychological and Behavioral Sciences Collection, MEDLINE, Mental Measurements Yearbook, CINAHL (Nursing and Allied Health), Health Source: Consumer Edition, ERIC, (education), and Social Science Citation Index.

University of Dayton is a member of the statewide library consortium, OhioLINK, which provides cooperative resource sharing through online circulation of materials and database subscription services. The consortium allows access to the holdings of more than 38 million items from over 84 Ohio universities; medical, private, technical and community colleges; and the State Library of Ohio. OhioLINK also provides access to over 160 research databases for newspaper, magazine, and journal articles; dissertation abstracts; and conference papers and proceedings.

During 2007-2008, the University Library spent: \$479,793.38 on books. This breaks down to: \$30,731.50 on books for all areas of education; \$7,511.75 on books related to psychology; \$15,272.60 on books related to sociology and anthropology. In addition, \$1,138,061.29 was spent on periodicals. This breaks down to: \$41,294.62 on periodicals related to all areas of education; \$32,723.29 on periodicals for psychology; and \$13,889.41 on periodicals related to sociology and anthropology.

Besides the University Library, the School of Education and Allied Professionals maintains its own library, the Curriculum Materials Center (CMC), a division of the Instructional Resource Center. While this facility is oriented more toward the teacher education programs than counselor education, the CMC does have an extensive collection of standardized testing materials and manuals, filmstrips, CD-ROMs, program guides, and other materials pertinent to the counseling programs. These materials are available for loan to College and Graduate School of Education students and faculty.

The University Library is open for use by students over 100 hours per week during the academic year. Mondays through Thursdays it is open from 8:00 a.m. to 12:00 a.m. (5 a.m. approximately the last 9 weeks of the semesters). It is open weekends on the slightly reduced schedule. The hours are curtailed somewhat during summer sessions and during break periods. However, it is open for an extended time virtually every day of the calendar year. In addition, the library remains open 24 hours the last two weeks of the each semester. The Library Hours Homepage and Library Typical Hours can be found in Appendix I.

Reference assistance is available in a variety of ways. Traditional in-person assistance is available most hours that the library is open. A variety of alternative methods of getting research assistance includes telephone assistance, email, and a real-time chat service. More information regarding these services is available in Appendix I which includes the following:

The University of Dayton Roesch Library and Home Page.

Students attending classes at the University of Dayton Center at Capital University may use either the library system at the University of Dayton Main Campus, or the library system at Capital University. See Appendix A for the UD Center at Capital website.

Because the students at the Mason learning center attend classes at a satellite facility (and not on a university campus), they do not have a library system on-site. Those students are to use the libraries on the Main Campus, or access the University of Dayton library website remotely.

A list of all of the services the library provides can be found on The University of Dayton Roesch Library and Home Page, Appendix I.

CACREP Standard I.I.

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

Counseling Programs - Dayton

Institution provides technical support:

The University of Dayton's Information Technology Department (UDIT) provides network computing resources to departments, faculty, staff, and students in the form of access to the Internet, electronic mail, standard productivity software, including word processing, presentation, spreadsheet, and database, student information databases and shared printers.

Computing assistance includes installation of University of Dayton's licensed software, troubleshooting software and hardware issues, training in the detection and elimination of computer viruses and general maintenance for departmental, faculty and staff computers. Also supported are network components, including the file server, print sharing devices, and other related peripherals.

Please refer to Appendix J for the following information regarding UDIT services:

- Help Desk
- UD Software
- Training
- Classroom Support
- E-Learning
- E-Media
- Administrative Systems

In addition to UDIT, the University of Dayton provides departments, faculty, staff, and students with the Learning Teaching Center (LTC). Please refer to the LTC website, Appendix K for a comprehensive summary of the services listed below.

Student Resources:

- Disability Services
- Writing Support
- Learning Support
- Ryan's Lab
- Computer Training
- Academic Services for Student Athletes

Faculty and Staff Resources:

- Faculty Development
- Leadership UD
- Studio
- eLearning Lab
- eMedia Lab
- Computer Training
- eClassroom
- Assessment Resources

Information systems for teaching and research:

The School of Education and Allied Professions has two of its own labs. These labs are for students in the School of Education and Allied professions as well as faculty members within the college. The first lab has 30 PCs with access to black and white printing. The second lab has 20 laptops and is set up to be utilized as a mobile lab for faculty members to utilize during instruction.

Instruction on computer use and programs is available in the Roesch Library during normal business hours. In addition to individual advisement, the library is home to the Learning Teaching Center which offers trainings to faculty and students on a variety of computer programs. These instructional seminars are open to the University community. Experienced seminar instructors from the LTC, provide guided instruction along with hands-on practice for most of the trainings. Trainings are open to undergraduates, graduate students, and faculty. The seminars cover a variety of topics, including, but not limited to, data analysis, multimedia, web development, research databases, and spreadsheets. There is also a teaching lab in the LTC. Refer to Appendix K.

Data analysis for teaching and research:

Faculty who offer courses in research are also available for consultation on student projects. Students can download SPSS software (from the University of Dayton software) See Appendix L.

Counseling Programs – Capital

Students enrolled at UDCU can access all technology resources available to students enrolled at the Dayton campus (e.g., email accounts, library resources, technology help desk, software downloads). See above for details.

For faculty and students who require technical assistance with equipment while at Capital University, a helpdesk technology team is available. Faculty and students should contact the Technical Support Staff at Capital University at (614) 236-6508.

SECTION II

Program Objectives and Curriculum

Section II

Program Objectives and Curriculum

CACREP Standard II.A.1.

*A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement (1) **describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty;** (2) is the basis for the development of program objectives and curriculum; (3) is published and available to faculty and students; and (4) is reviewed at least once every three years and revised as needed.*

The Community Counseling Program Mission Statement:

The mission of the Community Counseling program at the University of Dayton is to prepare students for employment as counselors in community-based human service agencies (e.g., mental health centers, substance abuse facilities, child and family service agencies, etc.) as well as private counseling facilities. The Community Counseling program prepares students with the knowledge and skills needed to practice effectively in the current human services environment while at the same time fostering the skills and dispositions needed to embrace a holistic approach to working with individuals, families and communities. The Community Counseling program is approved by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (CSW&MFTB).

The mission statement is listed in the Community Counseling Student Handbook (see Appendix M, p. 5).

- This mission statement indicates that the type of students served by the CEHS Community Counseling program are those who are preparing for employment as counselors who are licensed by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (CSW&MFTB).
- The geographic orientation is implied by noting that licensure preparation is for Ohio licensure. However, there are students who complete their Community Counseling degree and then seek licensure in other states.
- By stating in the mission statement that the Community Counseling program is approved by the CSW&MFTB indicates a priority and expectation of faculty for students to be well trained and prepared for state counselor licensure.
- See Appendix Q for the CSW&MFTB Description of Ohio Professional Counselor and Professional Clinical Counselor.

The School Counseling Program Mission Statement:

The mission, intent and purpose of the School Counseling program at The University of Dayton is to prepare students for employment as professional school counselors in K-12 institutions. The School Counseling program prepares students to become dynamic school counselors who are adaptive leaders and champions of social justice. Through teaching and modeling, the faculty works to empower students to embrace holistic, ethical and innovative approaches to their personal lives, to their professional endeavors, and to the school systems they serve. The School Counseling program is approved by the Ohio Department of Education (ODE).

The mission statement is listed in the School Counseling Student Handbook (see Appendix N, p. 6).

- This mission statement indicates that the types of students served by the CEHS School Counseling program are those who are preparing for employment as counselors who are licensed by the Ohio Department of Education (ODE).
- The geographic orientation is implied by noting that licensure preparation is for Ohio licensure. However, there are students who complete their School Counseling degree and then seek licensure in other states.
- By stating in the mission statement that the School Counseling program is approved by the Ohio Department of Education indicates a priority and expectation of faculty for students to be well trained and prepared for state counselor licensure.
- See Appendix R for the Ohio Department of Education Licensure Page.

The above mission statements apply to programs at the Dayton Campus (including Mason learning center) and at Capital (UDCU).

CACREP Standard II.A.2.

*A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement (1) describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty; (2) is the **basis for the development of program objectives and curriculum**; (3) is published and available to faculty and students; and (4) is reviewed at least once every three years and revised as needed.*

The Community Counseling Program Mission Statement

See CACREP Standard II.A.1. for the Community Counseling Mission Statement

The mission statement is listed in the Community Counseling Student Handbook (see Appendix M, p. 5).

See CACREP Standard II.A.1. for more information related to this standard.

The School Counseling program Mission Statement

See CACREP Standard II.A.1. for the School Counseling Mission Statement

The mission statement is listed in the School Counseling Student Handbook (see Appendix N, p. 6).

See CACREP Standard II.A.1. for more information related to this standard.

CACREP Standard II.A.3.

*A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement (1) describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty; (2) is the basis for the development of program objectives and curriculum; **(3) is published and available to faculty and students;** and (4) is reviewed at least once every three years and revised as needed.*

Community Counseling Mission Statement

See CACREP Standard II.A.1.for the Community Counseling Mission Statement

The mission statement is listed in the Community Counseling Student Handbook (see Appendix M, p. 5).

School Counseling Mission Statement

See CACREP Standard II.A.1.for the School Counseling Mission Statement

The mission statement is listed in the School Counseling Student Handbook (see Appendix N, p. 6).

CACREP Standard II.A.4.

A comprehensive mission statement has been developed that brings the program into focus and concisely describes the program's intent and purpose. The mission statement (1) describes the types of students it serves, its geographic orientation, and the priorities and expectations of the faculty; (2) is the basis for the development of program objectives and curriculum; (3) is published and available to faculty and students; and (4) is reviewed at least once every three years and revised as needed.

Community Counseling Mission Statement

See CACREP Standard II.A.1. for the Community Counseling Mission Statement.

The mission statement is listed in the Community Counseling Handbook (See Appendix M, p.5). This mission statement, along with the entire CEHS Departmental Brochure is updated annually during the fall by the faculty and administrative staff (i.e., Joy Duchak, Kathy Brown, and the Graduate Assistants). The mission statement will also be reviewed by the CEHS Advisory Board (consisting of graduates, current students, and individuals from near-by agencies and schools and the two program coordinators).

School Counseling Mission Statement

See CACREP Standard II.A.1. for the School Counseling Mission Statement.

The mission statement is listed in the School Counseling Handbook (See Appendix N, p. 6). This mission statement, along with the entire CEHS Departmental Brochure is updated annually during the fall by the faculty and administrative staff (i.e., Joy Duchak, Kathy Brown, and the Graduate Assistants). The mission statement will also be reviewed by the CEHS Advisory Board (consisting of graduates, current students, and individuals from near-by agencies and schools and the two program coordinators).

CACREP Standard II.B.1.

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

Community Counseling Program Objectives

Objectives of the Community Counseling program include the following:

- Students will have a curricular experience and demonstrated knowledge in: 1) professional identity; 2) social and cultural diversity; 3) human growth and development; 4) career development; 5) helping relationships; 6) group work; 7) assessment; and 8) research and program evaluation.
- Students will obtain supervised counseling experience in clinical situations diagnosing and treating mental and emotional disorders.
- Students will gain curricular experiences and demonstrate knowledge and skills in the foundations of community counseling. For example: 1) history and philosophy of community counseling; 2) role, function, and professional identity of community counselors; 3) policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling; 4) issues of diversity in community counseling; and 5) ethical and legal considerations specifically related to community counseling.
- Students will gain curricular experiences in the contextual dimensions of community: For example: 1) the relationships between counselors and other professionals in various practice settings; 2) organizational, fiscal, and legal dimensions of various settings in which community counselors practice; 3) strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems; and 4) general principles of community intervention, consultation, education, and outreach, and characteristics of human services programs and networks.
- Students will gain curricular experiences in the knowledge and skill requirements for community counselors: For example: 1) characteristics of clients served by community counselors; 2) models and methods of program development; 3) strategies for client advocacy including the promotion of client understanding of and access to community resources; 4) principles and models of client assessment, diagnosis, and case conceptualization; 5) knowledge of the principles of diagnosis and the use of current diagnostic tools; 6) effective strategies for client advocacy in public policy and other matters of equity and accessibility; and 7) application of appropriate client treatment planning modalities as conceptualized and implemented by community counselors.
- Students will also meet the academic components required by the Ohio Counselor, Social Worker and Marriage and Family Therapist Board to be eligible to sit for the Ohio Professional Counselor Licensure Examination (PCLE). Note: The PCLE is the examination that is necessary to earn the

Professional Counselor (PC) license and eventually the Professional Clinical Counselor (PCC) license in Ohio.

The CEHS Department will obtain input from the CEHS Advisory Board about the goals and objectives of the Community Counseling program in future Advisory Board meetings. The diverse make-up of the CEHS faculty and Advisory Board reflects the pluralistic society referred to by this standard.

The Community Counseling Program objectives are also listed in the Community Counseling Student Handbook in Appendix M, p. 6.

School Counseling Program Objectives

Objectives of the School Counseling program include the following:

- Students will have a curricular experience and demonstrated knowledge in: 1) professional identity; 2) social and cultural diversity; 3) human growth and development; 4) career development; 5) helping relationships; 6) group work; 7) assessment; and 8) research and program evaluation.
- Students will obtain supervised school counseling experience that prepares them to better meet the personal, social, educational, and vocational needs of children and adolescents in school settings.
- Students will gain curricular experiences and demonstrate knowledge and skills in the foundations of school counseling. For example: 1) history and philosophy of school counseling; 2) relationship of the school counseling program to the academic and student services program in the school; 3) role, function, and professional identity of school counselors; 4) strategies of leadership designated to enhance the learning environment of schools; 5) knowledge of the school setting; 6) current issues, policies, laws, and legislation relevant to school counseling; 7) issues of diversity in school counseling; 8) knowledge and understanding of community, environmental, and institutional opportunities and barriers; 9) knowledge and application of current and emerging technology; and 10) ethical and legal considerations.
- Students will gain curricular experiences in the contextual dimensions of school counseling that provide an understanding of the coordination of counseling program components as they relate to the school community.
- Students will also gain curricular experiences and demonstrate knowledge and skills in 1) program development, implementation, and evaluation; 2) counseling and guidance; and 3) consultation.

The CEHS Department will obtain input from the CEHS Advisory Board about the goals and objectives of the Community Counseling program in future Advisory Board meetings. The diverse make-up of the CEHS faculty and Advisory Board reflects the pluralistic society referred to by this standard.

The School Counseling Program objectives are also listed in the School Counseling Student Handbook in Appendix N, p. 6.

The Community and School Counseling objectives apply to the Counseling programs at the Dayton and Capital University (UDCU) campuses.

CACREP Standard II.B.2.

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

Community Counseling Program Objectives

See CACREP Standard II.B.1 for the Community Counseling Program objectives that meet this standard.

School Counseling Program Objectives

See CACREP Standard II.B.1 for the School Counseling Program objectives that meet this standard.

CACREP Standard II.B.3.

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

Community Counseling Program Objectives

See CACREP Standard II.B.1 for the Community Counseling Program objectives.

The objectives for the Community Counseling program are listed on the CEHS Department website and in the Community Counseling Handbook. The CEHS Advisory Board (consisting of current students, graduates and personnel in cooperating schools and agencies) reviewed program objectives and programs of study in the fall of 2008 (see Appendix O for the Advisory Board Invitation Letter, the Advisory Board Agenda, and Report which resulted from the November 7, 2008 meeting). The CEHS faculty will annually review the mission and objectives. The department faculty will review the mission and objectives during a faculty meeting in the fall of 2009 at the Department Retreat (see Appendix P for the faculty meeting in which program mission and objectives were discussed).

School Counseling Program Objectives

See CACREP Standard II.B.1 for the School Counseling Program objectives.

The objectives for the School Counseling program are listed on the CEHS Department website and in the School Counseling Handbook. The CEHS Advisory Board (consisting of current students, graduates and personnel in cooperating schools and agencies) reviewed program objectives and programs of study in the fall of 2008 (see Appendix O for the Advisory Board Invitation Letter, the Advisory Board Agenda, and Report which resulted from the November 7, 2008 meeting). The CEHS faculty will annually review the mission and objectives. The department faculty will review the mission and objectives during a faculty meeting in the fall of 2009 at the Department Retreat (see Appendix P for the faculty meeting in which program mission and objectives were discussed).

CACREP Standard II.B.4.

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

Community Counseling Program Objectives

See CACREP Standard II.B.1 for the Community Counseling Program objectives.

The objectives for the Community Counseling program are listed on the CEHS Department website and in the Community Counseling Handbook. Students in the CEHS Department are required to take a set number of courses, including the CACREP core curriculum, specialty curriculum, and the coursework required to become licensable by the State of Ohio CSW&MFTB. Such courses are designed to provide a broad range of knowledge and experience needed to function effectively in their chosen work setting. Each course syllabi contains CACREP standards and relevant program objectives and specific attached learning activities (See Appendix M, p. 14 for the program of study in the Community Counseling Handbook).

Also see Appendix Q for the Ohio CSW&MFTB Description of the Professional Counselor and Professional Clinical Counselor.

School Counseling Program Objectives

See CACREP Standard II.B.1 for the School Counseling Program objectives.

The objectives for the School Counseling program are listed on the CEHS Department website and in the School Counseling Handbook. Students in the CEHS Department are required to take a set number of courses, including the CACREP core curriculum, specialty curriculum, and the coursework required to become licensable by the Ohio Department of Education. Such courses are designed to provide a broad range of knowledge and experience needed to function effectively in their chosen work setting. Each course syllabi contains CACREP standards and relevant program objectives and specific attached learning activities (See Appendix N, p. 22 for the program of study in the School Counseling Handbook).

Also see Appendix R for the ODE School Counselor Licensure Page.

CACREP Standard II.B.5.

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

Community Counseling Program Objectives

See CACREP Standard II.B.1 for the Community Counseling Program objectives.

The objectives for the Community Counseling program are listed in the CEHS Master's Programs Brochure and in the Community Counseling Handbook. CACREP standards are expressed as learning knowledge, skills, and dispositions on course syllabi and assessed through a variety of process and outcome measures including essay and objective examination measures, observations, written papers and projects. The pass rate of the Professional Counselor Licensure Examination (PCLE) is monitored, and feedback relative to knowledge and skills is systematically solicited from graduates and their employers via evaluations in practicum and internships.

See Appendix S for the PCLE Results.

See Appendix M for the Practicum/Internship Evaluations, p. 32 in the Community Counseling Handbook.

School Counseling Program Objectives

See CACREP Standard II.B.1 for the School Counseling Program objectives.

The objectives for the School Counseling program are listed in the CEHS Master's Programs Brochure and in the School Counseling Handbook. CACREP standards are expressed as learning knowledge, skills, and dispositions on course syllabi and assessed through a variety of process and outcome measures including essay and objective examination measures, observations, written papers and projects. The pass rate of the PRAXIS II examination is monitored, and feedback relative to knowledge and skills is systematically solicited from graduates and their employers via evaluations in practicum and internships.

See Appendix S for the PRAXIS II Results.

See Appendix N for the Practicum/Internship Evaluations, p. 62 in the School Counseling Handbook.

CACREP Standard II.C. - Community Counseling:

The Community Counseling program requires a minimum of 48 semester hours of credit, to be completed with at least a 3.0 (out of 4.0) Grade Point Average (GPA).

The semester-hour requirement is indicated in the CEHS Department Brochure (see Appendix B, p. 14, Community Counseling Program), and in the Community Counseling Student Handbook, Appendix M, p. 5. In addition, students are required to take 12 semester hours of clinical coursework in order to sit for the PCLE exam and gain licensure as a Professional Counselor.

CACREP Standard II.C. - School Counseling:

The School Counseling program requires a minimum of 48 semester hours of credit, to be completed with at least a 3.0 (out of 4.0) Grade Point Average (GPA).

The semester-hour requirement is indicated in the CEHS Department Brochure (see Appendix B, p.13, School Counseling Program), and in the School Counseling Student Handbook, Appendix N, p.22.

CACREP Standard II.D.

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

Community Counseling - Dayton:

The CEHS Department website includes specific information regarding opportunities for student professional involvement (see Appendix C.4 - Professional Organizations). In addition to receiving the CEHS Master's Programs Brochure and Community Counseling Student Handbook, students are formally exposed to ACA, its divisions, branches and affiliate organizations along with being encouraged to join such professional organizations in the following settings:

- During the Master's Student Orientation (see Appendix T for the Orientation syllabus)
- When registering for EDC 584: Practicum I - Community Counseling; and EDC 598: Internship I, II, & III – Community Counseling; students are encouraged to become members of ACA to enhance professional development and obtain discounts resources and professional liability insurance.
- While participating in various Chi Sigma Iota chapter activities that occur each semester.

Examples of Community Counseling students participating in professional associations include:

- Tina Donovan presented at the All Ohio Counselors Conference in 2007.
- Cynthia Batie volunteered at the All Ohio Counselors Conference in 2007.
- Kai Shemsu volunteered at the All Ohio Counselors Conference in 2008.
- There are currently 72 Community Counseling students who are members of The University of Dayton's chapter of Chi Sigma Iota.

Community Counseling – Capital

See above. In addition, Benjamin Kelch, a Community Counseling student at Capital, presented at the All Ohio Counselors Conference in 2008 and will present at the American Counseling Association conference in 2009.

School Counseling - Dayton

The CEHS Department website includes specific information regarding opportunities for student professional involvement (see Appendix C.5 - Professional Organizations). In addition to receiving the CEHS Master's Programs Brochure and School Counseling Student Handbook, students are formally exposed to ACA, its divisions, branches and affiliate organizations along with being encouraged to join such professional organizations in the following settings:

- During the Master's Student Orientation (see Appendix T for the orientation syllabus)
- When registering for EDC 585: School Counseling Practicum and EDC 599: Internship in School Counseling students are encouraged to become members of ACA and/or ASCA to enhance professional development and obtain discounts resources and professional liability insurance (see Appendix N, p.34 in the School Counseling Student Handbook).

- While participating in various Chi Sigma Iota chapter activities that occur each semester

Examples of School Counseling master's students participating in professional associations include:

- Haidee Weaver and Amy Dils presented at the All Ohio Counselors Conference in 2008.
- There are currently 60 School Counseling students who are members of The University of Dayton's chapter of Chi Sigma Iota.

School Counseling – Capital

See above.

CACREP Standard II.E.

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

Community Counseling - Dayton:

EDC 583: Group Work: Theory and Techniques is offered during the spring and summer semesters of each academic year. EDC 583: Group Work: Theory and Techniques (see Appendix T for syllabus) is a required course and a prerequisite for practicum. Within this course, students participate in small groups throughout the entire semester, in order to build their group helping skills and increase their awareness of group process. These experiences are conducted under the direction and supervision of the faculty of record for the course, who is a full-time, tenure-track faculty member. The EDC 583: Group Work: Theory and Techniques syllabus notes that a minimum of six class sessions (2.5 hours in length each), are dedicated to small group activities. In addition, almost the entire content of EDC 583: Group Work: Theory and Techniques is taught in a small group format.

EDC 583 is one of the courses offered at the Mason learning center. See above for course details.

Community Counseling - Capital:

See above for course information.

School Counseling – Dayton:

See above for course information.

School Counseling – Capital:

See above for course information.

CACREP Standard II.F.

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

Counseling Programs (Dayton and Capital):

Formal evaluation of an individual's appropriateness for the Community Counseling program and School Counseling program occurs prior to admission and annually after admission. Prior to admission, a faculty member reviews an applicant's materials and appraises the quality of fit with the program's objectives and expected level of preparation. Grade Point Average (GPA), application form, and three letters of recommendation are taken into consideration prior to admissions. Such considerations are listed on the CEHS website (see Appendix C.6 CEHS Department website). In addition, all applicants to the program with at least a 2.75 GPA are not required to take the Graduate Record Examination. The interview consists of assessing the applicant in the following areas (see Appendix U for the Applicant Face Sheet and Review Rubrics, and Appendix V for the Considerations for Retention Form):

- Potential Success in Forming Effective Interpersonal Relationships;
- Aptitude for Graduate Study;
- Career Goals in Relationship to the Program;
- Openness to Self Examination; and
- Openness to Personal and Professional Development.

If as the result of the interview and review of materials by the faculty, the applicant appears not to be suitable for the program, a denial letter is sent to the individual (see Appendix W a sample denial letter). The letter indicates that the student may call the Program Coordinator if there are any questions. Upon receiving these telephone calls, the Program Coordinator will discuss various options with the individual.

The CEHS tenured and tenure-track faculty members attend regular program faculty meetings (typically on a biweekly or monthly basis). During these faculty meetings, student concerns (and achievements) are frequently discussed. If a student is found to be of concern, the CEHS faculty will discuss and implement a course of action to be taken. In addition, all Community Counseling and School Counseling students are assessed annually by the CEHS faculty (during fall semester) on the same criteria as indicated above (see Appendix G for the minutes of the Review and Retention meeting).

If a student's performance in the Community Counseling or School Counseling programs appears to be unsatisfactory for academic, professional or personal reasons, this is typically brought to the student's attention by the appropriate individual (e.g., instructor of a course, academic advisor, and / or program coordinator).

CACREP Standard II.G.

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

Community Counseling – Dayton

The curriculum for Community Counseling permits some flexibility. If a student has earned graduate academic credit before entering the program, this is evaluated for equivalence to our program requirements. Where it is reasonably similar, these hours can be transferred into the program and the student is exempted from repeating the course at The University of Dayton. The University permits up to 6 hours of such transfer credit within a master's degree and the coursework must not be more than five years old. The students must have earned a grade of "B" or higher on the coursework to be transferred.

Formal credit is not granted for prior life experience or employment. However, prior learning may be taken into account when assignments of projects and papers are given in coursework. The CEHS Department considers the students' GPA, three letters of recommendation, writing abilities, and group interviews to make the admission determination.

A total of 48 semester hours are required and five are considered electives (see Appendix M, p. 14 for Community Counseling Program of Study) to obtain the Master of Education Degree in Community Counseling. An additional 12 semester hours are required to take the PCLE to gain licensure.

Individual differences sometimes take the form of disabilities. Classrooms and counseling practicum facilities are handicap accessible. These include access to elevators, wide doorways, and furniture being placed such that persons with disabilities are able to move about, reach forms, access to phones and computers, etc. In the past few years several Community Counseling students were able to use their wheelchairs in classrooms and practicum settings. Accommodations typically include extended exam time, readers and signers, note takers, and so forth.

Every course syllabi contains the following "disability statement" (see Appendix T for course syllabi):

To request academic accommodations due to a disability, please contact the Office of Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form from the Office for Students with Disabilities indicating that you have a disability, which requires accommodation, please present it to me so we can discuss the accommodations you might need in class.

Community Counseling – Capital

See above.

School Counseling – Dayton

The curriculum for School Counseling permits some flexibility. If a student has earned graduate academic credit before entering the program, this is evaluated for equivalence to our program requirements. Where it is reasonably similar, these hours can be transferred into the program and the student is exempt from repeating the course at The University of Dayton. The University permits up to six hours of such transfer credit within a master's degree and the coursework must not be more than six years old (see the School Counseling Handbook in Appendix N, p. 24).

Formal credit is not granted for prior life experience or employment. However, prior learning may be taken into account when assignments of projects and papers are given in coursework.

Forty-eight hours are required and not considered electives in the School Counseling program. There are no elective courses in the School Counseling program (see Appendix N, p. 22 - School Counseling Program of Study).

Individual differences sometimes take the form of disabilities. Classrooms and counseling practicum facilities are handicap accessible. These include access to elevators, wide doorways, and furniture being placed such that persons with disabilities are able to move about, reach forms, access to phones and computers, etc. In the past few years several School Counseling students were able to use their wheelchairs in classrooms and practicum settings. Accommodations typically include extended exam time, readers and signers, note takers, and so forth.

Every course syllabi contains the following "disability statement" (see Appendix T for course syllabi):

To request academic accommodations due to a disability, please contact the Office of Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form from the Office for Students with Disabilities indicating that you have a disability, which requires accommodation, please present it to me so we can discuss the accommodations you might need in class.

School Counseling – Capital

See above.

CACREP Standard II.H.

Syllabi are distributed at the beginning of each curricular experience, and include all of the following: 1.objectives; 2.content areas; 3.required text(s) and/or reading(s); 4.methods of instruction, including a clear description of how content is delivered (e.g., lecture, seminar, supervised practicum application, distance learning); and 5.student performance evaluation criteria and procedures.

Counseling Programs (Dayton and Capital)

The University of Dayton requires that all course syllabi (course outlines) be on file in a standard format. Previous course syllabi are kept on file in the CEHS office (301 Chaminade Hall) and could be distributed to students. These syllabi allow the program to monitor full-time and part-time faculty in (1) course content, (2) adherence to CACREP standards, and the practices between instructors teaching the same course (see Appendix T for course syllabi). The Program Assistant, Joy Duchak, sends all part-time instructors the syllabus for the course they will be teaching, as well as the contact information for the instructor of record.

At the beginning of each course, instructors distribute to students a complete syllabus containing the following information in this order:

- **Program and department contact information**
- **Course title**
- **Number of credit hours**
- **Faculty of record name, office phone, secretary phone, fax number, and e-mail address**
- **The semester the course is taught**
- **Instructor's office hours**
- **Course objectives**
- **CACREP standards that are met by the specific course**
- **Method of course delivery**
- **Required text (Recommended texts may also be included)**
- **Course assignments**
- **Course grading policies**
- **Tentative schedule**
- **Additional instructor notes (optional)**
- **The University of Dayton disability statement**

CEHS course syllabi include the verbatim CACREP standard(s) that are met in a specific course.

CACREP Standard II.I.

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

The CEHS Department has adopted a practitioner / scholar model, wherein the primary intent is to produce counseling practitioners who are at the same time well grounded in foundational theory and research pertinent to direct service.

Faculty members are involved in research/scholarship pertinent to their coursework, and they utilize this information as appropriate in their teaching (see Appendix X for CEHS full-time, tenure-track and adjunct vitae and Appendix T for all syllabi). For example:

- Kelli Jo Arndt Ph.D. conducts research in the area of School Counselor Training, Program Development, and Self-Care and integrates such information into EDC 583 Theories and Techniques of Group Counseling, EDC 599 School Counseling Internship, and EDC 546 School Counseling Program Development.
- Alan Demmitt, Ph.D. has published in the area of Spirituality in Counseling and Legal Issues in Counseling, and integrates such information into EDC 681, Integrative Approaches to Counseling.
- Scott Hall, Ph.D. has published in the area of Transitions, Career Development, Character Development, Spirituality in Counseling, and Counseling Theory, and integrates such information into EDC 529 Career Counseling, EDC 543 Theories and Techniques of Counseling, EDC 531 Human Development across the Lifespan, and the elective seminars.
- Eugene Moulin, Ph.D. has published in the area of Pedagogy and Students with Exceptionalities, and integrates such information into EDC 522, Introduction to Guidance Counseling.
- Patricia Polanski, Ph.D. has published in the area of Spirituality and Counseling, Counselor Supervision and Clinical Counseling and integrates such information into EDC 500 Orientation to Community Counseling, EDC 623 Foundations in Abnormal Psychology and EDC 683 Treatment of Mental and Emotional Disorders.
- Angel Rhodes, Ph.D. has published in the area of suicidal behavior in children and profiles of research volunteers and integrates such information into EDC 599, Internship in School Counseling, EDC 568, Research and Evaluation in Counseling, and EDC 547, Consultation and Leadership in School Counseling.

In addition, all members in the CEHS Department hold graduate faculty status. To obtain membership, one must have a record of substantial, sustained, and current scholarly work, or an emerging pattern of scholarly work. All tenured and tenure-track faculty in the CEHS Department hold graduate faculty status.

CACREP Standard II.J.

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

Year	Community Counseling Graduates	School Counseling Graduates	Total Graduates
2007	47	75	122
2006	51	66	117
2005	45	100	145
2004	44	62	106
2003	48	23	71

Community Counseling (Dayton and Capital)

The above table indicates the overall number of graduates from the Master of Science in Education Degree in Community Counseling for both the Dayton and Capital campuses (all students graduate together in Dayton). The years listed are calendar years (e.g., for 2007, this includes the spring and fall graduations).

School Counseling (Dayton and Capital)

The above table indicates the overall number of graduates from the Master of Science in Education Degree in School Counseling for both the Dayton and Capital campuses (all students graduate together in Dayton). The years listed are calendar years (e.g., for 2007, this includes the spring, summer, and fall graduations).

CACREP Standard II.K.1. - Professional Identity

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Professional Identity have been met. Please see the curriculum grid labeled II.K.1. Professional Identity in Appendix Y.

Below are the specific (Community Counseling) Professional Identity Standards and the course(s) that meet each standard:

a. History and philosophy of the counseling profession, including significant factors and events.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)

b. Professional roles, functions, and relationships with other human service providers.

- EDC 500: Community Counseling Orientation (1 semester hour)

c. Technological competence and computer literacy.

- EDC 500: Community Counseling Orientation (1 semester hour)
- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

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

- EDC 500: Community Counseling Orientation (1 semester hour)

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

- EDC 500: Community Counseling Orientation (1 semester hour)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

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

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research and Evaluation in Human Services (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 575: Counseling Multicultural Populations (3 semester hours)
- EDC 568: Research and Evaluation in Human Services (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

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

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 584: Practicum in Community Counseling (2 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Professional Identity have been met. Please see the curriculum grid labeled II.K.1. Professional Identity in Appendix Y.

Below are the specific (School Counseling) Professional Identity Standards and the course(s) that meets each standard:

a. History and philosophy of the counseling profession, including significant factors and events.

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 529: EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)

b. Professional roles, functions, and relationships with other human service providers.

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 529L: EDC 529: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
- EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
- EDC 585: Practicum in School Counseling (2 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

c. Technological competence and computer literacy.

- EDC 529: EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 529L: EDC 529: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
- EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 501: Orientation to School Counseling (1 semester hour)
- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)

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

- EDC 501: Orientation to School Counseling (1 semester hour)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

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

- EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 529L: Career Counseling Lab (1 semester hour)
- EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

- EDC 575: Counseling Multicultural Populations (3 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

CACREP Standard II.K.2. - Social and Cultural Diversity

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Social and Cultural Diversity have been met. Please see the curriculum grid labeled II.K.2.Social and Cultural Diversity in Appendix Y.

Below are the specific (Community Counseling) Social and Cultural Diversity Standards and the course(s) that meet each standard:

a. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- Counseling Multicultural Populations (3 semester hours)

b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 575: Counseling Multicultural Populations (3 semester hours)
- EDC 584: Practicum: Community Counseling (3 semester hours)
- EDC 623: Abnormal Psychology (3 semester hours)
- EDC 635: Marriage and Family Counseling (3 semester hours)

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

- EDC 529: Career Counseling (2 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

e. Theories of multicultural counseling, theories of identity development, and multicultural competencies.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

f. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Social and Cultural

Diversity have been met. Please see the curriculum grid labeled II.K.2.Social and Cultural Diversity in Appendix Y.

Below are the specific (School Counseling) Social and Cultural Diversity Standards and the course(s) that meets each standard:

- a. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.**
 - EDC 568: Research and Evaluation in Counseling (3 semester hours)
 - EDC 575: Counseling Multicultural Populations (3 semester hours)
- b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.**
 - EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
 - EDC 575: Counseling Multicultural Populations (3 semester hours)
- c. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.**
 - EDC 532: Psychology of Learning Disabilities and other Exceptionalities (3 semester hours)
 - EDC 575: Multicultural Counseling Populations (3 semester hours)
- d. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body.**
 - EDC 529: EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
 - EDC 532: Psychology of Learning Disabilities and other Exceptionalities (3 semester hours)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
 - EDC 575: Counseling Multicultural Populations (3 semester hours)
- e. Theories of multicultural counseling, theories of identity development, and multicultural competencies.**
 - EDC 522: Introduction to Guidance and Counseling (3 semester hours)
 - EDC 575: Counseling Multicultural Populations (3 semester hours)
- f. Ethical and legal considerations.**
 - EDC 532: Psychology of Learning Disabilities and other Exceptionalities (3 semester hours)
 - EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
 - EDC 568: Research and Evaluation in Counseling (3 semester hours)
 - EDC 575: Counseling Multicultural Populations (3 semester hours)

CACREP Standard II.K.3. - Human Growth and Development

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Human Growth and Development have been met. Please see the curriculum grid labeled II.K.3.Human Growth and Development in Appendix Y.

Below are the specific (Community Counseling) Human Growth and Development Standards and the course(s) that meets each standard:

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

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)
- EDC 635: Marriage and Family Counseling (3 semester hours)

b. Theories of learning and personality development.

- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)
- EDC 623: Abnormal Psychology (3 semester hours)

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

- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)
- EDC 584: Practicum: Community Counseling (2 semester hours)
- EDC 623: Abnormal Psychology (3 semester hours)

d. Strategies for facilitating optimum development over the life-span.

- EDC 500: Community Counseling Orientation (1 semester hour)
- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)
- EDC 584: Practicum: Community Counseling (3 semester hours)
- EDC 635: Marriage and Family Counseling (3 semester hours)

e. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Human Growth and Development have been met. Please see the curriculum grid labeled II.K.3.Human Growth and Development in Appendix Y.

Below are the specific (School Counseling) Human Growth and Development Standards and the course(s) that meets each standard:

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

- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)

b. Theories of learning and personality development.

- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)

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

- EDC 531: Personality and Human Development across the Lifespan (2 semester hours)

d. Strategies for facilitating optimum development over the life-span.

- EDC 531: Personality and Human Development across the Lifespan (3 semester hours)

e. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

CACREP Standard II.K.4. - Career Development

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Career Development have been met. Please see the curriculum grid labeled II.K.4.Career Development in Appendix Y.

Below are the specific (Community Counseling) Career Development Standards and the course(s) that meets each standard:

a. Career development theories and decision-making models.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

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

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

c. Career development program planning, organization, implementation, administration, and evaluation.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

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

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 584: Practicum: Community Counseling (3 semester hours)

e. Career and educational planning, placement, follow-up, and evaluation.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

f. Assessment instruments and techniques that are relevant to career planning and decision making.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

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

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

h. Career counseling processes, techniques, and resources, including those applicable to specific populations.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

i. Ethical and legal considerations.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Career Development have been met. Please see the curriculum grid labeled II.K.4.Career Development in Appendix Y.

Below are the specific (School Counseling) Career Development Standards and the course(s) that meets each standard:

a. Career development theories and decision-making models.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

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

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)

c. Career development program planning, organization, implementation, administration, and evaluation.

- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)

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

- EDC 529: Psychology of Lifestyle and Career Decision Making Lab (2 semester hours)

e. Career and educational planning, placement, follow-up, and evaluation.

- EDC 529: Psychology of Lifestyle and Career Decision Making Lab (2 semester hours)

f. Assessment instruments and techniques that are relevant to career planning and decision making.

- EDC 529: Psychology of Lifestyle and Career Decision Making Lab (2 semester hours)

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

- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
- EDC 599: Internship in School Counseling (6 semester hours total)

h. Career counseling processes, techniques, and resources, including those applicable to specific populations.

- EDC 529: Psychology of Lifestyle and Career Decision Making Lab (2 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

i. Ethical and legal considerations.

- EDC 529: Psychology of Lifestyle and Career Decision Making Lab (2 semester hours)

CACREP Standard II.K.5. - Helping Relationships

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Helping Relationships have been met. Please see the curriculum grid labeled II.K.5.Helping Relationships in Appendix Y.

Below are the specific (Community Counseling) Helping Relationships Standards and the course(s) that meets each standard:

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 545: Counseling Techniques Lab (2 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 545: Counseling Techniques Lab (2 semester hours)
- EDC 584: Practicum in Community Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (2 semester hours)

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 584: Practicum: Community Counseling (3 semester hours)

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 635: Marriage and Family Counseling (3 semester hours)

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

- EDC 635: Marriage and Family Counseling (3 semester hours)

f. Integration of technological strategies and applications within counseling and consultation processes.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

g. Ethical and legal considerations.

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Helping Relationships have been met. Please see the curriculum grid labeled II.K.5.Helping Relationships in Appendix Y.

Below are the specific (School Counseling) Helping Relationships Standards and the course(s) that meets each standard:

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 545: Counseling Techniques Lab (2 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 545: Counseling Techniques Lab (2 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)

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

- EDC 543: Theories and Techniques of Counseling (3 semester hours)

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

- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)

f. Integration of technological strategies and applications within counseling and consultation processes.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

g. Ethical and legal considerations.

- EDC 543: Theories and Techniques of Counseling (3 semester hours)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

CACREP Standard II.K.6. - Group Work

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Group Work have been met. Please see the curriculum grid labeled II.K.6.Group Work in Appendix Y.

Below are the specific Group Work Standards, including how they are met in both the School and Community programs:

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

- EDC 583: Group Work: Theory & Techniques (3 semester hours)

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

- EDC 583: Group Work: Theory & Techniques (3 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total) – School program only

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

- EDC 583: Group Work: Theory & Techniques (3 semester hours)

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

- EDC 584: Practicum: Community Counseling (2 semester hours) – Community program only
- EDC 599: Internship in School Counseling (6 semester hours total) – School program only

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

- EDC 583: Group Work: Theory & Techniques (3 semester hours)

f. Professional preparation standards for group leaders.

- EDC 583: Group Work: Theory & Techniques (3 semester hours)

g. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 583: Group Work: Theory & Techniques (3 semester hours)

School Counseling (Dayton and Capital)

See above.

CACREP Standard II.K.7. - Assessment

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Assessment have been met. Please see the curriculum grid labeled II.K.7. Assessment in Appendix Y.

Below are the specific Assessment Standards:

a. Historical perspectives concerning the nature and meaning of assessment.

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- *EDC 535: Test Interpretation and Case Studies (2 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 630: Evaluation of Mental and Emotional Condition (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 630: Evaluation of Mental and Emotional Condition (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 584: Practicum: Community Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (6 semester hours total)
- EDC 623: Foundations in Abnormal Psychology (3 semester hours)

- EDC 631: Diagnosis of Emotional and Mental Disorders (3 semester hours)

i. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Assessment have been met. Please see the curriculum grid labeled II.K.7.Assessment in Appendix Y.

Below are the specific Assessment Standards:

a. Historical perspectives concerning the nature and meaning of assessment.

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 546: School Counseling Program Development and Implementation (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

i. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

Note:

Based on critical feedback from student and alumni surveys related to EDC 535 (Test Interpretation and Case Studies), the Community and School Counseling program faculty members are in the process of making revisions to course content in order to strengthen the curriculum related to CACREP Standard II.K.7. - Assessment. (See Appendix Z for survey results related to EDC 535).

The Community Counseling faculty is currently in the process of redesigning the EDC 535 course content to meet the unique needs of Community Counseling students. Dr. Scott Hall is responsible for this project, and is planning to finish in summer 2009.

The School Counseling faculty has proposed to replace EDC 535 with another course designed to meet the unique curricular needs of School Counseling students in the area of Assessment of children in the K-12 setting. Drs. Arndt, Moulin, and Rhodes are currently collaborating on this project. (See Appendix T for the current EDC 535 syllabus).

CACREP Standard II.K.8. - Research and Program Evaluation

Community Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Research and Program Evaluation have been met. Please see the curriculum grid labeled II.K.8.Research and Program Evaluation in Appendix Y.

Below are the specific (Community Counseling) Research and Program Evaluation Standards and the course(s) that meets each standard:

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

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

- EDC 500: Orientation to Community Counseling (1 semester hour)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

e. Use of research to improve counseling effectiveness.

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

f. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research in Educational Services (3 semester hours)

School Counseling (Dayton and Capital)

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Research and Program Evaluation have been met. Please see the curriculum grid labeled II.K.8.Research and Program Evaluation in Appendix Y.

Below are the specific (School Counseling) Research and Program Evaluation Standards and the course(s) that meets each standard:

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)

- EDC 700: Scholarly Project (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)

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

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

e. Use of research to improve counseling effectiveness.

- EDC 501: Orientation to School Counseling (1 semester hour)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project (3 semester hours)

f. Ethical and legal considerations.

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 568: Research in Educational Services (3 semester hours)

Note:

The School and Community Counseling faculty in the CEHS Department proposed the following course name changes at the time of writing this self-study document. The CEHS Department has approved these changes at the time of submission, however, the approval of Graduate Academic Affairs and the School of Education and Allied Professions is pending.

Current Course: EDC 522 Introduction to Guidance and Counseling

Proposed Change: EDC 522 Introduction to School Counseling

Current Course: EDC 529 Psychology of Lifestyle and Career Decision Making

Proposed Change: EDC 529 Career Counseling

Current Change: EDC 532 Psychology of Learning Disabilities and Other Exceptionalities

Proposed Change: EDC 532 Counseling Children with Learning Disabilities and Other Exceptionalities

SECTION III

Clinical Instruction

Section III

Clinical Instruction

CACREP Standard III.A.

Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have 1.a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program; 2.relevant professional experience and demonstrated competence in counseling; and 3.relevant training and supervision experience

1. a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program:

Community Counseling – Dayton

See matrix below for faculty credentials.

Community Counseling – Capital

See above.

School Counseling – Dayton

See above.

School Counseling – Capital

See above.

2. relevant professional experience and demonstrated competence in counseling:

Community Counseling – Dayton

See matrix below for faculty credentials.

Community Counseling – Capital

See above.

School Counseling – Dayton

See above.

School Counseling – Capital

See above.

3. relevant training and supervision experience:

Community Counseling – Dayton

See matrix below for faculty credentials.

Community Counseling – Capital

See above.

School Counseling – Dayton

See above.

School Counseling – Capital

See above.

CACREP Standard III.B.

Students serving as individual or group practicum supervisors must 1. have completed counseling practicum and internship experience equivalent to those within an entry-level program; 2. have completed or are receiving preparation in counseling supervision; and 3. be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.

1. Have completed counseling practicum and internship experience equivalent to those within an entry level program

Community Counseling – Dayton

Students do not serve as supervisors of other students in their practicum and internship. Only licensed counselors (PCCs) serve as supervisors in practicum and internship.

Community Counseling – Capital

See above.

School Counseling – Dayton

Students do not serve as supervisors of other students in their practicum and internship. Only licensed school counselors serve as supervisors in practicum and internship.

School Counseling – Capital

See above.

2. Have completed or are receiving preparation in counseling supervision

Community Counseling – Dayton

Students do not serve as supervisors of other students in their practicum and internship. Only licensed counselors (PCCs) serve as supervisors in practicum and internships.

Community Counseling – Capital

See above.

School Counseling – Dayton

Students do not serve as supervisors of other students in their practicum and internship. Only licensed school counselors serve as supervisors in practicum and internship.

School Counseling – Capital

See above.

3. Be supervised by program faculty, with a student/faculty ration that does not exceed 1:5

Community Counseling – Dayton

Students do not serve as supervisors of other students in their practicum and internship. Only licensed counselors (PCCs) serve as supervisors in practicum and internships.

Community Counseling – Capital

See above.

School Counseling – Dayton

Students do not serve as supervisors of other students in their practicum and internship. Only licensed school counselors serve as supervisors in practicum and internships.

School Counseling – Capital

See above.

CACREP Standard III.C.

A site supervisor must have 1. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses; 2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and 3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

1. a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses

Community Counseling – Dayton

The University of Dayton Department of Counselor Education and Human Services requires that all practicum and internship students receive CT status from the Counselor, Social Worker, and Marriage and Family Therapist Board prior to beginning their clinical experience. Because the CSW&MFT Board sets minimum certification and licensure to supervise counseling students (PCC and Supervisor Designation for Community Counseling), the practicum and internship students' site supervisors meet minimum qualifications for Community Counseling.

Appendix M - Community Counseling Handbook p.27

Appendix CC - Community Counseling Clinical Coordinator Responsibilities

Community Counseling – Capital

See above.

School Counseling - Dayton

Site supervisors in School Counseling must be Licensed School Counselors. This information is found on the Supervision Agreement Forms which students must complete prior to beginning their practicum or internship experience. Please refer to the following documentation:

Appendix N - School Counseling Handbook p. 36

Appendix CC - School Counseling Clinical Coordinator Responsibilities

School Counseling – Capital

See above.

2. a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction

Community Counseling – Dayton

The University of Dayton Department of Counselor Education and Human Services requires that all practicum and internship students receive CT status from the Counselor, Social Worker, and Marriage and Family Therapist Board prior to beginning their clinical experience. Because the CSW&MFT Board sets minimum certification and licensure to supervise counseling students (PCC and Supervisor Designation for Community Counseling), the practicum and internship students' site supervisors meet minimum qualifications for Community Counseling.

Appendix M - Community Counseling Handbook p. 27

Appendix CC - Community Counseling Clinical Coordinator Responsibilities

Community Counseling – Capital

See above.

School Counseling - Dayton

Site supervisors in School Counseling must be Licensed School Counselors. This information is required on the Supervision Agreement Forms which students must complete prior to beginning their practicum or internship experience. Please refer to the following documentation:

Appendix N - School Counseling Handbook p. 36

Appendix CC - School Counseling Clinical Coordinator Responsibilities

School Counseling – Capital

See above.

3. knowledge of the program’s expectations, requirements, and evaluation procedures for students

Community Counseling – Dayton

At the beginning of each semester, the student, practicum/internship instructor, and site supervisor review and complete several forms that specify the program's expectations, requirements, and evaluation procedures for internship. Such forms and materials are located in the Community Counseling Handbook. In addition, the Clinical Coordinator of the Community Counseling program, Dr. Patricia Polanski, sends a letter of introduction to site supervisors, outlining procedures and responsibilities of the student, site supervisor, and faculty instructor.

At least once a semester, the internship instructor contacts each site supervisor to verify that program expectations, requirements, and evaluations are being met. In addition, the Clinical Coordinator will contact site supervisors on a regular basis. Annually the site supervisors are invited to an orientation meeting to acquaint them with the role and responsibilities of site supervisors.

Once a year, practicum and internship instructors and site supervisors in the Community Counseling program are invited to attend a Clinical Supervision training conducted by the Community Counseling Clinical Coordinator, Dr. Patricia Polanski. This training provides CEUs at no charge for part-time adjunct faculty and site supervisors. In this training, Dr. Polanski reviews current trends and issues in counselor supervision.

Please refer to the following documentation:

Appendix M - Entire Community Counseling Handbook

Appendix DD - Agenda from Clinical instructors meeting (Community Counseling)

Appendix EE - Supervision Workshop materials

Appendix CC - Community Counseling Clinical Coordinator Responsibilities

Community Counseling – Capital

See above.

School Counseling – Dayton

At the beginning of each semester, the student, practicum/internship instructor, and site supervisor review and complete several forms that specify the program's expectations, requirements, and evaluation procedures for internship. Such forms and materials are located in the School Counseling Handbook.

The Clinical and Program Coordinators of the School Counseling program (Dr. Kelli Jo Arndt and Dr.

Angel Rhodes, respectively) provide an orientation to the site supervisors at area schools. See Appendix JJ for the content of this workshop.

Appendix N – School Counseling Handbook

Appendix GG – School Counseling Practicum - Internship Coordinator Responsibilities

School Counseling – Capital

The School Counseling program at Capital University employs a Practicum/Internship Placement Coordinator for students (Donna Smith). Dr. Smith oversees the placement of all School Counseling students in the program at Capital, and ensures that students meet the necessary requirements in order to begin their clinical experience. See Appendix GG for the Practicum/Internship Placement Coordinator Job Description. See Appendix GG for the sample Memo of Understanding used with School Counseling Clinical Sites.

CACREP Standard III.D.1.

*A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes **settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping).***

Community Counseling – Dayton

Community Counseling students complete their practicum and internships at an off-site agency. There are no clinical facilities housed within the CEHS Department. Specific criteria must be met for all off-site clinical instruction settings, including an environment conducive to private individual counseling. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.1. See Appendix HH for information about the clinical environment of off-site facilities.

Community Counseling – Capital

See above.

School Counseling – Dayton

School Counseling students complete their practicum and internships at an off-site school. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.1.

School Counseling – Capital

See above.

CACREP Standard III.D.2.

*A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes **settings for small-group work with assured privacy and sufficient space for appropriate equipment.***

Community Counseling – Dayton

Community Counseling students complete their practicum and internships at an off-site agency. There are no clinical facilities housed within the CEHS Department. Specific criteria must be met for all off-site clinical instruction settings, including an environment conducive to private group counseling. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.2. See Appendix HH for information about the clinical environment of off-site facilities. Because students are required to complete at least 10 hours of group counseling in practicum, clinical settings are expected to provide adequate space for such work.

Community Counseling – Capital

See above.

School Counseling – Dayton

School Counseling students complete their practicum and internships at an off-site school. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.2. Because students are required to complete at least 10 hours of group counseling in practicum, school settings are expected to provide adequate space for such work.

School Counseling – Capital

See above.

CACREP Standard III.D.3.

*A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes **necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment.***

Community Counseling – Dayton

Community Counseling students complete their practicum and internships at an off-site agency. There are no clinical facilities housed within the CEHS Department. Specific criteria must be met for all off-site clinical instruction settings, including adequate technology resources. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.3. See Appendix HH for information about the clinical environment of off-site facilities.

Community Counseling – Capital

See above.

School Counseling – Dayton

School Counseling students complete their practicum and internships at an off-site school. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.3.

School Counseling – Capital

See above.

CACREP Standard III.D.4.

*A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes **settings with observational and/or other interactive supervision capabilities.***

Community Counseling – Dayton

Community Counseling students complete their practicum and internships at an off-site agency. There are no clinical facilities housed within the CEHS Department. Specific criteria must be met for all off-site clinical instruction settings, including opportunities for supervisors to observe students as they perform counseling-related duties. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.4. Faculty instructors contact site supervisors at least once per semester to discuss students' learning needs, as well as the observations of site supervisors. See Appendix HH for information about the clinical environment of off-site facilities.

Community Counseling – Capital

See above.

School Counseling – Dayton

School Counseling students complete their practicum and internships at an off-site school. Students in the School Counseling program work closely with the School Counselors at their practicum/internship site, and have opportunities to observe supervisors and be observed by their supervisors.

Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.4.

School Counseling – Capital

See above.

CACREP Standard III.D.5.

*A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes **procedures that ensure that the client's confidentiality and legal rights are protected.***

Community Counseling – Dayton

Community Counseling students complete their practicum and internships at an off-site agency. There are no clinical facilities housed within the CEHS Department. The majority of Community Counseling students complete their practicum and internships at Community Mental Health facilities, which are bound by HIPAA standards for preserving client confidentiality. Students are expected to follow such guidelines related to client confidentiality and legal rights.

Specific criteria must be met for all off-site clinical instruction settings, including an environment conducive to confidential counseling. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.5. See Appendix HH for information about the clinical environment of off-site facilities.

Community Counseling – Capital

See above.

School Counseling – Dayton

School Counseling students complete their practicum and internships at an off-site school. Schools are expected to protect the legal rights of minors, and follow FERPA guidelines. Students are expected to follow the necessary protocols mandated by their school sites in order to ensure confidentiality and legal rights of the students they counsel. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.D.5.

School Counseling – Capital

See above.

CACREP Standard III.E.

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

Community Counseling – Dayton

Community Counseling students complete their practicum and internships at an off-site agency. There are no clinical facilities housed within the CEHS Department. Specific criteria must be met for all off-site clinical instruction settings, including technical assistance at the student's clinical site. These services vary from site to site, although organizations typically possess basic communications technology (i.e., computers, phone systems, audio/video equipment) as well as identified staff to address technical problems. It should be noted that organizations vary in their willingness to permit audio and/or videotaping of counseling clients, and most do not permit the taping of minor clients.

Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.E. See Appendix HH for information about the clinical environment of off-site facilities.

Community Counseling – Capital

See above.

School Counseling – Dayton

School Counseling students complete their practicum and internships at an off-site school. Please refer to Appendix CC for the responsibilities of clinical coordinators regarding the verification that off-site clinical instruction settings meet required standards, such as that described in CACREP Standard III.E.

Most schools employ staff to maintain and troubleshoot technology and communications equipment. School sites have basic telecommunications and audiovisual equipment, such as telephones, computers, TVs or monitors to display visual media, and recording equipment. It should be noted that school sites regularly prohibit counseling students from the audio and/or videotaping of minors.

School Counseling – Capital

See above.

CACREP Standard III.F.

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

Community Counseling – Dayton

At the beginning of every semester, Dr. Patricia Polanski and other faculty practicum and internship instructors send an orientation letter (Appendix II) to all site supervisors outlining procedures and expectations for students, faculty, and site supervisors. The faculty instructors contact site supervisors at least once per semester (or as needed if there are concerns about a student or the site) to provide assistance or consultation. In addition, once per year, Dr. Polanski and identified adjunct instructors teach a supervision workshop for site supervisors. See Appendix EE for the workshop materials.

Community Counseling – Capital

See above. The supervision workshop is also offered at Capital University once per year. For instance, if the workshop is offered in Dayton in the winter, it is offered at Capital in the fall.

School Counseling – Dayton

Each semester, Dr. Angel Rhodes (Program Coordinator for School Counseling) and Dr. Kelli Jo Arndt (Clinical Coordinator for School Counseling) conduct an orientation for site supervisors (Appendix JJ for orientation materials). In addition, Dr. Kelli Jo Arndt and Dr. Eugene Moulin monitor students' experiences by contacting site supervisors at least once per semester (or as needed if there are concerns about a student or school site) to provide assistance and consultation.

School Counseling – Capital

See above. In addition, Donna Smith, the Practicum/Internship Placement Coordinator at UDCU, contacts site supervisors to provide assistance and consultation when needed. See Appendix GG for the job description of the Placement Coordinator.

CACREP Standard III.G.1.

*Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes **40 hours of direct service with clients, including experience in individual counseling and group work.***

Community Counseling (Dayton and Capital)

The University of Dayton Community Counseling program requires one, 2 credit hour practicum course, EDC 584: Practicum - Community Counseling (see Appendix T for the syllabus). Pre-requisites for the Community Counseling practicum/internship sequence are found in the Community Counseling Program of Study (see Appendix M, p.14). This practicum experience requires a minimum of 40 hours of direct clinical contact (10 hours of individual counseling, 10 hours of group counseling, and the remaining 20 hours can be a combination of the two). All students are required to audio or videotape sessions for case presentations in EDC 584, unless they are completing their hours at a site that prohibits taping.

In addition, students are required to log at least 60 hours of indirect time during their practicum experiences. The Community Counseling Handbook provides a description of appropriate activities that count towards the 60 indirect hours.

See Appendix M for the Community Counseling Handbook, p. 35

School Counseling (Dayton and Capital)

The University of Dayton School Counseling program requires one, 2 credit hour practicum course, EDC 585: Practicum - School Counseling (see Appendix T for the syllabus). Pre-requisites for the School Counseling practicum/internship sequence are found in the School Counseling Program of Study (see Appendix N, p.22 Program of Study). This practicum experience requires a minimum of 40 hours of direct student contact each (10 hours of individual counseling, 10 hours of group counseling or classroom guidance and the remaining 20 hours can be a combination of the two). The majority of students experience a balance of the three activities. Students typically start their practicum experience with a combination of individual counseling and group counseling, and engage in classroom guidance towards the end of practicum.

In addition, students are required to log at least 60 hours of indirect time during their practicum experiences. The School Counseling Handbook provides a description of appropriate activities that count towards the 60 indirect hours.

See Appendix N for the School Counseling Handbook, p. 35

CACREP Standard III.G.2.

*Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum include **weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member.***

Community Counseling (Dayton and Capital)

During EDC 584: Practicum - Community Counseling (see Appendix T), one hour of individual supervision per week is provided by the site supervisor, and one and one-half hours of group supervision is provided by the university supervisor (EDC 584 course instructor). See Appendix AA for completed student file for David Riley.

School Counseling (Dayton and Capital)

During EDC 585: School Counseling Practicum (see Appendix T), an average of one hour per week of individual supervision is provided by the approved site supervisor at the student practicum placement site. See Appendix BB for completed student file for Ami Brinley.

CACREP Standard III.G.3.

*Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum include **an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member.***

Community Counseling (Dayton and Capital)

During EDC 584: Practicum - Community Counseling (see Appendix T), students receive 1.5 hours per week of group supervision by the faculty course instructor. See Appendix AA for the completed student file for David Riley.

School Counseling (Dayton and Capital)

During EDC 585: School Counseling Practicum (see Appendix T), students receive 2.25 hours of group supervision per week by the course instructor and one hour per week of individual supervision provided by the site supervisor. See Appendix BB for completed practicum file for Ami Brinley.

CACREP Standard III.G.4.

*Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes **evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.***

Community Counseling (Dayton and Capital)

During EDC 584: Practicum - Community Counseling (see Appendix T for syllabi), students (and the practicum instructor / supervisor) receive continual evaluation. During the practicum, the site supervisor will complete an evaluation of the student at the mid-semester and at the end of each semester. Also, the student will complete an evaluation of the site supervisor at the end of each semester. See Appendix AA for the completed student file for David Riley.

Site supervisors complete a midterm and final student evaluation. See Appendix M, pg. 46 of the Community Counseling Handbook for the Midterm/Final Evaluation form.

School Counseling (Dayton and Capital)

During EDC 585: Practicum - School Counseling (see Appendix T for syllabi), students (and the practicum instructor / supervisor) receive continual evaluation. During the practicum, the site supervisor will complete an evaluation of the student at the mid-semester and at the end of each semester. Also, the student will complete an evaluation of the site supervisor at the end of each semester. See Appendix AA for the completed student file for Ami Brinley.

Site supervisors complete a midterm and final student evaluation. See Appendix N, pg. 62 of the School Counseling Handbook for the Midterm/Final Evaluation form.

CACREP Standard III.H.1.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **240 hours of direct service with clients appropriate to the program of study.***

Community Counseling (Dayton)

The program requires a minimum of 240 hours of direct service to clients based on the student's program of study as stated in the Supervision Agreement and Internship Contract with each student. The direct service hours are verifiable through student internship logs. See Appendix AA for the completed Community Counseling student file for David Riley.

See the following clinical agreement forms for verification of the 240 hour requirement:

Appendix M, p. 57 - Community Counseling Internship Agreement

Community Counseling (Dayton)

See above.

School Counseling (Dayton)

The program requires a minimum of 240 hours of direct service to student clients based on the counseling student's program of study as stated in the Supervision Agreement and Internship Contract with each student. The direct service hours are verifiable through student internship logs. See Appendix BB for the completed School Counseling student file for Ami Brinley.

Appendix N, p. 40 - School Counseling Internship Overview.

School Counseling (Capital)

See above.

CACREP Standard III.H.2.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor).***

Community Counseling (Dayton and Capital)

As specified in the Supervision Agreement Form interns will receive an average of one hour per week of individual and/or triadic supervision throughout the internship. The supervision hours are verifiable through student internship logs (See Appendix AA for the completed student file).

See the following clinical agreement forms for verification of the supervision requirement:

Appendix M, p.37 - Community Counseling Internship Agreement

School Counseling (Dayton and Capital)

For School Counseling students, site supervisors are certified or licensed school counselors. They are persons supported by their administration and dedicated to working with School Counseling students in a supervisory relationship. Site supervisors are provided written documentation stating their responsibilities and rights and given instructions as to the documentation required by the university including written evaluation of the internship. The site supervisor receives support, collaboration and consultation from the faculty supervisor and is primarily responsible for the student's actions within the site setting. Students receive a minimum of one hour of supervision for every 20 hours worked, although the average is typically closer to one hour for every 10 hours worked. (See Appendix BB for the completed student file.)

See Appendix N, p. 61 for Site Supervisor Responsibilities.

CACREP Standard III.H.3.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member.***

Community Counseling (Dayton and Capital)

Internship faculty instructors provide 1.5 hours of weekly group supervision throughout the duration of the internship. Supervision hours are verifiable through student internship logs. (See Appendix AA for completed student file.)

Internship hours are typically divided into three blocks (Internship I, II, and III). Each block of internship is two-semester hours, and students are required to log a total of 200 hours for each block. Students receive a letter grade for each block of internship (taken as EDC 598).

School Counseling (Dayton and Capital)

Internship faculty instructors provide 2.25 hours of weekly group supervision throughout the duration of the internship. Supervision hours are verifiable through student internship logs. (See Appendix BB for completed student file.)

Internship hours are typically divided into three blocks (Internship I, II, and III). Each block of internship is two-semester hours, and students are required to log a total of 200 hours for each block. Students receive a letter grade for each block of internship (taken as EDC 599).

The Internship is intended to be taken toward the completion of the School Counseling student's course of study leading to the Master's degree. All requirements for EDC 585 Practicum in School Counseling must be met prior to registering for EDC 599 Internship in School Counseling. See Appendix N, p. 40 for EDC 599 Course Descriptions and Overview.

CACREP Standard III.H.4.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings).***

Community Counseling (Dayton and Capital)

This standard is addressed in the Internship Agreement Form (See Appendix M, p.37 in the Community Counseling Handbook). Students are provided with record keeping, supervision, information and referral, in-service, and staff meeting activities as part of their internship experience. Because students complete their internships at a variety of facilities and settings, these activities will vary from student to student. Please see activity logs for verification of this standard in the completed student file of David Riley.

School Counseling (Dayton and Capital)

This standard is addressed in the Internship Agreement Form in the School Counseling Handbook (See Appendix N, p.58 in the School Counseling Handbook). Students engage in counseling curriculum planning, record keeping, supervision, information and referral, in-service, and staff meeting activities as part of their internship experience. Because students complete their internships at a variety of school settings, these activities will vary from student to student. Please see activity logs for verification of this standard in the completed student file of Ami Brinley.

CACREP Standard III.H.5.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision.***

Community Counseling (Dayton and Capital)

This standard is addressed in the Internship Agreement Form (See Appendix M, p.37 of the Community Counseling Handbook). The Community Counseling program at UD began requiring that students audiotape for group supervision beginning in winter of 2009. Some internship sites provide opportunities for students to develop audio and/or videotapes of their interactions to be used in supervision or be directly observed with clients at the internship site(s). Some sites prohibit such taping. Because students complete their internship experiences at off-campus facilities, the setting in which audio and/or videotaping occurs varies from student to student.

School Counseling (Dayton and Capital)

This standard will be difficult to address in the School Counseling program due to schools sites prohibiting audio and/or videotaping of minor clients. Schools have explicitly stated that counseling students are not permitted to audio and/or videotape. Faculty members have explored the possibility of adding a requirement to tape classroom guidance activities, as long as the taping can be done in a way that protects the confidentiality of students. The School Counseling faculty hopes to explore how to meet this standard in light of the restrictions set forth by school districts. (See Appendix N, p.40 for the School Counseling Internship Description).

Currently, students in EDC 599 perform and observe role-play exercises to develop counseling skills.

CACREP Standard III.H.6.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.***

Community Counseling (Dayton and Capital)

This standard is addressed in the Internship Agreement Form (See Appendix M, p.37). Students are provided with the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research as is appropriate at their internship site. Because students complete their internships at facilities off-campus, these experiences will vary from student to student. Refer to individual internship logs regarding the verification that internship sites meet required standards. (See Appendix AA for completed student file).

School Counseling (Dayton and Capital)

This standard is addressed in the Internship Agreement Form (See Appendix N, p.58). Students are provided with the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research as is appropriate at their internship site and school setting. Because students complete their internships at school sites off-campus, these experiences will vary from student to student. Refer to individual internship logs regarding the verification that internship sites meet required standards. (See Appendix BB for completed student file).

CACREP Standard III.H.7.

*The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes **a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.***

Community Counseling (Dayton and Capital)

This standard is addressed in the Mid-Semester Internship Evaluation form and the Final Evaluation of Internship forms (See Appendix M, p.46). At the end of Internship, each student's file and evaluations are reviewed by the internship instructor. See Appendix AA for the completed student file.

Conditions for CACREP standards Section III H 1-7 are contained in the Site Agreement Form (See Appendix M, p.23-27).

School Counseling (Dayton and Capital)

This standard is addressed in the Mid-Semester Internship Evaluation form and the Final Evaluation of Internship forms (See Appendix N, p.67). At the end of Internship, each student's file and evaluations are reviewed by the internship instructor. See Appendix BB for the completed student file.

Conditions for CACREP standards Section III H 1-7 are contained in the Site Agreement Form (See Appendix N, p.58).

CACREP Entry Standard III.I

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

Community Counseling (Dayton and Capital)

Students in the Community Counseling program complete their practicum and internships at off-site facilities, therefore individual supervision is provided by site supervisors rather than program faculty. Given this, program faculty members do not engage in individual supervision as part of their course load.

School Counseling (Dayton and Capital)

Students in the School Counseling program complete their practicum and internships at off-site schools, therefore individual supervision is provided by site supervisors rather than program faculty. Given this, program faculty members do not engage in individual supervision as part of their course load.

CACREP Standard III.J.

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

Community Counseling (Dayton and Capital)

In Community Counseling, the ratio of faculty to students in the practicum course is 1:5. If the number of students exceeds this ratio, additional sections of the course are opened.

The ratio of faculty to students in each section of internship does not exceed 1:10.

School Counseling (Dayton)

In the School Counseling program at Dayton, the ratio of faculty to students in practicum does not exceed 1:10. For internship classes, the ratio sometimes exceeds 1:10.

School Counseling (Capital)

In the School Counseling program at Capital, the ratio of faculty to students in practicum does not exceed 1:10. For internship classes, the ratio does not exceed 1:10.

CACREP Standard III.K.

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

Counseling Programs (Dayton and Capital)

All clinical experience sites draw clientele representative of the respective communities. Please refer Appendix KK - Demographic Data to view the diversity of the surrounding communities.

In addition, there are a variety of locations in Southwest and Central Ohio that contain differing amounts of ethnic and demographic diversity. Many students complete clinical experiences (practicum and internship for all CEHS students) in and around Montgomery County (for Dayton students and students at the Mason learning center) and Franklin County (for Capital learning center students) counties therefore being exposed to diversity in clientele. Please refer to the following Appendices:

Appendix E - Community Counseling Internship Site List

Appendix E - School Counseling Practicum and Internship Site List

CACREP Standard III.L.

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

Counseling Programs (Dayton and Capital)

All course instructors are evaluated by students at the end of every course taught using the University's course instructor evaluation form. These evaluations are used as part of the promotion and tenure process and for merit raises (see Appendix LL - Student Class Evaluation).

Students also evaluate their site supervisors using the following standardized forms:

Appendix M, p.51 - Community Counseling Handbook: Instructions for Interns Assessment of the Internship (Practicum and Internship)

Appendix M, p. 52 - Community Counseling Handbook: Clinical Experience Questionnaire

Appendix N, p.70 - School Counseling Handbook: Internship Site Supervision Evaluation Form

See Appendices for the following completed practicum and internship files:

AA: Sample Completed Community Counseling Practicum and Internship Files: David Riley

BB: Sample Completed School Counseling Practicum and Internship Files: Ami Brinley

CACREP Standard III.M.

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

Counseling Programs (Dayton and Capital)

All students enrolled in a practicum (EDC 584 or EDC 585) or internship (EDC 598 or EDC 599) are required to show proof of professional liability insurance before they are allowed to provide direct service to clients. Students are encouraged to obtain their professional liability insurance coverage through the American Counseling Association Insurance Trust. A copy of the student's liability insurance is kept in their practicum and internship files. The information found in the CACREP standards Section III I-J is also replicated in the Community Counseling and School Counseling Handbooks.

See the following clinical agreement forms for verification of the evaluation requirement:

Appendix M - Community Counseling Clinical Experience Instructions p. 23 and 61

Appendix N - School Counseling Clinical Experience Description, p. 40

Appendix N - School Counseling Handbook p. 34

SECTION IV

Faculty and Staff

Section IV

Faculty and Staff

CACREP Standard IV.A.1.

*The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who **are sufficient in number for their academic and professional responsibilities.***

Counseling Programs (Dayton and Capital)

There are currently 6 tenure or tenure-track faculty lines within the counseling programs in the CEHS Department. Alan Demmitt is the Chair of the department, and thus many of his duties are administrative, while he is expected to teach one course per semester.

The remainder of the faculty has 100% of their duties allotted to the CEHS Program. Dr. Michelle Flaum is the only Clinical Faculty member (non tenure-track) and teaches a total of 12 semester hours during the fall and winter semesters (3/4 time). Please refer to Appendix MM - FTE Grid.

The CEHS full-time tenure-track faculty includes the following individuals (see Appendix X for vitas):

- Kelli Jo Arndt, Ph.D.-Assistant Professor
- Alan Demmitt, Ph.D. - Associate Professor
- Scott Hall, Ph.D. - Associate Professor
- Eugene Moulin, Ph.D. – Professor
- Patricia Polanski, Ph.D. – Associate Professor
- Angel Rhodes, Ph.D. - Assistant Professor

The CEHS program used the following adjunct faculty during the fall and winter 2008 terms (see Appendix X for vitas):

- Eddie Allen, MS.Ed.
- Mary Anthony, MS.Ed. (Licensed School Counselor)
- Shelli Bauer
- Anne Berrios-Allison
- Barbara Crabill, MS, PCC
- David Dagg, MA, PCC
- Joyce Duchak, MS.Ed., PCC
- Joy Duchak, MS.Ed, LSW
- Rochelle Dunn, Ph.D., PCC
- Patti Ellis, Ph.D.
- Michelle Flaum, Ed.D., PCC (Clinical Faculty)
- Joshua Francis, MS.Ed., PCC
- John Gary, MS.Ed., PCC, Ph.D.
- Dawn Gross, MS.Ed., PCC
- Heather Guthrie, Ph.D.
- Stephanie Houdeshell, MS.Ed.
- Betty Hughes, MS, PCC
- Tom Hull
- Kuntz
- Amanda Leszczuk, MS.Ed

- Denise Lewis, MA, PCC
- Aameena Mu'Min, MS.Ed. (Doctoral Intern)
- James Olive
- Crystal Oswalt
- Scott Rasmus, Ph.D., PCC
- Kathleen Rowe, MS.Ed., PCC
- Cynthia Ruberg, MS.Ed., PCC
- Thomas Rueth, Ph.D., NCC
- Kimberlee Schlatter, MS.Ed., PCC
- Grant Schroeder, MS.Ed., PCC
- Kelley Schubert, MS.Ed. (Licensed School Counselor)
- Theodore Shannon, MS.Ed., PC
- Donna Sigl-Davies, MA, PCC
- Warner Simpson, MS.Ed. (Licensed School Psychologist)
- Donna Smith, Ph.D. (Licensed School Counselor)
- Leif Smith, Psy.D.
- Gloria Sprague, MS.Ed., PCC
- Michelle Strattman, MS.Ed., PCC
- John Wagner, Ph.D., PCC
- Tom Webb
- Ann Westbeld
- Gary Williams, Ph.D., PCC
- Kevin Wisniewski
- Philip Yassenoff, MS.Ed., PCC

CACREP Standard IV.A.2.

*The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who **number at least three (3) individuals whose academic appointments are to the unit in counselor education; (If one or more of the three (3) academic appointments is not teaching full-time in the academic unit then there must be at least three (3) Full-Time equivalent (FTE) faculty teaching in the academic unit).***

Counseling Programs (Dayton and Capital)

There are currently 6 faculty lines within the Counseling programs in the CEHS Department. Alan Demmitt is the Chair of the department, and is required to teach only one course. The remainder of his time is spent on administrative duties.

The remainder of the faculty has 100% of their duties allotted to the CEHS Program. Dr. Michelle Flaum is the only Clinical Faculty member and teaches a total of 12 semester hours during the fall and winter semesters (3/4 time). Please refer to Appendix MM - FTE Grid.

CEHS faculty are required to teach nine (9) semester hours each semester. Therefore, part-time faculty were assigned 33% or 0.33 (1/3) FTE, or 22% or 0.22 (2/9) FTE each (or the equivalent of one course – either 3 semester hours or 2 semester hours, depending on the course taught).

CACREP Standard IV.A.3.

*The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who **have earned doctoral degrees in counselor education, preferably from CACREP accredited programs, or doctoral degrees in a closely related field.***

Counseling Programs (Dayton and Capital)

All full-time, tenure-track CEHS faculty graduated from counselor education programs. Four faculty graduated from CACREP accredited institutions. See the matrix of instructor credentials below for more information related to this standard.

The CEHS full-time tenure-track and adjunct faculty includes the following individuals (see Appendix X for Full-Time and Adjunct Faculty Vitas):

- Kelli Jo Arndt, Ph.D.-Assistant Professor
- Alan Demmitt, Ph.D. - Associate Professor
- Scott Hall, Ph.D. - Associate Professor
- Eugene Moulin, Ph.D. – Professor
- Patricia Polanski, Ph.D. – Associate Professor
- Angel Rhodes, Ph.D. - Assistant Professor

Instructor Name	Education	Current Licensure/Certification	Graduated from a CACREP Institution	Courses Taught In Winter & Fall 2008	Counselor Identity/Professional Affiliations
Core Faculty:					
Kelli Jo Arndt	Ph.D.	LPCC, Licensed School Counselor	Master's: No Doctorate: Yes	EDC 501, EDC 546, EDC 583, EDC 599	ACA ASCA OCA OSCA NOCA OACES
Alan Demmitt	Ph.D.	LPCC-S, IMFT	Master's: No Doctorate: No	EDC 574, EDC 635, EDC 681	ACA OCA AAMFT OAMFT
Scott Hall	Ph.D.	LPCC-S, NCC	Master's: Yes Doctorate: No	EDC 500, EDC 529, EDC 529L, EDC 543, EDC 584, EDC 602, EDC 700, (Self Defense and War Archetype)	ACA ACES ASERVIC OCA OMHCA OACES OASERVIC COCA PCN CSI
Sawyer Hunley	Ph.D.	Licensed School Psychologist	Master's: Yes Doctorate: Yes	EDC 514, EDC 515, EDC 800 (All of these courses are solely for the school psychology program)	NASP OSPA SWOSPA APA IUC

Susan Gfroerer	Ed.D.	Licensed School Psychologist	Master's: N/A Doctorate: N/A	EDC 517, EDC 542, EDC 571, EDC 572, EDC 573, EDC 610, EDC 611, EDC 612, EDC 612 (All of these courses are solely for the school psychology program)	NASP OSPA SWOSPA TSP IUC
Eugene Moulin	Ph.D.	Licensed School Counselor, Licensed School Psychologist, Licensed School Social Worker, Licesened Psychologist	Master's: N/A Doctorate: N/A	EDC 522, EDC 532, EDC 543, EDC 545, EDC 546, EDC 583, EDC 585, EDC 599, EDC 600, EDC 700	NASP OCA ACA
Patricia Polanski	Ph.D.	LPC	Master's: Yes Doctorate: Yes	EDC 500, EDC 598, EDC 623, EDC 683	ACA ACES ASERVIC CSI OACES OCA OMHCA OASERVIC
Angel Rhodes	Ph.D.	LPC, Licensed School Counselor	Master's: No Doctorate: No	EDC 547, EDC 568, EDC 599	ASCA CSI ACA ACES AMCD IAMFC OSCA OCA OACES
Clinical Faculty:					
Michelle Flaum	Ed.D.	PCC-S	Master's: No Doctorate: Yes	EDC 543, EDC 545, EDC 605 (Working with Suicide Clients)	ACA ACES OACES OCA C-AHEAD CSI
Adjunct Faculty					
Eddie Allen	MS.Ed.		Master's: Yes Doctorate: N/A	EDC 575	ACAA MHCA
Mary Anthony	MS.Ed.	Licensed School Counselor	Master's: Yes Doctorate: N/A	EDC 583 and EDC 585	
Shelli Bauer	MS.Ed.	Licensed School Pyschologist	Master's: Doctorate:	EDC 535	
Anna Berrios-Allison	Ph.D.	LPC	Master's: Yes Doctorate: Yes	EDC 529, EDC 529L	NCDA ACA
Barbara Crabill	MS	PCC, NCC	Master's: Yes Doctorate: N/A	EDC 584, EDC 631	AMHCA ACA
Joyce Duchak	MS.Ed.	Licensed School Counselor, LPC	Master's: Yes Doctorate: N/A	EDC 585	OSCA ASCA OACAC
Joy Duchak	MS	LSW	Master's: Doctorate: N/A	EDC 574, EDC 600	

Rochelle Dunn	Ph.D	PCC-S, Licensed School Counselor	Master's: Yes Doctorate: Yes	EDC 532, EDC 700	OSCA KSCA ASCA
Patti Ellis	Ph.D	Licensed School Counselor, Licensed Social Worker	Master's: Yes Doctorate: Yes	EDC 531	OACAC SSC
Joshua Francis	Ph.D	LPCC, LICDC	Master's: Yes Doctorate: Yes	EDC 598, EDC 686	CSI ACA MVCA ACES
John Gary	Ph.D	PCC-S, NCC	Master's: Yes Doctorate: Yes	EDC 598, EDC 683	ACA APA AMHCA AAGC OMHCA ASCH NACBT
Dawn Gross	MS.Ed	PCC-S	Master's: No Doctorate: N/A	EDC 598	
Heather Guthrie	Ph.D	Licensed Psychologist, PCC-S	Master's: Yes Doctorate: Yes	EDC 605 (Eating Disorders)	ACA CSI OCA AED OPA APA
David Hinds	MS.Ed.	Licensed School Counselor	Master's: No Doctorate: N/A	EDC 545	
Betty Hughes	MS.Ed.	PCC-S	Master's: Yes Doctorate: N/A	EDC 598	ACA OCA
Tom Hull	Ph.D	Clinical Psychologist, LPC, LSW	Master's: No Doctorate: N/A	EDC 544, EDC 635	ACA AMHA AED OPA APA
Dawn Hurst	M.A.	Licensed School Counselor	Master's: No	EDC 545	ACA
Nick Kuntz	JD	Judge, Montgomery County Common Pleas Court	Master's: N/A Doctorate: N/A	EDC 523	N/A
Amanda Leszczuk	MS.Ed	Licensed School Counselor, Secondary Principal, Secondary Mathematics and Basic Buisness	Master's: Yes Doctorate: N/A	EDC 522	OSCA OACAC GCCA NACAC
Denise Lewis	MA (Doctoral Student)	PCC	Master's: No Doctorate: Yes	EDC 575, EDC 600	CSI OAMCD OASERVIC OCA ORA COCA
Marisa Mlicki	MS.Ed.	PC	Master's: No	EDC 545	
Ameena Mu'Min	MS.Ed, Doctoral Student		Master's: No Doctorate: Yes	EDC 531	OCA COCA NRANAMRC ORA CORA OACES OAMCD

James Olive	MS.Ed, Doctoral Student	None	Master's: No Doctorate: No	EDC 568	N/A
Crystal Oswalt	Ph.D.	Licensed Clinical Psychologist	Master's: N/A Doctorate: N/A	EDC 575	APA OPA
Stephanie Priestnal	MS.Ed.	Licensed School Counselor	Master's: No Doctorate: N/A	EDC 585	
Scott Rasmus	Ph.D.	LPCC, IMFT, NCC	Master's: Yes Doctorate: Yes	EDC 605 (Psychopharmacology), EDC 635	ACA SACES ACES AAACE
Mary Ann Rees	MS.Ed.	Licensed School Counselor	Master's: No Doctorate: N/A	EDC 545	OACAC CDEA
Kathleen Rowe	MS.Ed.	PCC, Licensed School Counselor	Master's: No Doctorate: N/A	EDC 522, EDC 599, EDC 600	ASCA OSCA ACA NACAC
Cynthia Ruberg	MS.Ed.	LPCC-S, NCC, Certified Family Therapist, Certified Sex Therapist	Master's: No Doctorate: N/A	EDC 605 (Counseling Issues in Sexuality)	ACA OCA OMHCA IAMFC AASECT
Thomas Rueth	Ph.D.	Licensed Psychologist	Master's: N/A Doctorate: N/A	EDC 700	OCA OAMHC OACES MVCA
Kimberlee Schlatter	MS.Ed.	LPCC, Gestalt Certified	Master's: No Doctorate: N/A	EDC 545	N/A
Grant Schroeder	Ph.D.	LPCC-S, LICDC-S	Master's: No Doctorate: No	EDC 686	ACA, OCA
Kelley Schubert	MS	Licensed School Counselor, Administrative Licensure; Principal 3-14	Master's: Yes Doctorate: N/A	EDC 599	ASCA OSCA APT OCA ACA
Theodore Shannon	Ph.D.	PC, CCDC	Master's: No Doctorate: N/A	EDC 531, EDC 574, EDC 600	CSI OCA
Donna Sigl-Davies	MA	PCC	Master's: No Doctorate: N/A	EDC584	OCA OACES
Warner Simpson	MS.Ed	Licensed School Psychologist	Master's: Yes Doctorate: N/A	EDC 535	N/A
Donna Smith	Ph.D.	Licensed School Counselor, Licensed Teacher K-8	Master's: Yes Doctorate: No	EDC 585, EDC 599	ASCA OSCA
Leif Smith	Psy.D.	Sport & Clinical Psychologist	Master's: N/A Doctorate: N/A	EDC 630	APA APA Division 47 AASP

Gloria Sprague	MS.Ed.	LPCC, CDCCIII	Master's: No Doctorate: N/A	EDC 545, EDC 584	
Michelle Stratman	JD	PCC	Master's: No Doctorate: No	EDC 544	
John Wagner	Ph.D.	Licensed Psychologist, PCC	Master's: Yes Doctorate: Yes	EDC 583, EDC 605 (Domestic Violence)	
Tom Webb				EDC 522	
Ann Westbeld	Ph.D.	Permanent certification in elementary administration, educable mentally retarded, learning disabilities K-12, severe behavior handicap K-12, elementary 1-8	Master's: N/A Doctorate: N/A	EDC 532	N/A
Gary Williams	Ph.D.	PCC	Master's: No Doctorate: Yes	EDC 543, EDC 631	ACA OCA
Kevin Wisniewski	MS.Ed	PCC Licensed School Counselor	Master's: No Doctorate: N/A	EDC 585	OSCA
Philip Yassenoff	MS.Ed	LPCC-S	Master's: Yes Doctorate: N/A	EDC 598	

CACREP Standard IV.A.4-5.

*The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who **have relevant preparation in their assigned area of teaching and who identify with the counseling profession through memberships and involvement in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC) pertinent to the profession.***

Counseling Programs (Dayton and Capital)

The faculty in the CEHS Department have earned doctorates in counseling or counseling-related fields. All six full-time CEHS tenure-track faculty strongly identify with the counseling profession through their memberships in the American Counseling Association. Please refer to the Full-Time Faculty Vitas (see Appendix X) to view specific professional memberships and counseling related credentials. In addition, the CEHS program strives to hire part-time faculty who possess counseling licenses. See the instructor matrix below for professional memberships and certifications.

The CEHS full-time tenure-track and adjunct faculty includes the following individuals (see Appendix X for Full-time Faculty and Adjunct Faculty Vitas and Matrix of Instructor Credentials from CACREP Standard IV.A.3.):

- Kelli Jo Arndt, Ph.D.-Assistant Professor
- Alan Demmitt, Ph.D. - Associate Professor
- Scott Hall, Ph.D. - Associate Professor
- Eugene Moulin, Ph.D. – Professor
- Patricia Polanski, Ph.D. – Associate Professor
- Angel Rhodes, Ph.D. - Assistant Professor

CACREP Standard IV.A.6.

*The counselor education academic unit must demonstrate that it has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable full-time core faculty responsible for its leadership who **have the authority to determine program curricula within the structure of the institution's policy.***

Counseling Programs (Dayton and Capital)

CEHS Program faculty meets at least one time per month to discuss curricular issues and needs of the Counseling programs. If faculty determines changes in the curriculum, they submit these changes in writing to the Department Chair, Alan Demmitt, who takes the necessary steps to incorporate those changes. The Department Chair makes all decisions regarding course or curriculum changes, in addition to determining approving the course schedule for each semester.

CACREP Standard IV.B.1.

The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions in section IV.B. simultaneously. A core faculty member is clearly designated as the academic unit leader for counselor education who, a. is responsible for the coordination of the academic unit, b. receives inquiries regarding the overall academic unit, c. is assigned at least 50% to the academic unit, d. makes recommendations regarding the development of and expenditures from the budget, e. has release time from faculty member responsibilities to administer the academic unit, and f. provides or delegates year-round leadership to the operation of the program.

a. is responsible for the coordination of the academic unit

Dr. Alan Demmitt is the Chair of the Counselor Education and Human Services Department (see Appendix X for Dr. Demmitt's vita).

CHAIR RESPONSIBILITIES

As the Chair of the CEHS Department, Dr. Alan Demmitt (See Appendix NN for the CEHS Dept. Chair job description):

- Provides the necessary vision, energy, and experience to meld and nurture the existing resources and talents of the faculty and to help develop, promote and administer an effective agenda of teaching, research and service within the context of a private, tuition driven institution of UD's size and mission.
- Develops and implement effective strategies for the recruitment and enrollment and retention of graduate students in education.
- Ensures that the financial and physical resources of the Department are utilized and managed effectively, efficiently, and responsibly.
- Maintains an active program of research and scholarship.
- Supports and enhances the department commitment to teaching excellence at the graduate level.
- Fosters collaborative research initiatives involving faculty and researchers within the SOEAP and the University.
- Contributes to curriculum innovation at the graduate level.
- Recognizes and fosters the synergy between faculty research and scholarship and the quality of the educational experience for our graduate students and stakeholders.
- Identifies, recruits, develops, and retains faculty who have a passion for teaching and research and the ability to develop and maintain externally funded research programs of prominence.
- Demonstrates the ability to guide junior faculty through early career development.
- Provides vision and leadership in strategic planning for the Department in alignment with the goals, priorities, and vision of the University.
- Functions effectively and appropriately as a faculty member within the department both during and following the term of service as chair.
- Embraces and promotes the core values of a Catholic, Marianist education, including a commitment to open communication, fairness, trust, respect, integrity, diversity, and community.

b. receives inquiries regarding the overall academic unit

All inquiries about CEHS or the programs within CEHS are typically received by the program administrative staff (Joy Duchak and Kathleen Brown), and any departmental inquiries are directed to Dr. Alan Demmitt. If there are specific questions regarding the Community Counseling or School Counseling programs they are directed to Dr. Scott Hall (Community) or Dr. Angel Rhodes (School).

c. is assigned at least 50% to the academic unit

Dr. Alan Demmitt is on a twelve-month contract and is assigned to the CEHS programs. Dr. Demmitt is required to teach one course per term, however he teaches two courses in fall semester, one in winter semester, and one in summer semester.

d. makes recommendations regarding the development of and expenditures from the budget

Dr. Demmitt formulates the department budgets based on input from the Dean (Thomas Lasley) and Associate Dean (Daniel Raisch) of the College and Graduate School of Education.

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

As noted in Section IV.B.1.c., Dr. Demmitt is required to teach one course per semester. As a result, he teaches one course at multiple learning centers, such as on the Main Campus and Capital Learning Center (EDC 635, Marriage and Family Therapy; and EDC 681, Integrative Approaches to Treatment).

f. provides or delegates year-round leadership to the operation of the program.

See Appendix NN for the CEHS Chair job description.

CACREP Standard IV.B.2.

The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions in section IV.B. simultaneously. One core faculty member is identified as the coordinator for each program for which accreditation is being sought and has a. a teaching assignment in the program, b. identified responsibilities as coordinator, and c. relevant preparation and experience.

Community Counseling – Dayton and Capital

Dr. Scott Hall is the coordinator of the Community Counseling Program.

a. a teaching assignment in the program

Dr. Hall spends 100% of his time teaching, advising, and attending to administrative responsibilities in the Community Counseling program.

b. identified responsibilities as coordinator

See Appendix OO for the Master's Program Coordinator Responsibilities

c. relevant preparation and experience

Dr. Scott Hall earned his doctorate in Counselor Education from the Ohio State University in 1994 and has been a full-time tenure-track faculty member at The University of Dayton since 1995. He has been in national, regional and state leadership positions since 1995. He is a professional member of ACA, ACES, OCA, OACES, OASERVIC and Chi Sigma Iota. He served as President of OCA and is the faculty advisor for Chi Sigma Iota. He is also licensed as a Professional Clinical Counselor in Ohio. See Appendix X for Dr. Hall's vita.

School Counseling – Dayton and Capital

Dr. Angel Rhodes is the coordinator of the School Counseling Program.

a. a teaching assignment in the program

Dr. Rhodes spends 100% of her time teaching, advising, and attending to administrative responsibilities in the School Counseling program.

b. identified responsibilities as coordinator

See Appendix OO for the Master's Program Coordinator Responsibilities

c. relevant preparation and experience

Dr. Angel Rhodes earned her doctorate in Counselor Education from the Ohio State University in 2006 and has been a full-time tenure-track faculty member at The University of Dayton since her hiring. She was hired into the program before completing her dissertation (ABD). She has been in national, regional and state leadership positions since 2006. She is a professional member of ACA, ASCA, ACES, OCA, OSCA, and OACES. See Appendix X for Dr. Rhodes' vita.

CACREP Standard IV.B.3.

The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions in section IV.B. simultaneously. A core faculty member is identified as the clinical coordinator for the academic unit and/or program who, a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is sought, b. is the individual to whom inquiries regarding clinical experiences are referred, and c. has clearly defined responsibilities as clinical coordinator.

Community Counseling – Dayton and Capital

a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is sought

Dr. Patricia Polanski has been the Community Counseling Clinical Coordinator since 2007. Please refer to Appendix CC for the Community Counseling Internship Coordinator Responsibilities. See Appendix X for Dr. Polanski's vita.

b. is the individual to whom inquiries regarding clinical experiences are referred

Matters of Community Counseling internship are referred to Dr. Patricia Polanski. The CEHS secretary might also receive communication regarding Community Counseling clinical experiences and would refer all such communication to Dr. Polanski. The Community Counseling Internship Coordinator is in continual communication with the CEHS Community Counseling Program Coordinator, Dr. Scott Hall.

c. has clearly defined responsibilities as clinical coordinator.

Please refer to Appendix CC for the Community Counseling Clinical Coordinator Responsibilities.

School Counseling – Dayton and Capital

a. is responsible for the coordination of all clinical experiences in each counselor education program for which accreditation is sought

Dr. Kelli Jo Arndt has been the School Counseling Practicum and Internship Coordinator since 2008. Please refer to Appendix CC for the School Counseling Clinical Coordinator Responsibilities. See Appendix X for Dr. Arndt's vita.

b. is the individual to whom inquiries regarding clinical experiences are referred

Matters of school counseling practicum or internship are referred to Dr. Kelli Jo Arndt. The CEHS secretary might also receive communication regarding school counseling related clinical experiences and would refer all such communication to Dr. Arndt. The School Counseling Practicum and Internship Coordinator is in continual communication with the School Counseling Program Coordinator, Dr. Angel Rhodes.

c. has clearly defined responsibilities as clinical coordinator.

Please refer to Appendix CC for the School Counseling Clinical Coordinator Responsibilities.

CACREP Standard IV.B.4.

*The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions in section IV.B. simultaneously. **If the counselor education academic unit operates a clinical facility, there must be a facility director who, a. is responsible for the overall operation of the facility, b. has identified responsibilities, and c. works closely with the clinical coordinator.***

The University of Dayton Department of Counselor Education and Human Services does not operate a clinical facility.

CACREP Standard IV.C.1.

*The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who **hold graduate degrees, preferably from CACREP accredited programs.***

All full-time faculty in the CEHS Program hold graduate degrees in counseling. All adjunct faculty hold graduate degrees, most in counseling or counseling-related fields. See the Matrix of Instructor Credentials from CACREP Standard IV.A.3

Counseling Programs (Dayton and Capital)

- Eddie Allen, MS.Ed.
- Mary Anthony, MS.Ed. (Licensed School Counselor)
- Barbara Crabill, MS, PCC
- David Dagg, MA, PCC
- Joyce Duchak, MS.Ed., PCC
- Joy Duchak, MS.Ed, LSW
- Rochelle Dunn, Ph.D., PCC
- Patti Ellis, Ph.D.
- Michelle Flaum, Ed.D., PCC (Clinical Faculty)
- Joshua Francis, MS.Ed., PCC
- John Gary, MS.Ed., PCC, Ph.D.
- Dawn Gross, MS.Ed., PCC
- Heather Guthrie, Ph.D.
- Stephanie Houdeshell, MS.Ed.
- Betty Hughes, MS, PCC
- Amanda Leszczuk, MS.Ed
- Denise Lewis, MA, PCC
- Ameena Mu'Min, MS.Ed. (Doctoral Intern)
- Scott Rasmus, Ph.D., PCC
- Kathleen Rowe, MS.Ed., PCC
- Cynthia Ruberg, MS.Ed., PCC
- Thomas Rueth, Ph.D.
- Kimberlee Schlatter, MS.Ed., PCC
- Grant Schroeder, MS.Ed., PCC
- Kelley Schubert, MS.Ed. (Licensed School Counselor)
- Theodore Shannon, MS.Ed., PC
- Donna Sigl-Davies, MA, PCC
- Warner Simpson, MS.Ed. (Licensed School Psychologist)
- Donna Smith, Ph.D. (Licensed School Counselor)
- Leif Smith, Psy.D.
- Gloria Sprague, MS.Ed., PCC
- Michelle Strattman, MS.Ed., PCC
- John Wagner, Ph.D., PCC
- Gary Williams, Ph.D., PCC
- Philip Yassenoff, MS.Ed., PCC

CACREP Standard IV.C.2.

*The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who **have relevant preparation and experience in the assigned area of teaching.***

All adjunct and part-time faculty have relevant preparation and experience in the assigned area of teaching. Please refer the Matrix of Instructor Credentials from CACREP Standard IV.A.3.

See Appendix X for the following Part-Time faculty vitae:

- Eddie Allen, MS.Ed.
- Mary Anthony, MS.Ed. (Licensed School Counselor)
- Barbara Crabill, MS, PCC
- David Dagg, MA, PCC
- Joyce Duchak, MS.Ed., PCC
- Joy Duchak, MS.Ed, LSW
- Rochelle Dunn, Ph.D., PCC
- Patti Ellis, Ph.D.
- Michelle Flaum, Ed.D., PCC (Clinical Faculty)
- Joshua Francis, MS.Ed., PCC
- John Gary, MS.Ed., PCC, Ph.D.
- Dawn Gross, MS.Ed., PCC
- Heather Guthrie, Ph.D.
- Stephanie Houdeshell, MS.Ed.
- Betty Hughes, MS, PCC
- Amanda Leszczuk, MS.Ed
- Denise Lewis, MA, PCC
- Ameena Mu'Min, MS.Ed. (Doctoral Intern)
- Scott Rasmus, Ph.D., PCC
- Kathleen Rowe, MS.Ed., PCC
- Cynthia Ruberg, MS.Ed., PCC
- Thomas Rueth, Ph.D.
- Kimberlee Schlatter, MS.Ed., PCC
- Grant Schroeder, MS.Ed., PCC
- Kelley Schubert, MS.Ed. (Licensed School Counselor)
- Theodore Shannon, MS.Ed., PC
- Donna Sigl-Davies, MA, PCC
- Warner Simpson, MS.Ed. (Licensed School Psychologist)
- Donna Smith, Ph.D. (Licensed School Counselor)
- Leif Smith, Psy.D.
- Gloria Sprague, MS.Ed., PCC
- Michelle Strattman, MS.Ed., PCC
- John Wagner, Ph.D., PCC
- Gary Williams, Ph.D., PCC
- Philip Yassenoff, MS.Ed., PCC

CACREP Standard IV.C.3.

*The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who **identify with the counseling profession through memberships in appropriate professional organizations (i.e., ACA and its divisions, branches, and affiliate organizations) and appropriate certifications (e.g., NCC) and/or licenses (e.g., LPC or LSC) pertinent to the profession.***

Counseling Programs – Dayton and Capital

Adjunct instructors have various counseling degrees and licenses (Community Counseling or School Counseling). In addition, adjunct instructors have varying levels of experience presenting at ACA and counseling-related conferences. The CEHS Department seeks to hire part-time instructors who have relevant experience and affiliations within the counseling profession.

Examples of presentations given at state and national conferences by adjunct faculty include:

- Michelle Flaum, Ed.D. (Clinical Faculty): Presented two workshops at ACA in 2008, one workshop at OCA in 2007, one workshop at ACA in 2007, and workshops at the ACES and NCACES conferences in the past few years;
- Joshua Francis, MS.Ed.: Presented a workshop at the OCA conference in 2008;
- Betty Hughes, MS.Ed.: Presents workshops at the OCA conference yearly.

See Appendix X for the following Adjunct Part-Time faculty vitae:

- Eddie Allen, MS.Ed.
- Mary Anthony, MS.Ed. (Licensed School Counselor)
- Barbara Crabill, MS, PCC
- David Dagg, MA, PCC
- Joyce Duchak, MS.Ed., PCC
- Joy Duchak, MS.Ed, LSW
- Rochelle Dunn, Ph.D., PCC
- Patti Ellis, Ph.D.
- Michelle Flaum, Ed.D., PCC (Clinical Faculty)
- Joshua Francis, MS.Ed., PCC
- John Gary, MS.Ed., PCC, Ph.D.
- Dawn Gross, MS.Ed., PCC
- Heather Guthrie, Ph.D.
- Stephanie Houdeshell, MS.Ed.
- Betty Hughes, MS, PCC
- Amanda Leszczuk, MS.Ed
- Denise Lewis, MA, PCC
- Ameena Mu'Min, MS.Ed. (Doctoral Intern)
- Scott Rasmus, Ph.D., PCC
- Kathleen Rowe, MS.Ed., PCC
- Cynthia Ruberg, MS.Ed., PCC
- Thomas Rueth, Ph.D.
- Kimberlee Schlatter, MS.Ed., PCC
- Grant Schroeder, MS.Ed., PCC
- Kelley Schubert, MS.Ed. (Licensed School Counselor)
- Theodore Shannon, MS.Ed., PC
- Donna Sigl-Davies, MA, PCC
- Warner Simpson, MS.Ed. (Licensed School Psychologist)
- Donna Smith, Ph.D. (Licensed School Counselor)

- Leif Smith, Psy.D.
- Gloria Sprague, MS.Ed., PCC
- Michelle Strattman, MS.Ed., PCC
- John Wagner, Ph.D., PCC
- Gary Williams, Ph.D., PCC
- Philip Yassenoff, MS.Ed., PCC

CACREP Standard IV.C.4.

*The counselor education academic unit may employ adjunct and/or affiliate counselor education faculty who **understand the mission, goals, and curriculum of the program.***

Counseling Programs – Dayton and Capital

Every year, the CEHS Department holds an Adjunct Instructor Appreciation Event. At this event, the Department Administrators and Faculty orient the Adjunct Faculty to any changes in the CEHS Department, as well share the mission and goals of the Department for the upcoming year.

In addition, the CEHS Department will distribute results from the satisfaction surveys to current students, alumni, and professionals. The CEHS Department also distributes minutes from each month Department Meeting to all adjunct faculty.

See Appendix PP for materials related to the Adjunct Appreciation Event.

CACREP Standard IV.D.1.

*During the three-year period preceding the date of application for program accreditation, core faculty should have engaged in activities of ACA and/or other professional activities including **development/renewal (e.g., attended appropriate professional meetings, conventions, workshops, seminars).***

All CEHS faculty who have professional counseling licensure must complete 30 Continuing Education Units (CEUs) every two years. In addition, a sample of professional meetings / conventions that CEHS faculty attended are listed below. Please refer to individual faculty vitae (Appendix X) for a more detailed listing of development / renewal activities.

Kelli Jo Arndt, Ph.D.

- All Ohio Counselors Conference (Annually)
- Departmental Retreats
- Faculty Retreats

Alan Demmitt, Ph.D.

- American Counseling Association Conference (Annually)
- All Ohio Counselors Conference (Annually)

Scott Hall, Ph.D.

- American Counseling Association Conference (Annually)
- All Ohio Counselors Conference (Annually)

Eugene Moulin, Ph.D.

- Local workshops on Character Development and School Counseling issues
- Conferences at the state and national level

Patricia Polanski, Ph.D

- All Ohio Counselors Conference (Annually)
- Various Meditation Retreats
- Departmental Retreats (See Appendix X for vita)

Angel Rhodes, Ph.D.

- All Ohio Counselors Conference (Annually)
- Departmental Retreats (See Appendix X for vita)

CACREP Standard IV.D.2.

*During the three-year period preceding the date of application for program accreditation, core faculty should have engaged in activities of ACA and/or other professional activities including **research and scholarly activity**.*

Counseling Programs (Dayton and Capital)

The CEHS faculty members are engaged in research and other scholarly activities. The College and Graduate School of Education and the CEHS department have begun to use the Boyer model of scholarship for tenure, promotion, and reappointment purposes, in addition to the traditional model of Teaching, Service, and Research. See Appendix QQ for the Promotion and Tenure document and the Merit Pay document.

Below is a sample of CEHS faculty research and scholarly pursuits. Please refer to individual faculty vitae (Appendix X) for a more detailed listing of research and scholarly activity.

Kelli Jo Arndt, Ph.D.

- Dr. Arndt is currently conducting research on School Counselor burnout and self-care issues.

Alan Demmitt, Ph.D.

- Morrison, J. Q., Clutter, S. M., Pritchett, E. M., & Demmitt, A. (In press). Perceptions of clients an counseling professionals regarding spirituality in counseling. *Counseling and Values*.
- Demmitt, A. & Russo, C. (2005). Holistic counseling and religion: Questions for practice. *Education Law Reporter* . December 29, 2005, 21-28.
- Demmitt, A. & Russo, C., & Hunley, S. (2003). Children with ADHD, Ritalin, and the law: Recommendations for practice. *Education Law Association Notes* (38) 3, 14-17&23.
- Demmitt, A. & Russo, C., & Hunley, S. (2003). Children with ADHD, Ritalin, and the law: Recommendations for practice. *Education Law Reporter*., January 16, 2003, 415-422.

Scott Hall, Ph.D.

- Hall, S. & Silliman, S. (in review). Exposing Houdini: Identifying and treating the primary defenses of masked depression in men. *Journal of Contemporary Psychotherapy*.
- Flaum, M. & Hall, S. (in review) Ancient greeks, Jung, and the complete self model: A new framework for client wellness. *Journal of Contemporary Psychotherapy*.
- Flaum, M. & Hall, S. (2008) The legal and ethical implications of counseling homosexual clients: A Rebuttal. *The Best of VISTAS 2008, online*.
- Hall, S. (Spring, 2006). Developing character identity: A new framework for counseling adults in transition. *ADULTSPAN Journal*.
- Young, J. & Hall, S. (August, 2005). Individual scenario planning: A therapeutic tool for clients living in environments characterized by uncertainty and rapid change. *Journal of Workplace Behavioral Health*.

Eugene Moulin, Ph.D.

Dr. Moulin has not published traditional research for several years, and instead has worked to Develop curricula for workshops offered to area School Counselors.

Patricia Polanski, Ph.D.

- Polanski, P. J. (July, 2003). Adjustment disorders in children and adolescents. In R. R. Erk (Ed.), Counseling treatment for children and adolescents with DSM-IV-TR disorders (pp. 90-108). Upper Saddle River, NJ: Merrill Prentice Hall.
- Polanski, P. J. (2003). Spirituality in supervision. Counseling & Values, 47, 131-141.
- Polanski, P. J. (2002). Exploring spiritual beliefs in relation to Adlerian theory. Counseling & Values, 46, 127-136.
- Twale, D. J., Schaller, M. A., Hunley, S. A., & Polanski, P. J. (2002). Creating collaborative community in multidisciplinary settings. Innovative Higher Education, 27(2).

Angel Rhodes, Ph.D.

- Tishler, C. T., Reiss, N. S., Rhodes, A. R. (2007). Suicidal Behavior in Children Under Age Twelve: A Diagnostic Challenge For Emergency Department Personnel. *Academic Emergency Medicine, 14(4)*, in press.
- Tishler, C. T., Reiss, N. S., Rhodes, A. R. (in press). Are Normal Healthy Research Volunteers Psychologically Healthy? A Pilot Investigation. *Experimental and Clinical Psychopharmacology*.
- Tishler, C. T., Rhodes, A. R., Bartholamae, S. (2005). Personality profiles of normal healthy research volunteers: A potential concern for clinical drug trial investigators? *Medical Hypotheses, 65(1)*, 1-7.
- Rhodes, A. R. (2002). Long distance relationships in dual-career commuter couples: A review of counseling issues. *The Family Journal, 10(4)*, 398-404.

CACREP Standard IV.D.3.

During the three-year period preceding the date of application for program accreditation, core faculty

should have engaged in activities of ACA and/or other professional activities including **service (e.g., program presentations, workshops, consultations, speeches, direct service)**.

Counseling Programs – Dayton and Capital

The CEHS faculty members are engaged in service activities. The College and Graduate School of Education and the CEHS department have begun to use the Boyer model of scholarship for tenure, promotion, and reappointment purposes, in addition to the traditional model of Teaching, Service, and Research. See Appendix QQ for the Promotion and Tenure document and the Merit Pay document.

Below is a sample of CEHS faculty professional presentations. Please refer to individual faculty vitae (Appendix X) for a more detailed listing of faculty presentations, workshops, consultations, speeches, and direct service.

- Kelli Jo Arndt, Ph.D.
 - 2008 All Ohio Counselors Conference, Annual Conference, “I Feel Good! Self-care Techniques for School Counselors”
 - 2007, *Trauma Treatment Tips*. Presentation given to Harbor Behavioral employees. Toledo, Ohio.

- Alan Demmitt, Ph.D.
 - 2008 All Ohio Counselors Conference
 - 2006 All Ohio Counselors Conference, Annual Conference, “Addressing the soul: the unintended consequences of counseling”
 - 2006 American Counseling Association Annual Conference, “Common factors in counseling”

- Scott Hall, Ph.D.
 - Hall, S. & Flaum, M. (2008). Refusing to Counsel Homosexual Clients: Discrimination? *American Counseling Association National Conference, Honolulu, Hawaii*.
 - Hall, S. & Silliman, S. (2007). Confronting the Enemy Within: Understanding and Treating Combat-Related Stress Disorder. *All Ohio Counselors Conference, Columbus, Ohio*.

- Eugene Moulin, Ph.D.
 - Federal Women’s Employees--Wright Patterson Air Force Base
 - State of Kentucky Board of Education, Lexington, Kentucky

- Patricia Polanski, Ph.D.
 - Polanski, P. J., & Hall, S. (2001, March) Spirituality in supervision. *American Counseling Association World Conference*, San Antonio, TX.
 - Polanski, P. J. (2000, October). Teaching supervision at the master’s level: Developmental considerations. *North Central Association for Counselor Education and Supervision Annual Conference*. Indianapolis, IN.

- Angel Rhodes, Ph.D.
 - 2008 All Ohio Counselors Conference, Annual Conference, “I Feel Good! Self-care Techniques for School Counselors”
 - 2005 ACES National Conference. Pittsburgh, Pennsylvania, “*Students Mentoring Students: Designing and Maintaining a Successful Student Mentoring Program*”

CACREP Standard IV.E.

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

Counseling Programs – Dayton and Capital

As evidenced below, adequate clerical assistance and technical support is available for faculty activities and the operations of the program and that this support matches or exceeds that of similar graduate programs.

The CEHS department has two full-time administrative assistants in Dayton:

Joy Duchak is the Program Assistant
Kathleen Brown is the Administrative Assistant

The CEHS Department has one full-time administrative assistant at Capital:

Ann Saltsman is a Administrative Assistant

The College and Graduate School of Education's Technology Support Services provide technology support and resource assistance for faculty, staff, and students. This support is provided by both telephone and physical visits to locations including all of Chaminade Hall, where the CEHS Department is housed, and where most of the courses are offered.

Services provided include:

- Troubleshooting computer issues - problems with hardware components as well as issues with installed software.
- Receiving, configuring, and distributing computers and computer components.
- Installation of standard productivity software, including Internet browsers and Internet freeware tools, e-mail clients (where applicable), word processing, presentation, spreadsheet, and database software, as well as any specialty software legally purchased.
- Maintaining shared printers and desktop printers (where applicable and cost effective)
- Monitoring Internet connectivity and access to University resources such as e-mail (Lotus Notes accounts), and the Isidore accounts (formerly WebCT)
- Training in the detection and elimination of computer viruses and operating system security holes.
- Computer and computer component purchase recommendations.
- Also supported are the network components including file servers, print sharing devices, CEHS website, and other related peripherals.

Technology assistance is provided in a variety of different subjects and levels, applicable to the various needs of the faculty and staff of the School of Education.

The Technology Support Services staff at the Institute of Technology and Enhanced Learning includes two personnel to service the College and Graduate School of Education. These staff members are located in room 5A Chaminade Hall and include:

Mark (Josh) Schrank is Director of Information Technology, (937) 229-3064
J. Chandler (Chad) Brown is a Technical Support Specialist, (937) 229-5674

Please refer to the following information located in Appendix O for specific information on technical support provided by UDiT, University of Dayton Information Technologies.

In addition, students can use the following resources to serve their technology needs:

- Computer Help Desk, (937) 229-3888
- Additional Calls, (937) 229-3511
- E-learning Lab, Ryan Allen, (937) 229-2233
- Roesch Library, Information Systems and Digital Access, (937) 229-3551

CACREP Standard IV.F.

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

Counseling Programs – Dayton and Capital

The CEHS Department full-time faculty members have core courses for which they are responsible. As the “Faculty of Record” for these courses, full-time faculty work to design syllabi to ensure that course content meet identified CACREP standards. In addition, the “Faculty of Record” instructors for courses determine the textbook to be used, as well as major assignments. “Faculty of Record” instructors provide support and supervision as necessary for Adjunct Instructors who teach the course at another learning center (i.e. at Capital or Mason). See Appendix X for Full-time and Adjunct Instructors’ vitae.

CACREP Standard IV.G.

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

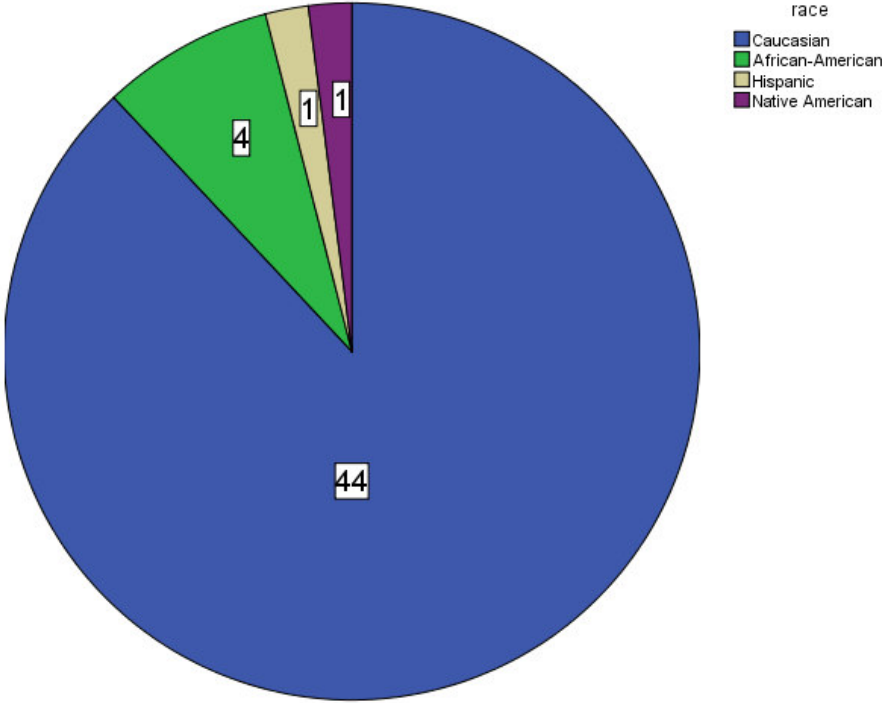
Counseling Programs – Dayton and Capital

Fifty percent of the current CEHS full-time tenure-track faculty members are women while 60% of the part-time faculty members in CEHS are women. All faculty members are from diverse personal, ethnic, and sexual orientation backgrounds and have obtained degrees from a variety of institutions nationwide.

The University of Dayton is an equal opportunity / affirmative action employer. Even though there are no people of color among the CEHS full-time tenure track faculty, all faculty searches have made concerted efforts to attract faculty from varying ethnic and racial backgrounds. When hiring faculty the CEHS faculty search committee is primarily made up of CEHS faculty and adjunct faculty members. The CEHS faculty attempts to ensure that the outside members are from an underrepresented population. For example, Tom Webb and Quincie Price, both adjunct faculty instructors and African-American, have served on search committees for recent faculty hires.

Along with posting job ads in *Counseling Today* and *CESNET*, the CEHS faculty search committee makes personal telephone calls to counselor educators nationwide seeking minority applicants. In addition, during searches for tenure-track faculty hires in the CEHS Program, search committee members attended graduate student receptions at national counseling conferences with the intent of encouraging qualified applicants, including minority applicants.

The following chart represents the racial demographic make-up of the full-time and part-time faculty in the CEHS Counseling Programs (6 full-time, 44 part-time faculty):



CACREP Standard IV.H.

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

Counseling Programs – Dayton and Capital

There are two courses offered within the CEHS curriculum that are regularly delivered via distance learning (EDC 531, Human Development Across the Lifespan, and EDC 535, Test Interpretation and Case Studies).

The University of Dayton library (Roesch Library) and the Learning and Teaching Center (LTC) provides distance learning course development and implementation assistance. James Rowley provides course development assistance for the online courses listed above. Dr. Rowley can be reached at (937) 229-3696.

SECTION V

Organization and Administration

Section V

Organization and Administration

CACREP Standard V.A.

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

Community Counseling and School Counseling:

The CEHS Departmental Brochure and Student Handbooks (see Appendix B for the Department Brochure, Appendix M for the Community Counseling Handbook and Appendix N for the School Counseling Handbook) which describes the Community Counseling and School Counseling master's degree programs, is provided to each applicant for admission, and is on the CEHS Program Website (see Appendix C). The Department Brochure describes information on the following:

- Program faculty education
- Program faculty contact information
- Mission, philosophy, and objectives of the CEHS department
- Information about program design
- Information about professional associations
- The application process
- Information about registration and fees
- Information about attendance and graduation requirements
- Information about campus policies
- Information about Professional Liability Insurance
- School Counseling Program requirements
- Community Counseling Program requirements
- Additional program requirements
- Programs of study
- Licensure information

CACREP Standard V.B.

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

Counseling Programs – Dayton and Capital

The CEHS Departmental Brochure (see Appendix B) was discussed under Standard V.A. Requests for

information about the Community Counseling or School Counseling programs are most often fulfilled by a follow-up telephone call or email. The Administrative Assistant routinely responds by sending a copy of the CEHS Master's Programs Brochure and refers telephone calls of inquirers to the Program Coordinators, Dr. Scott Hall for Community Counseling, or Dr. Angel Rhodes for School Counseling. The office in which Community Counseling and School Counseling faculty and operations are located, 301 Chaminade Hall, has literature display racks which contain the CEHS Master's Programs Brochure for browsing and taking.

CACREP Standard V.C.1.

*Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all new students: **a new student orientation is conducted.***

Counseling Programs – Dayton and Capital

A formal, one-hour orientation course is offered once a term at both the Dayton and Capital campuses. Students typically take the course during their first term in the program, or sometimes during their second term of enrollment. All faculty members who conduct an interview with applicants will provide a brief overview of the program and answer any questions that the applicant might have. The next step in the orientation process is the Graduate School's letter of admission. Within this letter, notification of the assigned adviser is indicated and students are informed that they should contact the adviser prior to starting coursework for an overview of the program and for the purpose of selecting initial course offerings. Oftentimes, letters include suggested first courses to aid students in registering during their first term. The orientation classes (EDC 500/EDC 501) are taught by core faculty: Dr. Scott Hall, Dr. Patricia Polanski and Dr. Angel Rhodes, Dr. Kelli Jo Arndt,

During the student orientation course, EDC 500 for Community Counseling or EDC 501 for School Counseling, faculty advisers work with students on an individual basis to develop a plan of study. Please refer to Appendix RR for the student orientation course materials.

Please see the following information regarding admissions:

- Sample Community Counseling Admissions Letter – Appendix SS
- Sample School Counseling Admissions Letter – Appendix SS
- Graduate School Application – Appendix TT
- Applicant Face Sheet – Appendix U
- Student Services – Appendix FF

CACREP Standard V.C.2.

Prior to or at the beginning of the first term of enrollment in the program, the following should occur for all new students: a student handbook is disseminated that includes the institution's and/or program's: a.

academic appeal policy, b. student retention policy explaining procedures for possible student remediation and/or dismissal from the program, c. written endorsement policy explaining the procedures for recommendation of students for credentialing and employment, d. information about appropriate professional organizations (i.e., ACA, its divisions and/or branches), involvements, and activities potentially appropriate to students in the program, and e. mission statement and program objectives.

Counseling Programs – Dayton and Capital

The CEHS Departmental Brochure (see Appendix B) is distributed to students when they apply to the program. It contains information pertaining to the academic appeal policy, the student retention policy, the endorsement policy, information about appropriate professional organizations (i.e., ACA and its divisions), and information about the mission statement and program objectives. All students and prospective students can view and download the CEHS Departmental Brochure and Student Handbooks from the CEHS Departmental Website.

CACREP Standard V.D.

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

Counseling Programs – Dayton and Capital

The Department published all information regarding curriculum changes, evaluation procedures, upcoming conferences and meetings, and events of significance which might influence their status or progress on the CEHS Department website. Since 2008, the department has begun to publish the content of its newsletter on the CEHS Program Website. Current CEHS Program information is continually updated and displayed on the CEHS Program Website left bar (see Appendix C).

Curriculum changes impact only those who are admitted after the changes are made operational. Students already in the program are bound by the requirements in effect at the time they were admitted (unless they choose to be governed by later requirements). These changes are communicated on the CEHS Program Website (see Appendix C), in the next CEHS Departmental Brochure (see Appendix B), via email, and often via flyer distributed in class by the student's instructor. In addition, any change in licensure that may affect students is displayed on the CEHS Program Website.

CACREP Standard V.E.

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

Counseling Programs – Dayton and Capital

Full-time study for students is defined as 15 credits per semester. For tenure-track faculty, a full-time load is considered 9 credits per term and this was the figure used in establishing FTE for part-time faculty. Therefore, if an adjunct instructor taught one 3-semester hour course, they would be counted as 1/3 of the full-time faculty. A full-time faculty member is counted as 3/3. In establishing the student to faculty ratio the faculty FTE was divided into the student FTE. Faculty data include full-time faculty and adjunct instructors. This will provide a common base on which to calculate our student/faculty ratio.

There were varying amounts of student and faculty FTEs from the Winter 2008 and the Fall 2008 semesters. This was due to the varying amount of part-time adjunct instructors used along with differing amounts of course offerings. For the purposes of this self-study, the most accurate student and faculty FTEs are presented. To accomplish this, a mean of the Winter 2008 and Fall 2008 FTEs are used. Please refer to the FTE Grid in Appendix MM for a more detailed calculation of FTEs.

FTE Calculation:

Student FTEs: The mean of Winter 2008 and Fall 2008 Total Generated School Credit Hours divided by 15.

Faculty FTEs: The mean of CEHS full-time faculty and part-time adjunct instructors teaching required CEHS courses during Winter 2008 and Fall 2008.

Community Counseling – Dayton and Capital

The Community Counseling program had students enrolled for a mean of 1198 school credit hours (SCHs) in the Winter 2008 and Fall 2008 terms. Using the 15-hour criterion for full-time study, the mean number of FTE students was 79.9 for each semester.

Using the 9 credit hour criterion for FTE faculty (CEHS full-time and adjunct faculty) the data on faculty for Winter 2008 and Fall 2008 show that we have a mean of 8.7 FTE Faculty for the Community Counseling program for each semester.

Dividing the mean of FTE students (79.9) by the mean of FTE faculty (8.7), the student / faculty ratio is 9.2 to 1, which is within the Standard.

Community Counseling FTE Calculation

Student FTEs:

Winter 2008 Total Generated School Credit Hours: 1193

Fall 2008 Total Generated School Credit Hours: 1203

Mean of Winter 2008 and Fall 2008 Total Generated School Credit Hours: $(1193 + 1203) / 2 = 1198$

Mean Student FTE: $1198 / 15 = 79.9$

Faculty FTEs:

Winter 2008 CEHS Full-time and Adjunct Faculty FTEs: 9.36

Fall 2008 CEHS Full-time and Adjunct Faculty FTEs: 8.05

Mean of Winter 2008 and Fall 2008 Faculty FTEs: $(\text{sum of above} / 2) = 8.7$

Student to Faculty Ratio:

Student FTE / Faculty FTE = **9.2 to 1 Ratio**

School Counseling – Dayton and Capital

The School Counseling program had students enrolled for a mean of 1210 school credit hours (SCHs) in the Winter 2008 and Fall 2008 terms. Using the 15-hour criterion for full-time study, the mean number of FTE students was 80.7 for each semester.

Using the 9 credit hour criterion for FTE faculty (CEHS full-time and adjunct faculty), the data on faculty for Winter 2008 and Fall 2008 show that we have a mean of 10.6 Faculty for the School Counseling program for each semester.

Dividing the mean of FTE students (80.7) by the mean of FTE faculty (10.6), the student / faculty ratio is 7.6 to 1, which is within the Standard.

School Counseling FTE Calculation

Student FTEs:

Winter 2008 Total Generated School Credit Hours: 1204

Fall 2008 Total Generated School Credit Hours: 1216

Mean of Winter 2008 and Fall 2008 Total Generated Credit Hours: $(1204 + 1216) / 2 = 1210$

Student FTE: $1210 / 15 = 80.7$

Faculty FTEs:

Winter 2008 CEHS Full-time and Adjunct Faculty FTEs: 10.84

Fall 2008 CEHS Full-time and Adjunct Faculty FTEs: 10.31

Mean of Winter 2008 and Fall 2008 Faculty FTEs: $(\text{sum of above} / 2) = 10.6$

Student to Faculty Ratio:

Student FTE / Faculty FTE = **7.6 to 1 Ratio**

CACREP Standard V.F.1.

*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 **advising and supervising student research using formulae consistent with established graduate school policies within the institution.***

Counseling Programs – Dayton and Capital

In the Graduate School of Education, load assignment is not based solely on instruction. It includes advisement and supervision of student research, scholarly activities, and program of study. Advising and supervising student research are consistent with being awarded Graduate Faculty Status. All full-time faculty in the CEHS Department have received Graduate Faculty Status. Whereas many comparable Counselor Education programs require that their full-time faculty teach 12 semester hours, the University of Dayton requires the full-time faculty to teach 9 semester hours, to allow for time for scholarly activities, advising, and supervising student scholarship.

Per the School of Education Faculty Workload policy (See Appendix N) **STANDARD FACULTY TEACHING LOAD** is 9 semester hours and should allow for “some meaningful scholarly activity” as defined by the Promotion and Tenure Committee of the School of Education Congress. (See Appendix QQ for the Promotion and Tenure document).

Student load is a factor that should be used to define faculty workload. Reasonable student numbers should be determined on a course by course basis at the discretion of the department chairperson in cooperation with the individual faculty member. In general, an acceptable student load is one that does not exceed 450 student credit hours (SCH's) per academic year.

The distributions of assignments and their load value are generally equivalent to those in other graduate units of the Graduate School of Education.

CACREP Standard V.F.2.

*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 **maintaining knowledge and skill as a counselor educator, which ordinarily includes ongoing scholarship and service***

Counseling Programs – Dayton and Capital

In the Graduate School of Education, load assignment is not based solely on instruction. It includes maintaining one's knowledge and skill as a counselor educator and this is thought to be consistent with being awarded Graduate Faculty Status.

By University policy (see Appendix UU - Faculty Workload policy) a reduced teaching load is permitted for faculty involved in substantial research and must be approved by the Chair and Dean. The products of that faculty person's efforts are to be reviewed annually by the Dean. Additional reductions in loads for distinguished chairs and endowed chairs are permitted with the consent of the Dean, but all faculty, including those in administrative positions, must teach on a regular basis. There are currently no faculty members in the CEHS Department who have reduced course loads to provide time to conduct research.

Faculty members who teach at the maximum course load level are expected to pursue meaningful research and scholarship that is accepted for publication. They may be eligible for merit pay if they achieve their goals of "Outstanding" in the areas of Teaching and Scholarship. Many core faculty members have expressed concerns about having a lack of time to pursue meaningful research. With only six core faculty members to handle advising for all students in the program, faculty members often do not have sufficient time to complete research projects.

The distributions of assignments and their load value in the CEHS Department are generally equivalent to those in other units of the Graduate School of Education.

CACREP Standard V.F.3.

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 administrative responsibilities (if applicable).

Counseling Programs – Dayton and Capital

In the Graduate School of Education, load assignment is not based solely on instruction or scholarship, it can include taking on responsibility for an extraordinary administrative or professional projects. Dialogue between faculty and the department chairperson is encouraged to identify elements of responsibility which dramatically increase the demands on a faculty member's time, but that may be essential for achieving specific CEHS Departmental goals. Typically, core faculty members have not gotten course load reductions for their administrative responsibilities, such as:

- Development of new courses (when assigned by chair)
- Development of new programs or curriculum (when assigned by chair)
- Integrated courses/team teaching/block instruction
- Program coordination
- Clinical Coordination
- Program Accreditation

By University policy (see Appendix UU - Faculty Workload policy) a faculty load of assigned responsibilities is construed to include instruction or performing its equivalent at the rate of 9 semester hours per semester (6 semester hours for each 6-week summer session – 12 semester hours total for summer session).

The distributions of assignment and their load value are generally equivalent to those in other graduate units of the Graduate School of Education.

CACREP Standard V.G.

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

Counseling Program – Dayton and Capital

A limited number of graduate assistantships are available for students in the Counseling and Human Services program areas (Community Counseling and School Counseling) in the Department of CEHS. For purposes of this standard, we will provide information regarding the positions titled “graduate assistantship”. Graduate assistantships are more flexible in the tasks assigned and in the levels of experience expected of students. All of these, regardless of label, are by design allocated to Master’s students.

For Winter and Fall 2008 terms, a total of 4 assistantships were allocated to students in counselor education whose work was also directly applicable to the CEHS program area. Graduate assistants are expected to render 20 hours of service to the program area each week. In addition to the 4 full time (20 hour) assistantships, the Capital University branch employed 2 part time graduate assistants at 10 hours per week. The service is research-related or administrative in nature.

See Appendix VV for the Graduate Assistantship Manual.

In addition, other counseling program students received graduate assistantships through academic departments other than CEHS or through various student services offices on campus. Examples of such departments / offices include: Educational Administration, Residence Life, and the University Women’s Center.

Currently two Community Counseling students have been awarded Graduate Community Fellowships. In this program, graduate students work part-time in Community Non-Profit Organizations. In this way the Department of CEHS is able to carry out needed services and at the same time provide financial aid to students who are in need of continuing assistance. In general, students are not employed in graduate assistantships or teaching fellowships for more than a two year period and the positions are staggered so that they do not all open in the same year. The contact for this program is Don Vermillion, 937-229-4915.

The CEHS budget allows for consistent placement of graduate assistants within the department. On the main campus (Dayton), the CEHS department employs three graduate assistants for 20 hours per week for a 12-month contract. At the Capital campus, the CEHS department employs two graduate assistants for 10 hours per week for a 9-month contract.

CACREP Standard V.H.

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

Counseling Programs – Dayton and Capital

The CEHS Department Website (see Appendix C.7 presents our policy regarding diversity: "The University of Dayton Department of Counselor Education and Human Services is committed to providing all persons equal access to its programs, facilities, and employment without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability is essential to the practice of counseling), or identification as a disabled veteran".

See Appendix WW for the University of Dayton's resources for the Graduate School's diverse student population.

CACREP Standard V.I.

The program admissions criteria, as well as selection and retention procedures, are distributed to prospective students. The criteria and procedures include consideration of 1.input from regular, adjunct, and affiliate program faculty; 2.each applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts; 3.each applicant's aptitude for graduate-level study,

including technological competence and computer literacy; 4. each applicant's career goals and objectives and their relevance to the program; and 5. each applicant's openness to self-examination and personal and professional self-development.

Counseling Programs – Dayton and Capital

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

Tenure-track faculty regularly reviews the processes of admissions, selection, and retention of students to the Community Counseling and School Counseling programs.

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

The tenure-track faculty conduct these interviews that focus on why the applicant is applying to the program, what the individual would like to do upon graduation, and they try to answer questions the applicant may have about the degree requirements. From these interviews faculty collect impressions about the applicant's potential for forming effective interpersonal relationships in a small-group and individual contexts.

3. Each applicant's aptitude for graduate-level study, including technological competence and computer literacy:

The application process and materials submitted provide evidence of graduate level study and computer competence and literacy in light of the ACES Technology Competencies.

4. Each applicant's career goals and objectives and their relevance to the program:

During these interviews applicants are introduced to the mission of the Community Counseling or School Counseling program and they are questioned about their career goals and objectives in light of the mission statement. From these interviews and extemporaneous writing samples, faculty collects impressions about the congruence between the applicant's career goals and objectives and the program's mission.

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

Students in the Community Counseling and School Counseling programs are reviewed yearly by the tenure track faculty with the assistance of the Retention Form (Appendix V - Considerations for Retention Form). This form asks faculty to consider a student's openness to self-examination and personal and professional self-development. If difficulty is noted with regard to openness to self-examination and personal and professional self-development, the student's advisor(s) requests a meeting where the difficulty can be discussed and, if needed, a plan for helping the student resolve the difficulty is established.

CACREP Standard V.J.

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

Counseling Programs – Dayton and Capital

Students are admitted once each semester and deadline dates for applying are noted on the CEHS Department Website (see Appendix C). After the deadline dates, the Office of Enrollment Management in

the Graduate School forwards applications to the secretary in the CEHS office. All applicants are contacted for group interviews with tenure-track faculty members. Prior to the interviews faculty review the application files specifically regarding appropriateness of GPA, letters of recommendations, and written statement of personal goals and professional objectives. The faculty makes decisions for admission based on the application file and extemporaneous writing sample obtained at time of interview.

Admission Deadlines for the School and Community Counseling programs are as follows:

Term Applying For:	Application Deadline:
Summer Term	January 10
Fall Term	April 10
Winter Term	September 10

Students applying for admission at the Mason learning center are subject to rolling admissions, and if necessary are interviewed individually by a faculty member from either the School or Community Counseling program.

See Appendix U for Admissions Data.

CACREP Standard V.K.1.

*Effort is made to secure financial assistance for students in the program, including **monitoring to ensure that the program receives a proportionate share of institutional funds allocated for such purposes.***

Counseling Programs – Dayton and Capital

The CEHS Program faculty seeks to secure funding for Community Counseling and School Counseling students from two sources: graduate assistantships and financial aid.

Graduate assistantship monies are distributed among the departments proportional to the number of faculty having appointments within the department. Thus, CEHS receives a number of graduate assistantships proportional to other departments in the Graduate School of Education.

Students are directed to the Office of Financial Aid at the University of Dayton to discuss options for financial assistance. These options can include Federal Stafford Loans (subsidized and unsubsidized), Federal PLUS loans, and alternative loans. In addition, graduate assistantships and fellowships are available on a competitive basis. See Appendix VV for financial aid information.

CACREP Standard V.K.2.

*Effort is made to secure financial assistance for students in the program, including **informing students of available loans, part-time work, graduate assistantships and fellowships, and other sources of financial aid.***

Counseling Programs – Dayton and Capital

Departments within the Graduate School of Education administer their own graduate assistantships. Students are directed to the coordinators of program areas or the Administrative Assistant to learn more about fellowships and graduate assistantships that are available within departments. The CEHS Department Website has a section devoted to financial aid for students (see Appendix C.8). See also Appendix VV for student financial aid information.

CACREP Standard V.L.

Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study prior to the completion of twelve (12) semester or eighteen (18) quarter hours of graduate study. The planned program of study identifies the following: 1. program prerequisite curricular experiences, 2. core curricular requirements, 3. specialized curricular

experiences, 4. supervised practicum and internship requirements, and 5. appropriate elective curricular requirements.

Community Counseling – Dayton and Capital

NOTE: The CEHS Community Counseling Handbook describes the curriculum (See Appendix M, p.14)

1. Program Prerequisites

Prerequisites EDC 584: Practicum in Community Counseling and EDC 598: Internship in Community Counseling (see Appendix T for syllabi) are noted in the Community Counseling Handbook (see Appendix M, -Community Counseling Program).

2. Core Curricular Requirements

The core curricular requirements as identified by CACREP are designated in the program plan (see Appendix M, p.10 - Community Counseling Program). In addition, within each student's letter of admission, students are urged to meet with their assigned faculty advisor as soon as possible to discuss course offerings, curricular requirements and to determine their course sequence (see Appendix SS - Sample Community Counseling Admissions Letter).

3. Specialized Curricular Experiences

The specialized curricular requirements are designated on the program of study (see Appendix M, p.10 - Community Counseling Program).

4. Practicum and Internship Requirements

Practicum and internship requirements as identified by CACREP are designated on the program of study (see Appendix M p. 14- Community Counseling Program).

5. Elective Curricular Requirements

The elective curricular experiences are selected from the course schedules throughout the year (see Appendix M, p. 14 - Community Counseling Program).

School Counseling:

NOTE: The School Counseling Handbook describes the curriculum (see Appendix N - School Counseling Program)

1. Program Prerequisites

Prerequisites for EDC 585: School Counseling Practicum and EDC 599: Internship in School Counseling are noted on the program of study (see Appendix N - School Counseling Program).

2. Core Curricular Requirements

The core curriculum requirements as identified by CACREP are designated on the program of study (see Appendix B, p.13 - School Counseling Program). In addition, within each student's letter of admission, students are urged to meet with their assigned faculty advisor as soon as possible to discuss course offerings, curricular requirements and to determine their course sequence (see Appendix SS - Sample School Counseling Admissions Letter).

3. Specialized Curricular Experiences

The specialized curricular requirements are designated on the program of study (see Appendix B, p.13 - School Counseling Program).

4. Practicum and Internship Requirements

Practicum and internship requirements as identified by CACREP are designated on the program of study as EDC 585: School Counseling Practicum and EDC 599: Internship in School Counseling (see Appendix B, p.13 - School Counseling Program).

5. Elective Curricular Requirements

The program is 48 semester hours in length and there are no elective credit hours as part of this degree program (see Appendix B, p.13 - School Counseling Program).

SECTION VI

Evaluation of the Program

Section VI

Evaluation of the Program

CACREP Standard VI.A.

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

Community Counseling – Dayton and Capital

The mission, objectives and student learning outcomes of the program were developed in consultation with agency employers, CEHS faculty, students, and graduates. We have attempted to build into the program clear recognition of the standards of preparation promulgated by CACREP and the requirements of the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board. Attention to these bodies has prompted review of the mission, objectives, and learning outcomes of the Community Counseling program. Such reviews are conducted informally on a continuing basis, and formally when external conditions warrant (e.g., feedback from Advisory Board, surveys, or upon receiving scores pertaining to the licensure examination from the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board).

The surveys of graduates of the Community Counseling program and of their employment supervisors were conducted as part of this accreditation self-study and have provided data for review of the program. We will continue to conduct such surveys every three years in the future. Please refer to Appendix Z for the Community Counseling Program Evaluations and Appendix Z for the Community Counseling Program Graduate Survey Results and the Community Counseling Program Supervisor Survey Results. These results are posted on the CEHS Department Website and are distributed to all adjunct faculties.

The program faculty has developed a Counselor Education Advisory Board. This Board is comprised of current students, graduates, school system representatives, and agency representatives and sets aside time for discussion about program mission, objectives and learning outcomes. Input from this meeting is considered as faculty review the program. Recently, faculty addressed issues related to student concerns about course content (e.g., EDC 535 – Test Interpretation and Case Studies), advising, and clinical experience placement.

School Counseling – Dayton and Capital

The mission, objectives and student learning outcomes of the program have been arrived at through consultations with school systems, CEHS faculty, students, and graduates. We have attempted to build into the program clear recognition of the standards of preparation promulgated by CACREP and the State of Ohio Department of Education. Attention to these bodies has prompted review of the mission, objectives, and learning outcomes of the School Counseling program. Such reviews are conducted informally on a continuing basis, and formally when external conditions warrant (e.g., upon receiving scores from PRAXIS examination).

The survey of graduates of the School Counseling program and their employment supervisors which were conducted as part of this accreditation self-study has provided data for review of the program. We will continue to conduct such surveys every three years in the future. Please refer to Appendix Z for the School Counseling Program Evaluations and Appendix Z for the School Counseling Program Graduate Survey Results and the School Counseling Program Supervisor Survey Results

CACREP Standard VI.B.

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

Counseling Programs (Dayton and Capital)

Faculty formally reviews all students once a year using the Considerations for Retention Form (see Appendix V). If a student is identified as experiencing a problem with academic, professional or personal development, faculty may recommend that the student meet with his or her advisor (or advisor and other program faculty members) to define the problem, develop avenues for resolving the problem, or to consider the appropriateness of continuing to pursue a degree in counseling. Please see Appendix V for the annual faculty meeting in which faculty reviewed CEHS students (November 21, 2008).

Student progress is evaluated on an ongoing basis through coursework, practicum, and internship experiences. These result in a transcript of grades which evidence the student's progress.

In addition, the CEHS faculty meets monthly during the academic year. At each session time is available for consideration of any students who appear to be having academic, professional, or personal difficulty as they proceed through their studies. Such consideration is given on an as-needed basis rather than as a systematic review of all students. If a student is identified as experiencing a problem with academic, professional or personal development, the faculty may recommend that the student meet with his or her advisor (or advisor and other program faculty members) to define the problem and develop avenues for resolving the problem, or to consider the appropriateness of continuing to pursue a degree in counseling. In addition, the student's advisor may consult with the Program Coordinator, Clinical Coordinator, or Department Chair when appropriate.

When a problem arises with a student, the faculty member will often first speak to the student and monitor the issue. Often, faculty members will consult with the student's advisor, Program or Clinical Coordinator, and Department Chair if necessary. Faculty members regularly consult with one another to ensure that their interventions are appropriate and serve the students' needs.

The University has a time-limit policy to which students are expected to complete their programs within a certain number of years (7 years for the master's degree). If the time limit is exceeded, the Dean's Office in the Graduate School of Education can grant an extension. If an extension is granted and continued progress is not shown, the student may be withdrawn from active matriculation.

CACREP Standard VI.C.1.

*Faculty establishes a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows: **1. an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi.***

Counseling Programs – Dayton and Capital

Faculty members review their course syllabi each semester to help ensure that course objectives have been noted. The CEHS Program has adopted various CACREP standards as the objectives for the programs (Community Counseling Master's degree program and the School Counseling Master's degree program). The faculty agreed to note on each syllabus which CACREP standards are associated with a particular course. When faculty members prepare their syllabi they note on the syllabus where the program objectives are being met in each course. Lastly, to ensure continuity of standards between faculty teaching the same course, the program has master syllabi in electronic format that include all CACREP standards. Part-time and adjunct instructors receive the master syllabi before the semester begins and are instructed to teach the course in a manner that is consistent with the master syllabus.

CACREP Standard VI.C.2.

*Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows: **2. a review by program faculty of programs, curricular offerings, and characteristics of program applicants.***

Counseling Programs – Dayton and Capital

Prior to the beginning of each semester, the Program Assistant of the Community Counseling and School Counseling Master's degree programs (Joy Duchak) and the Department Chair review course offerings for the next semester to make sure that courses are offered on a regular basis and to make sure that scheduling conflicts are minimized. The proposed list of courses and times for offering the courses in the next semester are then submitted for publication in the Course Schedule for the upcoming term.

The interview process begins with prospective student inquiry. Students typically find contact information for the Program Coordinators (School and Community) via the CEHS Department website, or are referred to the Program Coordinators by the department administrative staff. Program Coordinators will answer prospective students' questions and send out additional information if necessary. Program Coordinators serve as the liaison with the prospective students throughout the application process.

Prospective students apply to their desired program via the University of Dayton website, and submit all application materials, including transcripts, letters of recommendation, and GRE scores if applicable (students who earned an undergraduate GPA above 2.75 are exempt from taking the GRE).

Once all application materials have been submitted, the Administrative Assistant completes an application face sheet for the interviewing faculty members to use to evaluate the prospective students during the program interviews, which are typically held in a group format once per term for admission into the subsequent term (See Appendix U for the application face sheet). If students are not able to attend the group interview, they will attend an individual interview with at least one faculty member from their respective program.

CACREP Standard VI.C.3.

*Faculty establishes a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows: **3. at least once every three years, program faculty conduct and document findings of formal follow-up studies of program graduates to assess graduate***

perceptions and evaluations of major aspects of the program.

Community Counseling – Dayton and Capital

During the EDC 600 Culminating Seminar course, students in their last semester of study provide comprehensive qualitative feedback of the Community Counseling program. This feedback is then shared with faculty in the form of written minutes from these meetings. Faculty then discuss the outcomes during a monthly faculty meeting, in which they determine how best to address the findings from this course.

In addition, formal surveys are distributed to program graduates once every three years, and results are compiled into a report used by faculty to address program improvements. See Appendix Z for the results of the surveys to Community Counseling program graduates. These results are also discussed at the annual Counseling Programs Advisory Board meeting. See Appendix V for the minutes of the Advisory Board meeting from November 2008.

School Counseling – Dayton and Capital

During the EDC 600 Culminating Seminar course, students in their last semester of study provide comprehensive qualitative feedback of the School Counseling Program. This feedback is then shared with faculty in the form of written minutes from these meetings. Faculty then discuss the outcomes during a monthly faculty meeting, in which they determine how best to address the findings from this course.

In addition, formal surveys are distributed to program graduates once every three years, and results are compiled into a report used by faculty to address program improvements. See Appendix Z for the results of the surveys to School Counseling program graduates. These results are also discussed at the annual Counseling Programs Advisory Board meeting. See Appendix V for the minutes of the Advisory Board meeting from November 2008.

CACREP Standard VI.C.4.

*Faculty establishes a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows **4. at least once every three years, program faculty conduct and document findings of formal follow-up studies of clinical site supervisors and program graduate***

employers to assess their perceptions and evaluations of major aspects of the program.

Community Counseling – Dayton and Capital

In 2008, faculty conducted a follow-up study of the graduates' work supervisors. The graduates were asked to provide their supervisors with a survey that evaluated the graduate's professional conduct and competencies. Please refer to Appendix Z for the Community Counseling Program Evaluations and Appendix Z for the Community Counseling Program Supervisor Survey Results.

This information was presented and reviewed by the CEHS Advisory Board (see Appendix O for the Advisory Board Invitation to November 2008 Meeting. The CEHS Advisory Board provided recommendations to the CEHS faculty regarding results of the survey. The CEHS faculty then met and discussed such recommendations and made program modifications (see Appendix YY for faculty meeting minutes). Such program modifications can be seen in course syllabi.

School Counseling – Dayton and Capital

In 2008, faculty conducted a follow-up study of the graduates' work supervisors. The graduates were asked to provide their supervisors with a survey that evaluated the graduate's professional conduct and competencies. Please refer to Appendix Z for the School Counseling Program Evaluations and Appendix Z for the School Counseling Program Supervisor Survey Results.

This information was presented and reviewed by the CEHS Advisory Board (see Appendix O for the Advisory Board Invitation to November 2008 Meeting. The CEHS Advisory Board provided recommendations to the CEHS faculty regarding results of the survey. The CEHS faculty then met and discussed such recommendations and made program modifications throughout the semester in our CACREP meeting (see Appendix YY for faculty meeting minutes). Such program modifications can be seen in course syllabi.

CACREP Standard VI.C.5.

*Faculty establish a comprehensive, integrated plan of program evaluation, indicating how the mission, objectives, and student learning outcomes are met. Program evaluations must be ongoing, with formal evaluation occurring as follows: **5. at least once every three years, program faculty document use of***

findings from VI. C.1, 2, 3, and 4 above in program modifications.

Counseling Programs – Dayton and Capital

Addressing Standard VI.C.1.: Each CEHS full-time and adjunct faculty member updates his/her course syllabi on a semester-by-semester basis. However, faculty must follow the specific CACREP core curriculum standards and syllabi formatting. Teaching objectives and course content that fulfill CACREP standards remain consistent on course syllabi regardless of the course instructor. The CEHS Department has master syllabi in electronic format that include all CACREP standards. Part-time faculty are given the master syllabi and instructed not to change the content of their course. Major course changes that impact the fulfillment of CACREP standards are discussed with the entire CEHS faculty. Please refer to Standard VI.C.1. for further discussion and documentation of this standard.

Addressing Standard VI.C.2.: The CEHS core faculty reviews programs, curricular offerings, and characteristics of program applicants at least on an annual basis. The faculty then brings such issues back to the entire CEHS faculty. Please refer to Standard VI.C.2. for further discussion and documentation of this standard. See Appendix YY for minutes from faculty meetings in which findings were addressed.

Addressing Standard VI.C.3. and Standard VI.C.4.: In 2008, faculty conducted a follow-up study of graduates and the current supervisors of our graduates. Results of these surveys were presented and reviewed by the CEHS Advisory Board. The Board provided recommendations to the CEHS faculty regarding results of the survey. The CEHS faculty then met and discussed such recommendations and made program modifications. Please refer to Standard VI.C.3. and Standard VI.C.4. for further discussion and documentation of this standard. See Appendix YY for minutes from faculty meetings in which findings were addressed.

CACREP Standard VI.D.

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

employers, site supervisors).

Counseling Programs – Dayton and Capital

A summary of the 2008 follow-up study of graduates (Community Counseling and School Counseling programs) and work supervisors was prepared and distributed to students, program faculty, institutional administrators, and personnel from cooperating agencies and schools. This summary will be distributed to students through email (see Appendix Z - survey results), to CEHS faculty members at a regularly scheduled faculty meeting (see Appendix YY for the 2/19/09 faculty meeting), to administrators through the campus email system (the CEHS Department Chairperson and the Dean of the College and Graduate School of Education), and will be distributed to cooperating agencies and schools.

CACREP Standard VI.E.

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

Counseling Programs – Dayton and Capital

At the end of each semester, students in each course evaluate the instruction for that course using the University's Student Evaluation of Instruction form (see Appendix LL - Student Class Evaluation). Students provide quantitative and qualitative information pertaining to areas of instruction without providing their names. Data from these student evaluations are compiled by the Bureau of Research Training and Services in the College and Graduate School of Education. Furthermore, students provide feedback regarding their practicum and internship experiences via an additional instrument. The faculty developed special forms for students to evaluate practicum and internships, and these forms are used at the end of each semester and a copy of these is included with this document. Please see the following forms:

- Appendix M - Community Counseling Handbook
- Appendix N - School Counseling Handbook

CACREP Standard VI.F.

Provide annual results of student course evaluations to faculty.

Counseling Programs – Dayton and Capital

Faculty members receive feedback from the University's Student Evaluation of Instruction form for each

course they have taught at the beginning of the following semester (see Appendix LL - Student Class Evaluation). The feedback is in the form of quantitative and qualitative data. Pertaining to the quantitative data, faculty members are provided with mean ratings and standard deviations for instructional items.

Part-time faculty teaching a course for the first time are also evaluated by students mid-term, and are provided feedback to assist them in improving in specified areas during the remainder of the term.

CACREP Standard VI.G.

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

Counseling Programs – Dayton and Capital

Departmental and University policy provides the formal written basis for evaluation of faculty performance. They are quite detailed, providing guidelines as to criteria for evaluation, who must be evaluated at what career points and calendar dates, deadlines for submission of materials, procedures for decision-making, final authority, and appeal processes. The CEHS Department's statement of the policy as applied to reappointment, tenure, and promotion is included with this document (see Appendix QQ Promotion and Tenure Document). Copies are distributed to all full-time faculty members.

Every person who is to undergo review for reappointment, tenure, or promotion is provided a detailed description of criteria, requirements and procedures, taken directly from current University policy statements and the Department handbook (see Appendix QQ - Promotion and Tenure Document).

Copies of all recommendation letters and actions are supplied to each faculty member who has undergone an evaluation. Final decisions are conveyed in writing from the University Provost's office. Departmental and college-level recommendations may also contain suggestions for improvement, so that the involved faculty member has a basis for working toward the next evaluation.

Annual reappointment evaluations of faculty are conducted during the first six years of employment in a tenure-track position. Evaluation is also performed at the point of decision regarding the awarding of tenure and the awarding of promotion.

In the event the budget permits merit pay increases for the coming year, the criteria and procedures are specified in writing. A written self-evaluation is invited from faculty members who wish to be considered. These evaluations are then reviewed at the departmental and college levels for final action. A copy of the CEHS Departmental policy is included with this document (see Appendix QQ - Merit Pay Document).

Full-time faculties submit their goals for teaching, service, and research in March of every year. These goals are reviewed the following February with the Department Chair.

Program Standards:

Community and School Counseling

Community Counseling Program Standards

Section A. Foundations of Community Counseling

Community Counseling – Dayton and Capital

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have prepared a matrix to show more precisely and more fully how the expectations for Foundations of Community Counseling have been met. Please see the curriculum grid labeled Community Counseling Standards in Appendix T.

Below are the specific Standards that are found within the Foundations of Community Counseling and the course(s) that meets each standard:

1. Historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in the community human service/ mental health movement.

- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)
- EDC 623: Foundations in Abnormal Psychology (3 semester hours)

2. Roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors.

- EDC 500: Orientation to Community Counseling (1 semester hour)
- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 681: Integrative Approaches to Counseling (3 semester hours)

3. Policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to community counseling.

- EDC 543: Theories and Techniques of Individ Counseling (3 semester hours)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)

4. Ethical and legal considerations specifically related to the practice of community counseling (e.g., the *ACA Code of Ethics*).

- EDC 543: Theories and Techniques of Indiv Counseling (3 semester hours)
- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 635: Couples and Family Counseling (3 semester hours)

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

- EDC 531: Human Development Across the Lifespan (2 semester hours)
- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)
- EDC 575: Multicultural Counseling (3 semester hours)
- EDC 623: Foundations in Abnormal Psychology (3 semester hours)
- EDC 635: Marriage and Family Counseling (3 semester hours)
- EDC 681: Integrative Approaches to Counseling (3 semester hours)

Section B. Contextual Dimensions of Community Counseling

Community Counseling – Dayton and Capital

Below are the specific Standards that are found within the Contextual Dimensions of Community

Counseling and the course(s) that meets each standard:

1. The roles of community counselors in various practice settings and the relationships between counselors and other professionals in these settings;

- EDC 500: Orientation to Community Counseling (1 semester hour)
- EDC 598: Internship in Community Counseling (6 semester hours total)

2. Organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;

- EDC 544: Legal and Ethical Issues in Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (6 semester hours total)

3. Strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems;

- EDC 535: Test Interpretation and Case Studies (2 semester hours)
- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 700: Scholarly Project

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

- EDC 598: Internship in Community Counseling (2 semester hours)
- EDC 635: Marriage and Family Counseling (3 semester hours)

Section C. Knowledge and Skill Requirements for Community Counselors

Community Counseling – Dayton and Capital

Below are the specific Standards that are found within the Knowledge and Skill Requirements for

Community Counselors and the course(s) that meets each standard:

1. Typical characteristics of individuals and communities served by a variety of institutions and agencies that offer community counseling services;

- EDC 598: Internship in Community Counseling (6 semester hours total)
- EDC 623: Foundations in Abnormal Psychology (3 semester hours)
- EDC 631: Diagnosis of Mental and Emotional Disorders (3 semester hours)

2. Models, methods, and principles of program development and service delivery for a clientele based on assumptions of human and organizational development, including prevention, implementation of support groups, peer facilitation training, parent education, career/occupational information and counseling, and encouragement of self-help;

- *EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 598: Internship in Community Counseling (6 hours total)

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

- EDC 584: Practicum in Community Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (6 semester hours total)

4. Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)
- EDC 584: Practicum in Community Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (6 semester hours total)
- EDC 623: Foundations in Abnormal Psychology (3 semester hours)

5. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;

- EDC 598: Internship in Community Counseling (6 semester hours total)
- EDC 631: Diagnosis of Mental and Emotional Disorders (3 semester hours)
- EDC 683: Treatment of Mental and Emotional Conditions (3 semester hours)
- EDC 686: Counseling and Addictions (3 semester hours)

6. Effective strategies for client advocacy in public policy and other matters of equity and accessibility; and

- EDC 568: Research and Evaluation in Counseling (3 semester hours)
- EDC 584: Practicum in Community Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (6 semester hours total)
- EDC 700: Scholarly Project (3 semester hours)

7. Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)
- EDC 583: Theories and Techniques of Group Counseling (3 semester hours)
- EDC 584: Practicum in Community Counseling (2 semester hours)
- EDC 598: Internship in Community Counseling (6 semester hours total)
- EDC 635: Marriage and Family Counseling (3 semester hours)
- EDC 683: Treatment of Mental and Emotional Disorders (3 semester hours)

Section D. Clinical Instruction

Below are the specific Standards that are found within the Clinical Instructions for Community Counselors and the course(s) that meets each standard:

Community Counseling – Dayton and Capital

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

- EDC 598: Internship in Community Counseling (6 semester hours total)

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

- EDC 598: Internship in Community Counseling (6 semester hours total)

***Note:**

The School and Community Counseling faculty in the CEHS Department proposed the following course name changes at the time of writing this self-study document. The CEHS Department has approved these changes at the time of submission, however, the approval of Graduate Academic Affairs and the School of Education and Allied Professions is pending.

Current Course: EDC 522 Introduction to Guidance and Counseling

Proposed Change: EDC 522 Introduction to School Counseling

Current Course: EDC 529 Psychology of Lifestyle and Career Decision Making

Proposed Change: EDC 529 Career Counseling

Current Change: EDC 532 Psychology of Learning Disabilities and Other Exceptionalities

Proposed Change: EDC 532 Counseling Children with Learning Disabilities and Other Exceptionalities

Current Change: EDC 575 Counseling Multicultural Populations

Proposed Change: EDC 575 Counseling Diverse Populations

School Counseling Program Standards

NOTE: All syllabi can be found in Appendix T. In order to assist the CACREP reviewers, we have

prepared a matrix to show more precisely and more fully how the expectations for Foundations of Community Counseling have been met. Please see the curriculum grid labeled School Counseling Standards in Appendix T.

Section A. Foundations of School Counseling

School Counseling – Dayton and Capital

Below are the specific Standards that are found within the Foundations of School Counseling and the course(s) that meets each standard:

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

- *EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)

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

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)

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

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 529L: Psychology of Lifestyle of Career Decision Making Lab (1 semester hour)
- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
- EDC 583: Theories and Techniques of Group Counseling (3 semester hours)

5. Knowledge of the school setting, environment, and pre-K–12 curriculum;

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
- EDC 583: Theories and Techniques of Group Counseling (3 semester hours)
- EDC 585: Practicum: School Counseling (2 semester hours)

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

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 583: Theories and Techniques of Group Counseling (3 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- EDC 575: Counseling Multicultural Populations (3 semester hours)

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

- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
- *EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)

- EDC 531: Human Development Across the Lifespan (2 semester hours)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
- 9. Knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and**
- EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
 - EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
- 10. Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).**
- EDC 522: Introduction to Guidance and Counseling (3 semester hours)
 - EDC 531: Human Development Across the Lifespan (2 semester hours)
 - EDC 543: Theories and Techniques of Counseling (3 semester hours)

Section B. Contextual Dimensions of School Counseling

School Counseling – Dayton and Capital

Below are the specific Standards that are found within the Contextual Dimensions of School Counseling and the course(s) that meets each standard:

- 1. Advocacy for all students and for effective school counseling programs;**
 - EDC 522: Introduction to Guidance and Counseling (3 semester hours)
 - EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
 - *EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
 - EDC 585: Practicum in School Counseling (2 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)

- 2. Coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;**
 - EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
 - EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)

- 3. Integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development;**
 - EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)

- 4. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;**
 - EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)

- 5. Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;**
 - EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)

- 6. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)

- 7. Knowledge of prevention and crisis intervention strategies.**
 - EDC 599: Internship in School Counseling (6 semester hours total)

Section C. Knowledge and Skill Requirements: Program Development, Implementation, and Evaluation

Below are the specific Standards that are found within the Knowledge and Skill Requirements for School Counselors and the course(s) that meets each standard:

C.1. Program Development, Implementation, and Evaluation

School Counseling – Dayton and Capital

- a. Use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)
- b. Design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- c. Implementation and evaluation of specific strategies that meet program goals and objectives;**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)
- d. Identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;**
 - EDC 529: Psychology of Lifestyle and Career Decision Making (2 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)
- e. Preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- f. Strategies for seeking and securing alternative funding for program expansion; and**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- g. Use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.**
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)

C.2. Counseling and Guidance

School Counseling – Dayton and Capital

- a. Individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;**
- EDC 543: Theories and Techniques of Individual Counseling (3 semester hours)
 - EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
 - EDC 585: Practicum: School Counseling (2 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)
- b. Individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;**
- EDC 546: School Counseling Program Development and Implementation (3 semester hours)
 - EDC 585: Practicum: School Counseling (2 semester hours)
 - EDC 599: Internship in School Counseling (6 semester hours total)
- c. Approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;**
- EDC 532: Psychology of Learning Disabilities and Other Exceptionalities (3 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- d. Issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)**
- EDC 531: Personality and Human Development Across the Lifespan (2 semester hours)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- e. Developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);**
- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
 - EDC 546: School Counseling Program Development and Implementation (3 semester hours)
- f. Constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;**
- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
 - EDC 599: Internship in School Counseling (6 semester hours total)
- g. Systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and**
- EDC 531: Personality and Human Development Across the Lifespan (2 semester hours)
 - EDC 532: Psychology of Learning Disabilities and other Exceptionalities (3 semester hours)
- h. Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.**
- EDC 546: School Counseling Program Development and Implementation (3 semester hours)

C.3. Consultation

School Counseling – Dayton and Capital

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

- EDC 529L: Psychology of Lifestyle and Career Decision Making Lab (1 semester hour)
- EDC 532: Psychology of Learning Disabilities and other Exceptionalities (3 semester hours)
- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)

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

- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)

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

- EDC 532: Psychology of Learning Disabilities and other Exceptionalities (3 semester hours)
- EDC 547: Consultation and Leadership in School Counseling (3 semester hours)
- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 599: Internship in School Counseling (6 semester hours total)

Section D. Clinical Instruction

School Counseling – Dayton and Capital

Below are the specific Standards that are found within the Clinical Instructions for School Counselors and the course(s) that meets each standard:

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

- EDC 599: Internship in School Counseling (6 semester hours total)

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

- EDC 599: Internship in School Counseling (6 semester hours total)

***Note:**

The School and Community Counseling faculty in the CEHS Department proposed the following course name changes at the time of writing this self-study document. The CEHS Department has approved these changes at the time of submission, however, the approval of Graduate Academic Affairs and the School of Education and Allied Professions is pending.

Current Course: EDC 522 Introduction to Guidance and Counseling

Proposed Change: EDC 522 Introduction to School Counseling

Current Course: EDC 529 Psychology of Lifestyle and Career Decision Making

Proposed Change: EDC 529 Career Counseling

Current Change: EDC 532 Psychology of Learning Disabilities and Other Exceptionalities

Proposed Change: EDC 532 Counseling Children with Learning Disabilities and Other Exceptionalities

Current Change: EDC 575 Counseling Multicultural Populations

Proposed Change: EDC 575 Counseling Diverse Populations

