

**Council for Accreditation of Counseling  
and Related Educational Programs  
(CACREP)**

**Accreditation Report - 1995**

**SECTION II**

**PROGRAM OBJECTIVES AND CURRICULUM**

**Standards**

**Standard**

***A. The program objectives:***

***1. reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society:***

Wright State University is a metropolitan university committed to educating, training and sensitizing students to the needs of a pluralistic society (Attachment II A.1). Specifically, the counseling programs' objectives emphasize gaining knowledge about the cognitive, affective, physical, interpersonal, and socio-political, needs of a diverse society. Members on the advisory boards of both the Community Counseling and the School Counseling programs represent lay and professional groups and reflect the cultural richness of the surrounding environs. Their participation on these boards helps to maintain current knowledge, issues and trends of counseling in a pluralistic society (Advisory Boards Minutes pgs 60-61).

***2. reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;***

The Wright State University counseling programs have, as a common strand, in all it's syllabi a knowledge, skill, value/disposition objective related to meeting present and projected needs of a pluralistic society. The students of the counseling programs do the following:

- a. complete class assignments which keep them abreast of current practices in serving different client populations.
- b. work at field sites which have diverse client populations.
- c. listen to guest lecturers who present knowledge in counseling special populations (Attachment II A.2.c).

***3. reflect considerations of input from all persons involved in the conduct of the program, including program faculty, current and former students, personnel in cooperating agencies.***

This standard is met in the following ways:

- a. all program faculty members provide input by serving on standing and ad hoc curriculum committees (Attachment II A.3.a). Students provide curriculum input on student evaluations, questionnaires and during practicum and internship visits.
- b. the two advisory boards of the two programs consist of program faculty, current and former students and professionals from community agencies and schools (Advisory Boards Minutes, pgs 60-61).
- c. current/former students and personnel from the professional community serve on admission committees, three to four times a year.

**4. are directly related to program activities**

The course syllabi reflect the direct relationship between program objectives and program activities (Supplement Syllabi).

**5. are written so they can be assessed**

Each course syllabi reflects how program objectives are to be assessed. The program objectives are assessed by objective and essay examinations, term papers, student projects, video and/or audio tapes and through group and individual supervision.

**Standard**

***B. Academic units with programs in Community Counseling, School Counseling, and Student Affairs Practice in Higher Education are comprised of a minimum of two full academic years, defined as four semesters or six quarters of approved graduate-level study with a minimum of 48 semester hour or 72 quarter hour credits required of all students. Academic units with programs in Mental Health Counseling and/or Marriage and Family Counseling/Therapy are comprised of approved graduate-level study with a minimum of 60 semester hour or 90 quarter hour credits required of all students.***

Students in the Community Counseling and the School Counseling specialties are required to take a minimum of 75 quarter hours of coursework (Attachment II B).

**Standard**

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

Students are strongly encouraged to participate in local, state and national professional activities. The College of Education and Human Services sponsors a variety of workshops on counseling issues (Supplement - Workshops). Secondly, the Human Services Department sponsors an annual/biannual Alumni Conference which features counseling professionals presenting on current counseling issues. Thirdly, several faculty members are on the executive board of the Miami Valley Counseling Association which sponsors several conferences in the Dayton area. Our students are encouraged to attend and participate in these conferences (Supplement - Workshops-MVCA). Finally, professors present information about workshops in various classes.



## **Standard**

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

Each student in the Community Counseling and School Counseling specialties is required to take one of two group courses. CNL 767 is the Group Process class where the intent is to provide a total small group experience. It meets a minimum of thirty-three clock hours. Professors primarily responsible for this course are Drs. Eileen Self, Stephen Fortson and Patrick Taricone. CNL 667 is Group Background Theory. It is comprised of a didactic component as well as a small group experiential component. Students meet in the small group activities for a minimum of ten clock hours. Faculty responsible for the course are Drs. Eileen Self and Diane Frey (Supplement - Syllabi).

## **Standard**

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

Students are evaluated during each course in each of the counseling programs. If students are deemed to be academically, behaviorally, or emotionally inappropriate, a concern student conference may be initiated by a professor. The purpose of a concern student conference is to identify for the student observed problematic behaviors, attitudes and/or interactions. At least two professors and the student meet to determine a plan of action which includes behavioral goals, objective criteria for evaluation and baseline for re-evaluation. If a student fails to comply with the mutual agreement, or if the remediation fails to be successful, the full faculty meet to determine further action (Attachment II E).

## **Standard**

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

Within most of the courses, specific research or project assignments are required. Students usually select topics of personal interest (Supplement - Syllabi). Students have great flexibility in selecting their sites for field experiences. Within both programs, students may take at least one elective. They are, however, encouraged to take additional classes which reflect their future professional interests and goals.

To accommodate individual differences in student competencies, the University has an Office of Disability Services, a Writing Lab, and a Computer Center. Further academic deficiencies are addressed, as the need arises, by individual faculty (Attachment II F).

## **Standard**

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

- 1. objectives;***
- 2. content areas;***
- 3. required text(s) and/or reading(s); and***
- 4. student performance evaluation criteria and procedures.***

All course syllabi consist of objectives, content areas, required texts and readings, and student performance evaluation criteria and procedures (Supplement - Syllabi).

### **Standard**

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

In many of the courses in the counseling programs, a research paper is required. These research papers allow students to explore the profession of counseling. Students are further encouraged to work with faculty in pursuing various research interests as appropriate. Faculty are consistently engaged in reviewing research literature and using current data in revising course syllabi.

### **Standard**

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

The Mental Health Counseling Concentration was originally accredited as a community agency program. The name of the Mental Health Program was officially changed to Community Counseling to more accurately reflect the CACREP Standard in Spring, 1995. Within the last two years the Mental Health Counseling specialty (now the Community Counseling specialty) has graduated 73 students. The School Counseling specialty has graduated 7 students (Attachment II I).

### **Standard**

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

The eight core areas and the courses responsible for subject content are listed as follows.

***1. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include, but are not limited to, the following:***

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

CNL 971 Counseling for Lifespan Development  
CNL 779 Marriage and Family Counseling

b. theories of learning and personality development;

CNL 971 Counseling for Lifespan Development  
CNL 662 Problems in Student Personality and Development  
(Specific to School Counseling Program)  
RHB 701 Counseling Theory and Practice  
CNL 663 Mental Health I  
(Specific to Community Counseling Program)

c. human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior;

CNL 971 Counseling for Lifespan Development  
CNL 662 Problems in Student Personality and Development  
(Specific to School Counseling Program)  
CNL 663 Mental Health I  
(Specific to Community Counseling Program)  
CNL 664 Crisis Intervention Counseling  
(Specific to Community Counseling Program)

d. strategies for facilitating development over the lifespan; and

CNL 971 Counseling for Lifespan Development

e. ethical considerations

CNL 972 Legal, Professional and Ethical Issues in Human Services  
CNL 971 Counseling for Lifespan Development  
CNL 863 Techniques of Counseling  
CNL 865 Individual and Group Practicum  
CNL 867 Internship

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

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

a. multicultural and pluralistic trends including characteristics and concerns of diverse groups;

CNL 973 Social and Cultural Foundations of Counseling  
CNL 971 Counseling for Lifespan Development  
CNL 762 Career Development and Information Services

b. attitudes and behavior based on such factors as age, race, religious preference, physical

disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability;

CNL 973 Social and Cultural Foundations of Counseling  
CNL 863 Techniques of Counseling

c. individual, family, and group strategies with diverse populations; and

RHB 701 Counseling Theory and Practices  
CNL 667 Group Background and Theory  
CNL 767 Group Processes in Counseling and Guidance  
CNL 973 Social and Cultural Foundations of Counseling

d. ethical considerations

CNL 973 Social and Cultural Foundations of Counseling  
CNL 972 Legal, Professional and Ethical Issues in Human Services  
CNL 863 Techniques of Counseling

### ***3. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes.***

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

a. counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors considered in applications;

RHB 701 Counseling Theory and Practice  
CNL 863 Techniques of Counseling  
CNL 773 Mental Health II  
(Specific to Community Counseling Program)  
CNL 779 Marriage and Family Counseling  
CNL 865 Individual and Group Practicum  
CNL 860 Advanced Seminar in Counseling: Counseling and Appraisal  
(Specific to Community Counseling Program)  
CNL 867 Internship  
CNL 662 Problems in Student Personality and Development  
(Specific to School Counseling Program)

b. basic interviewing, assessment, and counseling skills;

CNL 863 Techniques of Counseling  
CNL 664 Crisis Intervention Counseling  
(Specific to Community Counseling Program)  
CNL 762 Career Development and Information Service  
CNL 773 Mental Health I  
(Specific to Community Counseling Program)  
CNL 865 Individual and Group Practicum  
CNL 860 Advanced Seminar in Counseling: Counseling and Appraisal

	(Specific to Community Counseling Program)
CNL 867	Internship
RHB 705	Behavioral Assessment

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

CNL 863	Techniques of Counseling
CNL 773	Mental Health II (Specific to Community Counseling Program)
CNL 767	Group Processes in Counseling and Guidance
CNL 865	Individual and Group Practicum
CNL 860	Advanced Seminars in Counseling: Counseling and Appraisal (Specific to Community Counseling Program)
CNL 867	Internship

- d. client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances; and

CNL 863	Techniques of Counseling
CNL 773	Mental Health II (Specific to Community Counseling Program)
CNL 865	Individual and Group Practicum
CNL 860	Advanced Seminar in Counseling: Counseling and Appraisal (Specific to Community Counseling Program)
CNL 867	Internship
CNL 973	Social and Cultural Foundations of Counseling

- e. ethical considerations.

RHB 701	Counseling Theory and Practice
CNL 863	Techniques of Counseling
CNL 865	Individual and Group Practicum
CNL 860	Advanced Seminar in Counseling: Counseling and Appraisal (Specific to Community Counseling Program)
CNL 867	Internship
CNL 972	Legal, Professional and Ethical Issues in Human Services

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

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

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

CNL 667 Group Background and Theory  
CNL 767 Group Process in Counseling and Guidance

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

CNL 667 Group Background and Theory  
CNL 767 Group Process in Counseling and Guidance

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

CNL 667 Group Background and Theory  
CNL 767 Group Processes in Counseling and Guidance

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

CNL 667 Group Background and Theory  
CNL 767 Group Processes in Counseling and Guidance

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

CNL 667 Group Background and Theory  
CNL 767 Group Processes in Counseling and Guidance

- f. ethical considerations.

CNL 667 Group Background and Theory  
CNL 767 Group Processes in Counseling and Guidance  
CNL 972 Legal, Professional and Ethical Issues in Human Services

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

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

- a. career development theories and decision-making models;

CNL 762 Career Development and Information Services

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

CNL 762 Career Development and Information Services

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

CNL 762 Career Development and Information Services  
CNL 765 Pupil Personnel Services in the School and Community Resources  
(Specific to School Counseling Program)

d. interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development;

CNL 762 Career Development and Information Services

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

CNL 762 Career Development and Information Services

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

CNL 762 Career Development and Information Services  
RHB 705 Behavioral Assessment

g. computer based career development applications and strategies, including computer-assisted career guidance systems;

CNL 762 Career Development and Information Services  
RHB 705 Behavioral Assessment

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

CNL 762 Career Development and Information Services

i. ethical considerations

CNL 762 Career Development and Information Services  
CNL 972 Legal, Professional and Ethical Issues in Human Services

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

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

a. theoretical and historical bases for assessment techniques;

RHB 705 Behavioral Assessment

b. validity including evidence for establishing content, construct, and empirical validity;

RHB 705 Behavioral Assessment

c. reliability including methods of establishing stability, internal and equivalence reliability;

RHB 705 Behavioral Assessment

d. appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

RHB 705 Behavioral Assessment

e. psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations;

RHB 705 Behavioral Assessment  
EDL 751 Educational Statistics and Research

f. age, gender, ethnicity, language, disability, culture factors related to the assessment and evaluation of individuals and groups;

RHB 705 Behavioral Assessment  
CNL 973 Social and Cultural Foundations of Counseling

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

RHB 705 Behavioral Assessment  
CNL 860 Advanced Seminar on Counseling: Counseling and Appraisal  
(Specific to the Community Counseling Program)

h. ethical considerations in appraisal;

CNL 860 Advanced Seminar on Counseling: Counseling and Appraisal  
(Specific to Community Counseling Program)  
RHB 705 Behavioral Assessment  
CNL 972 Legal, Professional and Ethical Issues in Human  
Services

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

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

a. basic types of research methods to include qualitative and quantitative research designs;

EDL 751 Educational Statistics and Research  
CNL 971 Counseling for Lifespan Development

b. basic parametric and nonparametric statistics;

EDL 751 Educational Statistics and Research

c. principles, practices, and applications of needs assessment and program evaluation;

EDL 751 Educational Statistics and Research  
CNL 773 Mental Health II  
(Specific to the Community Counseling Program)

d. use of computers for data management and analysis; and

EDL 751 Educational Statistics and Research

e. ethical and legal considerations in research.

EDL 751 Educational Statistics and Research  
CNL 972 Legal, Professional, and Ethical Issues in Human Services

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

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

a. history of the helping professions including significant factors and events;

CNL 972 Legal, Professional and Ethical Issues in Human Services

b. professional roles and functions including similarities and differences with other types of professionals;

CNL 972 Legal, Professional and Ethical Issues in Human Services

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

CNL 972 Legal, Professional and Ethical Issues in Human Services

d. ethical standards of the ACA and related entities, ethical and legal issues and their applications to various professional activities (legal, appraisal, group work);

CNL 972 Legal, Professional and Ethical Issues in Human Services

e. professional preparation standards, their evaluation, and current applications;

CNL 972      Legal, Professional and Ethical Issues in Human Services

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

CNL 972      Legal, Professional and Ethical Issues in Human Services

g. public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clientele.

CNL 972      Legal, Professional and Ethical Issues in Human Services

(Attachment II J -- Grids)

### **The Practice of Professional Counseling:**

## **CURRICULAR EXPERIENCES FOR SCHOOL COUNSELING PROGRAMS**

### **Standards**

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

### **Standard**

#### **A. FOUNDATIONS OF SCHOOL COUNSELING**

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

**1. history, philosophy, and trends in school counseling;**

CNL 765 Pupil Personnel Services in the School and Community Resources

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

CNL 765 Pupil Personnel Services in the School and Community Resources

**3. knowledge of the school setting and curriculum;**

EDL 773 Curriculum Theory and Practice

CNL 765 Pupil Personnel Services in the School and Community Resources

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

CNL 765 Pupil Personnel Services in the School and Community Resources

CNL 972 Legal, Professional, and Ethical Issues in Human Services

**5. *policies, laws, and legislation relevant to school counseling; and***

CNL 765 Pupil Personnel Services in the School and Community Resources

CNL 972 Legal, Professional, and Ethical Issues in Human Services

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

CNL 662 Problems in Student Personality and Development

CNL 972 Legal, Professional, and Ethical Issues in Human Services

CNL 973 Social and Cultural Foundations in Counseling

## **Standard**

### **B. CONTEXTUAL DIMENSIONS: SCHOOL COUNSELING**

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

**1. referral of children and adolescents for specialized help;**

CNL 662 Problems in Student Personality and Development  
RHB 705 Behavioral Assessment,  
CNL 765 Pupil Personnel Services in the Schools and Community Resources

**2. coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;**

CNL 662 Problems in Student Personality and Development  
RHB 705 Behavioral Assessment,  
CNL 765 Pupil Personnel Services in the Schools and Community Resources

**3. methods of integration of guidance curriculum in the total school curriculum;**

CNL 765 Pupil Personnel Services in the Schools and Community Resources

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

CNL 765 Pupil Personnel Services in the Schools and Community Resources

**5. methods of planning and presenting guidance-related educational programs for school personnel and parents.**

CNL 765 Pupil Personnel Services in the Schools and Community Resources

## **Standard**

### **C. KNOWLEDGE AND SKILLS FOR THE PRACTICE OF SCHOOL COUNSELING**

**1. PROGRAM DEVELOPMENT, IMPLEMENTATION, AND EVALUATION**

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

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

CNL 765 Pupil Personnel Services in the Schools and Community Resources

- b. design, implementation, and evaluation of a comprehensive, developmental school program;***

CNL 765 Pupil Personnel Services in the Schools and Community Resources

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

CNL 765 Pupil Personnel Services in the Schools and Community Resources

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

CNL 765 Pupil Personnel Services in the Schools and Community Resources

## **2. COUNSELING AND GUIDANCE**

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

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

CNL 667 Group Background and Theory  
CNL 767 Group Processes in Counseling and Guidance  
CNL 863 Techniques of Counseling  
CNL 867 Internship: School Counseling

- b. group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;***

CNL 667 Group Background & Theory  
CNL 765 Pupil Personnel Services in the Schools and Community Resources  
CNL 865 Individual and Group Practicum  
CNL 867 Internship: School Counseling

- c. approaches to peer helper programs;***

CNL 765 Pupil Personnel Services in the Schools and Community Resources

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

EDS 655 Nature and Needs of the Mildly Handicapped  
CNL 662 Problems in Student Personality and Development  
CNL 971 Counseling for Life Span Development  
CNL 972 Legal, Professional and Ethical Issues in Human Services

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

CNL 662 Problems in Student Personality and Development  
CNL 765 Pupil Personnel Services in the Schools and Community Resources  
CNL 865 Individual and Group Practicum  
CNL 867 Internship: School Counseling  
CNL 971 Counseling for Life Span Development

### **3. CONSULTATION**

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

- a. methods of enhancing teamwork within the school community; and*

CNL 765 Pupil Personnel Services in the School and Community Resources  
CNL 662 Problems in Student Personality and Development

- b. methods of consulting with parents, teachers, administrators, support staff and community agency personnel.*

CNL 765 Pupil Personnel Services in the School and Community Resources  
CNL 662 Problems in Student Personality and Development  
CNL 865 Individual and Group Practicum

### **Standard**

#### **D. CLINICAL INSTRUCTIONS**

*For the School Counseling program, the 600 clock hour internship (Standard III I) requires that the student perform, under supervision of a certified school counselor, a variety of activities that a regularly employed school counselor would be expected to perform. The internship experience is to take place in a school setting\*. The requirement of 240 clock hours of direct service includes, but is not limited to, individual counseling, group work, developmental classroom guidance, and consultation.*

CNL 867 Internship: School Counseling