

Oakland University

GRADUATE COUNCIL

Policy

NEW DEGREE PROGRAM –GUIDELINES AND PROCEDURES

The Senior Vice President for Academic Affairs and Provost encourages proposals for new degree programs since continuing program development is vital to the university. This process may take up to two years – timing of the proposal submission is crucial. The timeline presented in this document is a general guide for new program development.

However, to meet this timeline it is crucial to have a well-reasoned and documented proposal. It is the purpose of these guidelines to help academic units develop good proposals and to elucidate the approval process.

The new degree proposal is a detailed description of the new program as outlined below. While writing the proposal, it is important to remember that it is the principal document used in the approval process for the program. Therefore, it must be written so that it is suitable and sufficient for two different audiences: 1) various faculty and administrative bodies within the university, and 2) a consultant, usually an expert in the field.

Any questions regarding the preparation of the proposal should be referred to the Graduate Study and Lifelong Learning.

THE PROPOSAL

Title Page

Abstract

One-page summary of the proposal

Table of Contents

The Table of Contents should show all headings and sub-headings in these Guidelines and Procedures, along with page numbers in the Proposal where the information is found. If some information is better located in another location, e.g., an additional appendix or supplemental binder, be sure to record according to this outline where the information is located.

Body of Proposal

Degree Program Title

Degree:

Name of Degree Program Coordinator:

Requested Implementation Term:

School or College Governance

Name of Department

Date Submitted Date Approved

Graduate Committee on Instruction

Date Submitted Date Approved

Dean School or College

Date Submitted Date Approved

University Governance

Graduate Council

Date Submitted Date Approved

Senate

Date Submitted Date Approved

Board of Trustees

Date Submitted Date Approved

Presidents Council

Date Submitted Date Approved

One Page Abstract

The Department of Counseling currently offers one Master of Arts in Counseling Degree with two tracks community and school counseling. The Master of Arts in Counseling originally was approved in 1972 and updated to the current 48 credit hour format in 1987. Our national accreditation (CACREP: Council for Accreditation of Counseling and Related Educational Programming) organization now requires community counseling programs to add an additional 12 credit hours to the current 48 hours and to change the program titles to Clinical Mental Health Counseling. Due to financial aid policy, we must now split the program and have the Community Counseling track offered as a stand-alone Master of Arts in Clinical Mental Health Counseling Degree. The following proposal is the description of the additional 12 credits needed to meet the credentialing obligations. As well, we reviewed course sequencing and course titles to better reflect current practices.

Rationale

Describe how the program relates to the institution's role and mission
Program Need -Unique or Distinctive Aspects
Goals and Objectives
Comparison with Other Programs (State/Regional/National)

Academic Unit – Current Status

How the goals of the unit are served by the program
How existing staff will support the proposed program
Faculty Qualifications
Current Resources and explain how will the new program impact existing resources

Program Plan

Admission Requirements
Degree Requirements
Curriculum Overview
Academic Direction and Oversight
Interdisciplinary Programs
Accreditation
Catalog Description
Source of Students
Planned Enrollment
Recruitment Plan
Advising students
Retention Plan
List of businesses that would likely employ graduates of the program

Off Campus or Distance Delivered Programs

Needs and Costs of the Program

New Resources Needed for the Program
Source of New Resources
5-Year Budget and Revenue from Program
Library – Include library assessment report
Classroom, Laboratory, Space needs
Equipment Needs

Program Assessment Plan

Appendices

A Abbreviated Faculty Vitae
B Degree Requirements
C Typical Student Plan of Study – Full-Time Schedule
D Detailed New Course Descriptions or Syllabi
E Proforma Budget
F Graduate Assessment Plan
G Support Letters
H Survey Data

I. Rationale

- a. How the program will help promote the role and mission of the university

Our purpose is to adequately prepare students to work as counselors in a pluralistic and complex society. As a faculty we attempt to meet this purpose by maintaining clear goals and objectives for our programs in counseling. As a department we integrate to the extent possible, the guidelines of the Council for Accreditation of Counseling and Related Programs (CACREP) and suggestions of the American Counseling Association (ACA). Faculty, students, and collaborative partners provide continual guidance on curriculum and program issues.

Students are required to gain competence in the eight core areas defined by CACREP which include human growth/development, social cultural foundations, helping relationships, group work, career/lifestyle development, appraisal, research/program evaluation and professional orientation. The foundation of our counseling programs are based on standards provided by the American Counseling Association. In addition, the proposed splitting of programs will meet the following program requirements.

Students meeting the requirements of the Mental Health Program will gain competence and knowledge of clinical mental health counseling including substance abuse, crises, mental health management, biopsychosocial case conceptualization and treatment planning, diagnosis, treatment, referral and prevention of mental, emotional and co-existing disorders, managing suicide risk, diagnostic interviewing and mental health examinations, commonly prescribed psychopharmacological medications, assessment screenings, mental health management and integration of continuum of care with mental services (*Appendix B: CACREP 2009 Standards*).

- b. Need for the program –unique or distinctive aspects

Use appropriate national, state, local, professional and disciplinary resources. Workforce Demand: What evidence is there of need or workforce demand in Michigan for graduates of this field?

The Department of Counseling currently offers one Master of Arts in Counseling Degree with two tracks community and school counseling. The Master of Arts in Counseling originally was approved in 1972 and updated to the current 48 credit hour format in 1987. Our national accreditation (CACREP: Council for Accreditation of Counseling and Related Educational Programming) organization now requires community counseling programs to add an additional 12 credit hours to the current 48 hours and to change the program titles to Clinical Mental Health Counseling. Due to financial aid policy, we must now split the program and have the Community Counseling track offered as a stand-alone Master of Arts in Clinical Mental Health Counseling Degree. The following proposal is the description of the additional 12 credits needed to meet the credentialing obligations. As well, we reviewed course sequencing and course titles to better reflect current practices.

- c. List the goals and objectives of the program

The goals, objectives and learning outcomes should lend themselves to subsequent review and assessment of program accomplishments.

Our specific objectives for the Master of Arts in Counseling emphasize the following:

- 1. use of appropriate counseling theories.**
- 2. application of a developmental, life-span approach.**
- 3. viewing human issues from a multicultural approach.**
- 4. expertise in individual, group and family interventions.**
- 5. selection of appropriate prevention interventions.**
- 6. models of indirect and direct service to clients.**
- 7. expertise in school/community emphasis.**
- 8. integration of career issues into life-span orientation.**
- 9. effective use of standardized appraisal techniques.**
- 10. becoming informed consumers of professional research.**
- 11. connection with relevant professional organizations.**
- 12. adherence to the ethical, legal and professional guidelines and practice.**

- d. Comparison to other similar programs –State/Regional/National
Describe any overlaps with other programs at O.U. or other Michigan public universities and justify any duplication of programs or extensive course offerings.

In the State of Michigan, students are able to become licensed as a Licensed Professional Counselor with a 48 hour program. Our accreditation requirements are moving to a 60 hour Clinical Mental Health Counseling Program requirement. Current students in the program are able to obtain the Licensed Professional Counselor and become licensed in Michigan under a 48 hour program. Our state recently added the Clinical Mental Health Counseling Program as a licensing option to transition to the current CACREP Standards. We expect our state to adopt the 60 hour Mental Health Program option the next couple of years. Already, many states require the 60 hour Clinical Mental Health Counseling Program for their state licensure.

II. Academic Unit

- a. How the goals of the unit are served by the program

As of October 2014, the 48 credit hour community counseling track will no longer be recognized or accredited by CACREP. In order to maintain our accreditation through CACREP the Master's in Counseling program must offer the 60 credit hour Clinical Mental Health Counseling Program. In preparing for our modifications we reviewed the curriculum of other CACREP programs offering the Mental Health curriculum, completed an analysis of our curricula, and reviewed student and alumni surveys. The new MA program will meet CACREP Accreditation Standards and the Michigan Department of Licensing and Regulatory Affairs which Licenses Professional Counselors in the State of Michigan.

- b. How existing staff will support the proposed program

Each student admitted into a graduate program in counseling is assigned a faculty advisor at the time of admission. This professor will help the student develop the plan of work and should be consulted on all other program-related matters, such as transfer credits and Petitions of Exception. Students obtain their advisor's signature within the first semester of study to receive approval for his/her program plan. Students also can access advisement during advising hours and by appointment. The program plan consists of prerequisites, core curriculum, specialized curricular experiences/electives and supervised practicum and internship requirements. Program Plans signed by the faculty advisors are required by the end of CNS 500, Introduction to Counseling and Ethics.

Under this proposal our intention is to maintain 11 tenure-track positions and 1 visiting position to provide both the curriculum and advising needs. Any additional resources will be in the form of 3 part time faculty to cover the additional courses.

- c. Faculty qualifications - current scholarly activity of the faculty in the proposed program

Vitae sent as email attachments dated March 5, 2014.

- d. Current Resources and how will the new program impact existing resources

See II b.

III. Program Plan

- a. Admission Requirements

- Preparatory undergraduate course requirements for admission to the program
- GPA required for regular admission to the program
- Any required degree, certificate or licensing
- Academic term(s) and deadlines for applications for admission
- Specific admission requirements such as additional letters of recommendation, statement of objectives, personal interview, or special exams.

Master of Arts (M.A.) in Clinical Mental Health Counseling Proposed Admission Procedures Revisions

Rationale for changes:

As counselor educators, we have an ethical and legal responsibility to serve as gatekeepers for the profession. CACREP Standards (2009) delineate three areas (academic aptitude, career goals, and ability to form interpersonal relationships) that interviewers consider when selecting potential students for master's level counseling programs. The proceeding proposed revisions underscore existing strengths and address deficiencies in our current admissions protocol.

Current Requirements for Admission into Program:

At present, prospective counseling students are required to meet the following criteria in order to be admitted into the M.A. in counseling program:

- **Complete 24 credits (undergraduate or graduate) in the behavioral sciences (i.e., psychology, sociology, etc.)**
- **Minimum Grade Point Average of 3.0 in all undergraduate coursework**
- **Two official and original letters of recommendation**
- **Written statement of purpose**
- **Successful completion of a group interview**

Department of Counseling Revisions to Admissions Requirements and Procedures:

1. Eliminate of the requirement that prospective students have completed 24 credits in the behavioral sciences. There are several reasons for removing this requirement. First, although the Guidelines for Behavioral Science Prerequisites provide a general guide for prospective students and advisors, there is a great deal of inconsistency in the courses that advisors count as a behavioral science credits. Second, there are many courses offered in disciplines outside of the ones included on the Guidelines that could adequately prepare prospective students to be successful in the counseling program. Third, comparable counseling programs do not have a similar condition for admission. For example. Wayne State University, Eastern Michigan University, and Western Michigan University have no requirements for a specified number of behavioral science credits. By removing this requirement, we have the potential to increase the number of prospective counseling students. Furthermore, our curriculum is comprehensive and thorough enough to provide students the necessary content and skills to be successful graduate counseling students and competent helping professionals.

2. Minimum Grade Point Average (GPA) of 3.0 in all undergraduate coursework will remain the standard for admission.

3. Prospective students will continue to be required to submit two letters of recommendation. Presently, the language included in letter guidelines reads as follows:

Recommendations are important to the application procedure. The two required references must be from professionals, professors, or employers who can attest to the applicant's academic ability and effective interaction with youth and adults.

We propose the following language revisions:

Recommendations are important to the application procedures. The two required references must be from professors, employers, or supervisors who can attest to the applicant's academic potential, readiness for graduate study, and interpersonal skills.

All letters of recommendation will be rated on a case-by-case basis.

4. Applicants will continue to submit a written statement of purpose. There will now be two parts to the written statement of purpose:

Part I:

All applicants must submit a written statement of purpose that explains reasons for entering the counseling program and employment goals. Applicants should describe experiences and accomplishments in working with children, youth, and/or adults. In addition, applicants must describe their strengths and areas for growth from theirs and others' perspectives.

Part II:

As a counseling graduate student, you will receive constructive feedback from instructors and supervisors. Describe a time when you were given constructive feedback and how you responded to it.

The statements of purpose will be evaluated based on a) Clarity of goals, b) Whether or not applicant's goals are congruent with our program, c) Experience and accomplishments, d) Aware of strengths and areas for growth, e) ability to receive and accept feedback, f) Writing skills.

5. Prospective students will continue to participate in a group interview. Our current interview procedures are comprised of:

- a. Faculty introductions**
- b. Dyad Interview Exercise**
- c. Relationship Skills Rating Scale**
- d. Group Decision Making Exercise**
- e. On-the-spot writing sample**

The following revisions and additions of activities to the interview process are proposed:

- a. Faculty Introductions: The first part of the interview process consists of faculty members or interview leaders introducing themselves and briefly describing what will take place during the interview process.**
- b. Dyad Interview Exercise: Applicants will work with a partner and interview each other asking specific interview questions. Although applicants will be provided with a list of the questions (See Form 1), they are required to listen, but not take notes. Interviewees will then share with the group the responses of their partners.**
- b. Group Processing Exercise: During the interview, applicants are given one of several scenarios and asked to discuss and process their reactions to the vignettes. The goal of this exercise is for interviewers to look for unprofessional**

behavior and attitudes that are not consistent with the Counselor Competency and Fitness statement which adopts the ACA Code of Ethics. If an applicant fails to meet the language of the Counselor Competency and Fitness Statement the interviewers will reflect the unmet criteria in the comments box. The following sample scenarios were suggested by Kelly (2011, p. 115):

- **During a class, a fellow student makes a comment that you find offensive based on your perception of intolerant racial or ethnic undertones. How might you respond?**
- **Imagine you are a faculty member who has planned a mandatory meeting for students. One of the students expected to attend this meeting did not attend. When asked why she did not attend, she advises you that she simply could not fit it into her schedule. How might you respond to her answer?**
- **Imagine you are working with a difficult client who challenges your personal values and beliefs. However, you cannot refer this client. How would you handle this situation?**

The aforementioned scenarios are just examples, other scenarios could be drafted. Interviewers are required to complete a Group Interview Rating Form for each applicant (See Appendix E). The Relationship Skills Rating Scale and on-site writing sample will be eliminated.

Summary of Changes:

In summary, the new requirements for admissions into the Master of Arts in Clinical Mental Health Counseling program include the following:

- **Minimum Grade Point Average of 3.0 in all undergraduate coursework**
 - **Two official and original letters of recommendation**
 - **Completion of a written statement of purpose that consists of two parts**
 - **Successful completion of a group interview**
- b. Degree requirements.
- **Courses, credit hours and course prerequisite requirements**
Identify new courses to be added and % of a course distance delivered
 - **Exit option (thesis, dissertation, project, internship, etc)**
 - **Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.**

4.3. Course offerings:

The 60 credit hour Clinical Mental Health Counseling Program integrates the core areas described above previously with requirements distinct to each program. The changes to the Clinical Mental Health Counseling Program includes: Requiring CNS 500 Introduction to Counseling and Ethics (4 credits) in place of CNS 500

Introduction and Counseling (2 credits); Changing CNS 510 Multicultural Counseling (2 credits) to CNS 510 Diversity and Social Justice in Counseling (4 credits); Changing CNS 530 Developmental Counseling to CNS 530 to Individual and Family Development in Counseling.; Adding CNS 578 Addictions Counseling; Adding Mental Health Counseling and creating a new integrated course Diagnosis and Case Conceptualization. The changes are described below with updated program plans in section 5.

**Proposed MA Mental Health Counseling
Changed title from Core to Foundations**

Current Community Counseling Track	New Clinical Mental Health Counseling
CNS 500 Introduction to Counseling (2)	CNS 500 Introduction to Counseling & Ethics (4) Added ethics
CNS 510 Multicultural Counseling (2)	CNS 510 Diversity and Social Justice (4) Changed CNS 510 from 2 credits to 4 credits and title change
CNS 520 Theories of Counseling (4)	CNS 520 Theories & Psychotherapy (4) Changed title and integrated psychotherapy
CNS 530 Developmental Counseling (4)	CNS 530 Individual & Family Developmental (4) Changed title and integrated family
CNS 661 Techniques in Counseling (4)	CNS 505 Clinical Counseling Skills (4) Changed title and number
CNS 660 Research in Counseling	CNS 535 Research (4) Changed number and moved to foundations

Clinical Courses

CNS 540 Testing and Assessment (4)	CNS 540 (4) Testing and Assessment Moved from core to clinical courses
CNS 640 (4) Career Development Theory and Practice	CNS 550 (4) Career Development Theory and Practice Changed number
CNS 564 Intro Community (2)	CNS 580 Diagnosis & Case Conceptualization (4) Combined CNS 564/574 and changed number
CNS 574 Diagnosis (2)	CNS 580 Diagnosis & Case Conceptualization (4) Combined CNS 564/574 and changed number
CNS 663 Group Counseling	CNS 570 Group Counseling (4) Changed number
	CNS 590 Mental Health Counseling (4) New
	CNS 595 Addictions Counseling (4) New

Capstone

CNS 664 Practicum (4)	CNS 664 Practicum (4)
CNS 666 Internship (4)	CNS 665 Internship (4) Changed number

- c. Curriculum Overview
 - Provide typical Plan of Study for students enrolled full-time in the program
 - Provide course descriptions or syllabi for all new courses in the program **Appendix B**
- d. Academic Progress – Probation – Dismissal
 - Provide criteria by which a student is evaluated on academic progress
 - Explain the steps that lead to probation and dismissal from the program

Grades falling below 3.0 indicate that the student has not performed at the level expected for graduate study and will result in the student repeating the course and being placed on academic probation. In some cases, a class rubric is satisfactory or unsatisfactory. Unsatisfactory is equivalent to below 3.0. The student is also required to meet with his or her advisor and submit a new program plan and remediation plan at the beginning of his/her probation period. Two courses with a grade under 3.0 results in a faculty review and will result in dismissal or a remediation plan. (Student Handbook, 2013-2014)

- e. Academic direction and oversight for the program
 - Provide the name and position (or title) of the individual who will be responsible for the success of this program, and give the percentage of this individual's time that will be dedicated to the program.
 -

Lisa Hawley -Associate Professor, Chair Counseling Department, SEHS

- f. Accreditation
 - If the program is in an area in which professional or specialized accreditation is available, identify the name of the accreditation agency; indicate the timetable and the resource commitments needed to achieve accreditation.

Council for Accreditation of Counseling and Related Programs (CACREP). The last accreditation review with a site visit was in 2010 resulting in the counseling programs receiving a full 7-years accreditation with 100% of the criteria met.

IV. Off Campus or Distance Delivered Programs

Courses in the MA program have traditionally been offered in lecture (L) and seminar (S) formats. Currently, we have two online electives which are Human Sexuality and Advanced Human Sexuality.

V. Needs and Costs of the Program

- a. New Resources Needed for the Program-**Continuation of Existing Program**

Program has been offered since 1972.

- b. Source of New Resources-**Continuation of existing program.**
- c. 5-Year Budget and Revenue from Program **Appendix C**
- d. Library – Include library assessment report

e. Classroom, Laboratory, Space needs-**Continuation of Existing Program**

Program has been offered since 1972.

f. Equipment Needs-**Continuation of Existing Program**

V. Program Assessment Plan

Provide student learning outcomes for program, i.e., what students are expected to know and to be able to do upon completion of the program.

The format recommended by the Assessment Committee includes citation of appropriate goals from the University mission statement, specification of the program's goals, identification of student learning outcomes linked to program goals, delineation of the measures for student learning outcomes, clarification of the "feedback loop," and designation of the program faculty responsible for assessment activities.

The unit assessment plan will be revised as necessary after completion of the governance process for the program modifications and approval of the new program in the Counseling Department. Appendix D

Appendix A
Abbreviated Faculty Vitae-see separate file with
Department of Counseling vitae

Appendix B
Detailed New Course Descriptions or Syllabi

CNS Introduction Counseling and Ethics
Department of Counseling
Oakland University

Instructor:

Stephanie A. Crockett, Ph.D., NCC
440D Pawley Hall, Department of Counseling
School of Education and Human Services
Office Phone: (248) 370-2715
Email Address: crockett@oakland.edu

Office Hours: Available by appointment.

Course Description:

Introduction to the Counseling Profession is a survey course in which the student will become familiar with both the professional counseling field and its ethical considerations. The focus of the course is to introduce the student to the curriculum and training standards for the various roles of the professional counselor. The course covers the history, ethical and legal issues, socio-cultural diversity, professional organizations, and current issues related to Professional Counseling. Students are expected to demonstrate competencies in theoretical knowledge and proficiency in professional writing as established by the American Psychological Association. A grade less than 3.0 is considered a non-passing grade.

Course Objectives:

Upon completion of this course, students will be able to:

1. To acquire knowledge regarding the history and philosophy of the counseling profession, including professional organizations, the various theoretical approaches to counseling, and professional advocacy. (II.G.1.a.; II.G.1.B.; II.G.1.f; II.G.1.h.; School Counseling Foundations. A. Knowledge.SCI)*
2. To acquire knowledge of factors which influence the counseling relationship and process. (II.G.1.b.)*
3. To examine the relationship between social/cultural factors and the counseling process, and understand how to advocate for institutional equity and access. (II.G.1.i.)*
4. To understand the counselor's role and responsibility in local, regional, or national responses to crisis, disaster, or other trauma-causing events (II.G.1.c.; School Counseling Foundations A. Knowledge. SC7)*
5. To develop an understanding of the multiple skills and specialties in the counseling profession. (II.G.1.b)*
6. To develop an understanding of professional credentialing including certification, licensure, and accreditation practices and standards. (II.G.1.g.; Clinical Mental Health Counseling Foundation A. Knowledge. CMCHC4; School Counseling Foundations A. Knowledge. SC4)*
7. To develop an understanding of ethical standards of professional practice. (II.G.1.j.; Clinical Mental Health Counseling Foundation A. Knowledge. CMHC2; School Counseling Foundations A. Knowledge. SC2)*
8. To become familiar with ethical decision-making models and apply these models to current ethical and legal issues/problems facing counseling professionals. (II.G.1.j.; Clinical Mental

Health Counseling B. Skills and Practices. CMHC1; School Counseling Foundations Skills and Practices B. SC1)*

9. To become familiar with counseling supervision models, practices, and processes (II.G.1.e)*
10. To learn and implement self-care strategies that can be applied to the counselor role. (II.G.1.d)*
11. To become familiar with technological and library research and the use of professional journal publications.
12. To develop skills in writing according to the standards of the American Psychological Association.

Oakland University
School of Education and Human Services
Department of Counseling
Summer 2013
CNS 504 Diversity and Social Justice Issues

Instructor: Terrance R. McClain, MA, LPC, Doctoral Candidate
491B Pawley Hall, Department of Counseling
Office Phone: (248) 370-2714
FAX: (248) 370-4141
Email Address: trmcclai@oakland.edu

Office Hours: Mondays 3-5 pm; Other times available by appointment.

Course Description:

This course will address methods and techniques of counseling, and social justice advocacy in a diverse, and multicultural society. Issues of race, ethnicity, gender, class, ability, spirituality, and sexual orientation as related to the theory, research, and practice of counseling/psychology will be examined. We will address pertinent issues and controversies pertaining to culturally diverse groups and professional mental health practice. A combination of experiential exercises, critical reading of research, discussions, lecture, and media will be utilized to foster culturally pluralistic counselors.

Course Objectives: Upon completion of this course, students will be able to:

Attitudes

- Explore one's own socio-cultural heritage, worldview, values, biases and prejudices as they relate to multicultural interactions and counseling; and the role of the counselor in social justice advocacy (II.G.2.b.; II.G.2.e.*)

Knowledge

- Increase knowledge of the relationship between one's historical background, cultural values, identity, and psychosocial functioning. (II.G.2.b.*)
- Increase knowledge of the historical background and worldview of individuals and groups differing in ethnicity, race, culture, gender, socioeconomic status, and sexual orientation. (II.G.2.a.*, III.C.1*)
- Increase knowledge of multicultural counseling, various identity development and social justice theories (II.G.2.c.*)
- Understand the multicultural & pluralistic trends and how they impact society. (II.G.2.a.*)
- Increase understanding of the concerns and counseling needs of diverse societal and cultural subgroups. (II.G.2.a.*)
- Increase knowledge base regarding research and theoretical frameworks for counseling diverse populations. (II.G.2.c.*)
- Increase knowledge of biases, prejudices, intentional/unintentional oppression, discrimination, and privilege (II.G.2.e. and II G.2.f.*)
- Understand the ethical and legal considerations as related to clinical mental health counseling of multicultural clients and the professional responsibilities within the managed care system (III.A. 2; III.A.7; III.B.1*)

Skills

- Increase understanding of intervention barriers in multicultural counseling. (II.G.2.f.*, III.E.1; III.E.2; III.E.6*)
- Learn strategies for ethical multicultural counseling practice. (II.G.2.e.*; III.E.3; III.F.1; III.F.3*)
- Learn to promote social justice and advocate for systemic change (II.G.2.e.*; III.E.4; III.E.5; III.F.2*)

Oakland University
School of Education and Human Services
Counseling Department
Fall 2012 (2-4 credits)

1. Course Information:

CNS 666: Internship in Counseling
Tuesday's 8:30 – 11:50am
Pawley Hall Room 488

2. Course Description:

A field counseling experience supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis requirements and interests of the student. Related course seminars/supervision groups are conducted by the university instructor.

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 (CACREP Standard III.H.)

3. Instructor Information:

Lisa Hawley, Ph.D.
435F Pawley Hall
Phone: (W) 370-2841
Email: hawley@oakland.edu
Office Hours: Available by appointment and prior to class

4. Prerequisites:

Completion of final course work as specified in the student's authorized degree program plan, including completion of CNS 664 with a grade of 3.0 or better.

Appendix C
Proforma Budget

New Program Proforma					
Masters of Counseling - Mental Health					
Fiscal Year: FY15					
On-Line/Hybrid/On-Campus					
	FY14	FY15	FY16	FY17	FY18
	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue Variables:					
Headcount (total)	0	0	0	0	0
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Graduate	53	53	53	53	53
Total Credit Hours	0	0	0	0	0
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Graduate	1060	1060	1060	1060	1060
Doctoral	0	0	0	0	0
Total FYES	44.17	44.17	44.17	44.17	44.17
Undergraduate (cr.÷30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.÷24)	44.17	44.17	44.17	44.17	44.17
Doctoral (cr.÷16)	0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$ 386.75	\$ 386.75	\$ 386.75	\$ 386.75	\$ 386.75
Graduate	\$ 617.50	\$ 617.50	\$ 617.50	\$ 617.50	\$ 617.50
Revenue					
Tuition	\$ 654,550	\$ 654,550	\$ 654,550	\$ 654,550	\$ 654,550
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 654,550	\$ 654,550	\$ 654,550	\$ 654,550	\$ 654,550
Compensation					
Faculty Salaries (38.80%)	\$ 266,401	\$ 666,002	\$ 666,002	\$ 666,002	\$ 666,002
Administrative (46.60%)	\$ 6,776	\$ 16,940	\$ 16,940	\$ 16,940	\$ 16,940
Clerical (48.80%)	\$ 22,970	\$ 57,424	\$ 57,424	\$ 57,424	\$ 57,424
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ 52,081	\$ 130,202	\$ 130,202	\$ 130,202	\$ 130,202
Graduate Assistant Stipend (0%)	\$ 12,144	\$ 30,360	\$ 30,360	\$ 30,360	\$ 30,360
Wages - assorted (8%)	\$ 16,000	\$ -	\$ -	\$ -	\$ -
Student (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 376,371	\$ 900,928	\$ 900,928	\$ 900,928	\$ 900,928
Fringe Benefits (review %'s above)	\$ 123,177	\$ -	\$ -	\$ -	\$ -
Total Compensation	\$ 499,548	\$ 900,928	\$ 900,928	\$ 900,928	\$ 900,928
Operating Expenses					
Supplies and Services	\$ 11,356	\$ 28,389	\$ 28,389	\$ 28,389	\$ 28,389
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ 1,884	\$ 4,709	\$ 4,709	\$ 4,709	\$ 4,709
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Tuition	\$ -	\$ 5,132	\$ 5,132	\$ 5,132	\$ 5,132
Total Operating Expenses	\$ 13,239	\$ 38,230	\$ 38,230	\$ 38,230	\$ 38,230
Total Expenses	\$ 512,787.16	\$ 939,158.00	\$ 939,158.00	\$ 939,158.00	\$ 939,158
Net	\$ 141,763	\$ (284,608)	\$ (284,608)	\$ (284,608)	\$ (284,608)
PER FYES AMOUNT	\$ 11,610.28	\$ 21,263.95	\$ 21,263.95	\$ 21,263.95	\$ 21,263.95
Percentage of Expenses to Tuition	78.34%	143.48%	143.48%	143.48%	143.48%

APPENDIX D

Graduate Assessment Plan

Academic Assessment Plan 2009
Department of Counseling
Draft

I. Oakland University Mission: Goals Relevant to the Department of Counseling Assessment Plan

The Department of Counseling derives the following goals from Oakland University's Mission Statement as essential to the core of the department's assessment initiatives. The following segments of the university's mission are relevant and vital to the department's assessment plan.

Instruction: "Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement."

Research and Scholarship: "Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students." Further Oakland University encourages the "application of research and scholarship to problems and concerns of the state's business and industry to its scientific, educational, governmental and health and human service agencies serves also to reinforce the public service role of the university."

Student Development: "The university has emphasized academic quality, concentration on providing a dynamic, student-focused learning environment with integration of liberal and professional studies by a faculty of dedicated scholar-teachers."

II. Goals Relevant to the Department of Counseling Assessment Plan

Instructional Goals

The Department of Counseling's instructional goals include:

1. Students will acquire knowledge in the areas of human development, cultural foundations, assessment methods, ethical decision making, counseling theories, and counseling interventions.
2. Students in the counseling program will be able to demonstrate counseling competencies under the supervision of qualified counseling professionals.
3. Graduates from the counseling program have the requisite knowledge and skills for providing counseling services in a pluralistic society.

Research and Scholarship Goals

It is the clear expectation that all full-time and adjunct faculty of the Department of Counseling will remain abreast of the research relevant to their instructional duties. In addition, this research will be reflected in classroom activity. The faculty present recent research results in class presentations, and students are encouraged to read research as a part of some courses. Students are to be exposed to and knowledgeable about research and program evaluation including:

1. Basic types of research methods to include qualitative and quantitative research designs.
2. Basic parametric and nonparametric statistics.
3. Principles, practices, and applications of needs assessment and program evaluation.
4. Uses of computers for data management and analysis.
5. Ethical and legal considerations in research.

Student Development Goals

The Department of Counseling is focused on student development through the organized and developed academic standards related to eight core curriculum competencies deemed necessary for the preparation of professional counselors. The eight areas are listed below.

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation.

III. Department of Counseling Student Learning Outcomes

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has created standard criteria for the preparation of professional counselors and counselor educators. They have outlined eight core curriculum standards deemed necessary for counselor training. Within the eight core curriculum requirements, objectives for student learning are specified. Accordingly, the Department of Counseling has adopted these standards as goals for student learning since being accredited for both Community and School Counseling in 1994. Curricular experiences and demonstrated knowledge in each of the eight common-core areas are required of all students enrolled in the counseling program at Oakland University. The eight core curriculum standards and learning objectives are listed below.

1. HUMAN GROWTH AND DEVELOPMENT - Studies that provide an understanding of the nature and needs of the individual at all development levels. Students will demonstrate knowledge in the following areas:
 - a. Theories of individual and family development and transitions across the life span.
 - b. Theories of learning and personality development.
 - c. Human behavior including and understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior.
 - d. Strategies for facilitating development over the lifespan.
 - e. Ethical considerations.

2. **SOCIAL AND CULTURAL FOUNDATIONS** - Studies that provide an understanding of issues and trends in a multicultural and diverse society. Students will demonstrate knowledge in the following areas:
 - a. Multicultural and pluralistic trends including characteristics and concerns for diverse groups.
 - 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.
 - c. Individual, family, and group strategies with diverse populations.
 - d. Ethical considerations.

3. **HELPING RELATIONSHIPS** - Studies that provide an understanding of counseling and consultation processes. Students will demonstrate knowledge in the following areas:
 - a. Counseling and consultation theories including both individual and system perspectives as well as coverage of relevant research.
 - b. Basic interviewing, assessment, and counseling skills.
 - c. Counselor or consultant characteristics and behaviors that influence the helping process including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
 - d. Client characteristics and behaviors that influence the helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
 - e. Ethical considerations.

4. **GROUP WORK** - Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. Students will demonstrate knowledge in the following areas:
 - a. Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors.
 - b. Group leadership styles and approaches including characteristics various types of group leaders and leadership styles.
 - c. Theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature.
 - d. Group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
 - e. Approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.
 - f. Ethical considerations.

5. **CAREER AND LIFESTYLE DEVELOPMENT** - Studies that provide an understanding of career development and related life factors. Students will demonstrate knowledge in the following areas:
 - a. Career development theories and decision-making models.

- b. Career, vocational, educational, and labor market information resources, visual and print media, and computer-based career information systems.
 - c. Career development programs planning, organization, implementation, administration, and evaluation.
 - d. Interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development.
 - e. Career and educational placement, follow-up, and evaluation.
 - f. Assessment instruments and techniques relevant to career planning and decision-making.
 - g. Computer based career development applications and strategies, including computer-assisted career guidance systems.
 - h. Career counseling processes, techniques, and resources including those applicable to specific populations.
 - i. Ethical considerations.
6. APPRAISAL - Studies that provide and understanding of individual and group approaches to assessment and evaluation. Students will demonstrate knowledge in the following areas:
- a. Theoretical and historical bases for assessment techniques.
 - b. Validity including evidence for establishing content, construct, and empirical validity.
 - c. Reliability including methods of establishing stability, internal, and equivalence reliability.
 - d. Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.
 - e. Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
 - f. Age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
 - g. Strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.
 - h. Ethical considerations in appraisal.
7. RESEARCH AND PROGRAM EVALUATION -Studies that provide understanding of types of research methods, basic statistics and ethical and legal considerations in research. Students will demonstrate knowledge in the following areas:
- a. Basic types of research methods to include qualitative and quantitative research designs.
 - b. Basic parametric and nonparametric statistics.
 - c. Principles, practices, and applications of needs assessment and program evaluation.
 - d. Uses of computers for data management and analysis.
 - e. Ethical and legal considerations in research.
8. PROFESSIONAL ORIENTATION - Studies that provide an understanding of all Aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. Students will demonstrate knowledge in the following areas:
- a. History of the helping profession including significant factors and events.

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

IV. Methods of Assessment

Direct Methods of Assessment – Master’s Program

Assessment of Capstone Experience:

Assessment of Capstone Experience: CNS 666: Internship in Counseling, is a field counseling experience that is supervised by a qualified counseling professional. Placement is at a site suitable to the counseling emphasis of the student. Assessment of student performance is conducted by the on-site supervisor and the course instructor. Evaluations of performance are based upon students’ final papers, on-site supervisor and course instructors’ evaluation of the knowledge, skills, and abilities of the students. The on-site supervisor and the instructor complete rubrics to determine the final grade for the Capstone Experience (See Appendix B for the Internship Supervisor Evaluation and the Instructor Evaluation).

Goal of the Internship: This capstone experience assesses instructional goals and student development through inter-rater feedback from the course instructor and site supervisor with regard to student performance. The student is expected to complete 600 hours (300 direct counseling and 300 indirect) at the site. The student is expected to complete the everyday duties of a school or community counselor.

National Counselor Exam (NCE) Results:

The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Each student seeking to become a Licensed Professional Counselor in the state of Michigan must successfully complete this exam. A significant number of our students during the last semester of the program or shortly after graduation take the NCE. Test data is made available to academic programs for assessment purposes. The content areas and work behaviors assessed by the NCE are in line with the department’s eight core curriculum areas. Each of the eight of the Department of Counseling’s program learning goals are assessed by the NCE and are listed below.

National Counselor Exam Content Areas

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

Successful completion of the NCE exam is a passing score determined by the following procedures:

1. Of the 200 items on the examination, only 160 items are scored to determine whether you meet or surpass the minimum criterion (passing) score for that form of the NCE.
2. The MAXIMUM possible score on the NCE is 160.
3. The remaining 40 items on the exam are being field tested to determine their appropriateness for future use.
4. Since the 160 items to be scored are not identified in the exam booklet, you should respond with equal effort to all items.
5. The minimum criterion (passing) score is derived from a modified Angoff procedure.
6. The NCE is not scored on a "curve," therefore the candidate pool does not determine the passing score.

We receive a report detailing the passing score of students in our counseling program taking the exam.

Goal of the National Counselor Exam: The National Counseling Exam objectively measures student achievement in all eight CACREP core areas which are in line with the Department of Counseling's program goals and student development objectives.

Indirect Methods of Assessment – Master's Program

Survey of Graduates, Employers, and Supervisors (See Appendix A): A web-based survey will be administered to students who have graduated from the counseling program within the last five (5) years, as well as employers and supervisors identified by recent graduates. Current internship and practicum supervisors will also be surveyed. The survey will use quantitative and qualitative methods. The survey will be administered every three (3) years. The Department Chair will initiate the survey to be regularly administered with the assistance of the CACREP Liaison. The quantitative data is calculated by the web-based tool and the qualitative data is summarized into themes by a supervised doctoral graduate assistant. The final data is presented in a faculty meeting

and distributed to counseling graduates and current students for review. The faculty incorporate the feedback into curriculum planning and overall program development.

Goal of the Survey: The survey measures instructional goals and student development through feedback from community agencies and schools regarding our graduates.

Direct Methods of Assessment – Doctoral Program

Comprehensive Exam

The goals of the Comprehensive Examination are:

- To assess comprehensiveness of the student's knowledge
- To assess the student's written communication skills
- To assess the student's ability to integrate and apply knowledge
- To determine the students readiness to propose and complete dissertation

The Comprehensive Exam is divided into five (5) questions. The first four of those questions are answered by all applicants and are integrative in nature. The answer to each of these four questions is expected to address CACREP's diversity concerns while covering two of the following content areas identified by CACREP for doctoral study:

- Theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;
- Theories and practices of counselor supervision;
- Instructional theory and methods relevant to counselor education;
- Pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning
- Design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- Models and methods of assessment and use of data;
- Ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).

Each student also has a single specialization question. The content of this question, along with a reading list on which the question will be based, is negotiated in advance by the student and his or her Academic Advising committee. During the comprehensive examination period, the student's specialization question is offered as the fifth and final question and it is structured in a take-home format. Student's have 30 days to complete and return their response.

Each of the first four comprehensive questions is written and graded by a 2-person team. The student's Advisory Committee writes and grades the specialization question. First, the questions are individually rated pass/fail by individual members. Second, the teams meet and rate the response and develop a consensus of pass/fail. Teams report their results to the Doctoral Program Coordinator within three (3) weeks following the exam. In the case there is no team consensus a

subcommittee of two appointed by the doctoral coordinator reviews the responses and reports a final decision. The students are graded on a pass/fail rubric (Appendix C: Pass/Fail rubric for Comprehensive Exams)

The doctoral coordinator reviews all the results of the doctoral comprehensive exams both individually and as a group. The coordinator reports the results at the annual faculty retreat. The results are discussed based on individual merit as well as pedagogical issues within the academic experience.

Goal of the Comprehensive Exam: This assessment evaluates instructional goals, student development, and research skills at the highest level.

Indirect Methods of Assessment – Doctoral Program

Combined with the *Survey of Graduates, Employers, and Supervisor (See Appendix A)* described in the Masters program we also complete exit interviews with each of our doctoral graduates.

Goal of the Survey: The survey and exit interviews assess instructional goals and student development through feedback from community agencies and schools regarding our students.

V. Procedures in the Department of Counseling for Translating Assessment Results into Program Changes

Results of the assessments will be presented at faculty meetings and distributed to stakeholders of the Department of Counseling (i.e. Dean of the School of Education and Human Services and clinical supervisors). The faculty addresses specific program changes in the Core, Community, School, and Doctoral curriculum subcommittees. These subcommittees report suggested changes to the rest of the faculty during faculty meetings and the faculty retreat. Following discussion and consensus at the faculty meeting and faculty retreat, any necessary program changes will be implemented.

Every eight years the Oakland University Counseling Program completes a self-study and site visit for CACREP. The 2009 self-study is available electronically and may be viewed by the assessment committee. The standards for CACREP are available at the following link: <http://cacrep.org/>

Graduate, Supervisor/Employer Surveys

Dear Counseling Graduate,

The University is conducting an ongoing research to evaluate the Counseling program and collecting information on demography, professional activities, professional placement, work experiences and self-assessment of professional competencies. The data will be used to assess needs for future graduate counseling classes and assist the university in fulfilling state and accrediting agency standards, goals and expectations.

Your input will be very valuable to us. Please let us know what was useful in your educational preparation and what was more relevant in your training. Please complete the **“Graduate Survey”** and return it to us in the self-addressed-stamped-envelope (SASE) provided. Your responses will remain anonymous and confidential. Codes, not names, will be used in filing and on computer files. Responses will not be made available to third parties, and the reviewers will not be able to track responses back to you.

Please give the **“Supervisor/Employer Survey”** and cover letter to your supervisor and/or employer and invite them to participate in the survey and return it to us in another self-addressed-stamped-envelope. The Supervisor/Employer’s responses will also be held in the strictest confidence. **Please complete the survey and return it to us by April 1, 2007. Or you can submit the online survey (or ask your supervisor/employer) by going to <http://www.survey.com/oaklandcounseling>.**

If you would like a summary of the overall results of this study, we plan to post them on our website at www.oakland.edu. Thank you very much for your assistance.

Sincerely,

Lisa D. Hawley, Ph.D.
Chair, Department of Counseling

Graduate Survey

Oakland University, Department of Counseling

Demographic Information

Gender: 1. ___ Male. 2. ___ Female

Age:

1. ___ 25 – 35.

4. ___ 56 – 65.

2. ___ 36 - 45.

5. ___ 66 or beyond.

3. ___ 46 – 55.

Race/Ethnicity:

1. ___ White, non-Hispanic.

4. ___ Hispanic.

2. ___ African American.

5. ___ Native American.

3. ___ Asian.

6. ___ Others.

When did you receive your Master in Counseling degree? ____/____ (Mo/Year)

What was your major emphasis of study?

1. ___ Community agency. 2. ___ School

What elective(s) did you take?

1. ___ Significant Loss

5. ___ Community Agency Counseling

2. ___ Intro to Couple & Family

6. ___ Diagnosis & Treatment

3. ___ Experiential Counseling

7. ___ Art Therapy

4. ___ Intro to Chem Dep/Addictions

8. ___ Other: _____

What specialization(s) did you complete?

1. ___ Advanced Career Counseling

5. ___ Mental Health Counseling

2. ___ Child & Adolescent Counseling

6. ___ Couple & Family Counseling

3. ___ Post-MA School Counseling

7. ___ Other: _____

4. ___ Post-MA Teacher's Certificate for Counselors

Employment Information

- How do you identify yourself?

1. ___ Community Agency Counselor 3. ___ School Counselor

2. ___ Private Practice Therapist

4. ___ Other: _____

- Current licensures and/or certifications held:

1. ___ LLPC

2. ___ LPC

- 3. ___ NCC
 - 4. ___ LLP
 - 5. ___ School certified.
 - 6. ___ School licensed.
 - 7. ___ LLMFT
 - 8. ___ Others: _____
- Current employment setting:
 - 1. ___ Private Practice.
 - 2. ___ Non-profit agency.
 - 3. ___ For profit agency.
 - 4. ___ Elementary school.
 - 5. ___ Middle school.
 - 6. ___ High school.
 - 7. ___ College/University setting.
 - 8. ___ State agency.
 - 9. Other: _____
 - Current position title: _____
 - Current agency/institution City/State location: _____
 - Current primary counseling clientele: _____
 - Current primary position functions/roles/job duties: _____
 - Current working hours:
 - 1. ___ Full time
 - 2. ___ ¾ time
 - 3. ___ ½ time
 - 4. ___ ¼ time
 - Post-graduation starting date: _____
- | Income per year | Up to \$15,000 | \$15,000-\$25,000 | \$25,000 – \$35,000 | \$35,000 – \$45,000 | \$45,000 - |
|---|----------------|-------------------|---------------------|---------------------|------------|
| 1. Starting salary. | 1 | 2 | 3 | 4 | 5 |
| 2. Current income from primary employment. | 1 | 2 | 3 | 4 | 5 |
| 3. Current income from other counseling activities. | 1 | 2 | 3 | 4 | 5 |
- Other professional counseling activities:
 - 1. ___ Private Practice.
 - 2. ___ Non-profit agency.
 - 3. ___ For profit agency.
 - 4. ___ Elementary school.
 - 5. ___ Middle school.
 - 6. ___ High school.
 - 7. ___ College/University setting.
 - 8. ___ State agency.
 - 9. Other: _____

Evaluation of Counseling Program

Oakland University

Graduate Council

Program Components	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
1. Program curriculum	5	4	3	2	1	NA
2. Academic knowledge received	5	4	3	2	1	NA
3. Self-evaluation of in-program skills development (e.g., Techniques)	5	4	3	2	1	NA
4. Supervised field experiences (e.g., Internship)	5	4	3	2	1	NA
5. On-campus field experience (e.g., Practicum)	5	4	3	2	1	NA
6. Instructional effectiveness	5	4	3	2	1	NA
7. Faculty competence	5	4	3	2	1	NA
8. Faculty accessibility/availability	5	4	3	2	1	NA
9. Academic advisement	5	4	3	2	1	NA
10. Facilities and resources	5	4	3	2	1	NA
11. Supervisors' competence & effectiveness	5	4	3	2	1	NA
12. Faculty as mentors to you	5	4	3	2	1	NA
13. In-program student evaluation procedures (i.e., did you feel the procedures used to evaluate you were valid and effective?)	5	4	3	2	1	NA
14. Pprogram duration (i.e., 48- hour academic length of the program)	5	4	3	2	1	NA

Oakland University

Graduate Council

Knowledge Attainment in Curricular Areas	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
1. Ethical and legal issues in your profession	5	4	3	2	1	NA
2. Small group dynamics and counseling	5	4	3	2	1	NA
3. Theories of counseling	5	4	3	2	1	NA
4. Career and lifestyle counseling	5	4	3	2	1	NA
5. Multicultural counseling	5	4	3	2	1	NA
6. Human growth and development	5	4	3	2	1	NA
7. General evaluation of practicum experiences	5	4	3	2	1	NA
8. General evaluation of internship experiences	5	4	3	2	1	NA
9. Large group dynamics and counseling	5	4	3	2	1	NA
10. School counseling	5	4	3	2	1	NA
11. Standardized (i.e., group) testing	5	4	3	2	1	NA
12. Crisis intervention/counseling	5	4	3	2	1	NA
13. Consultation	5	4	3	2	1	NA
14. Psychological clinical diagnosis	5	4	3	2	1	NA
15. Professional credentialing	5	4	3	2	1	NA
16. Theories of personality	5	4	3	2	1	NA
17. Family counseling	5	4	3	2	1	NA
18. Case management/planning	5	4	3	2	1	NA
19. Professional organizations	5	4	3	2	1	NA
20. Research and statistics	5	4	3	2	1	NA
21. Advocacy	5	4	3	2	1	NA
22. General evaluation of practicum supervisor(s)	5	4	3	2	1	NA
23. General evaluation of internship site supervisor(s)	5	4	3	2	1	NA

Oakland University

Graduate Council

24. General evaluation of practicum site	5	4	3	2	1	NA
25. General evaluation of internship site	5	4	3	2	1	NA

Skills Attainment While in the Program	High Excellent	Above Average	Average	Fair	Low Poor	Not Applicable
1. Individual counseling skills	5	4	3	2	1	NA
2. Small group counseling skills	5	4	3	2	1	NA
3. Multicultural counseling skills	5	4	3	2	1	NA
4. Large group counseling/guidance skills	5	4	3	2	1	NA
5. Career and lifestyle counseling skills	5	4	3	2	1	NA
6. Crisis intervention/counseling skills	5	4	3	2	1	NA
7. Child and adolescent counseling skills	5	4	3	2	1	NA
8. Family counseling skills	5	4	3	2	1	NA
9. Consultation skills	5	4	3	2	1	NA
10. Case planning/management skills	5	4	3	2	1	NA
11. Psychological clinical diagnosis skills	5	4	3	2	1	NA
12. Assessment skills	5	4	3	2	1	NA
13. Couples/marriage counseling skills	5	4	3	2	1	NA

- What were the major strengths of the preparation program(s) from which you graduated?
- In what ways could the preparation program(s) from which you graduated have been improved? What would you like to have added? Deleted? (Use back of sheet if necessary)

Oakland University

Graduate Council

Dear supervisor and/or employer of an Oakland University Counseling Graduate:

You are in an important position to evaluate the training of an OU Counseling graduate. Your input can be immensely helpful to us in ongoing program improvement.

Please complete the attached "Supervisor/Employer Survey" and return it to us in the return-addressed envelope provided. The information you provide will be pooled with that from other respondents, and only aggregate (i.e., grouped) data will be reported. Your response will remain anonymous and confidential. Your participation is, of course, voluntary. **Please complete the survey and return it to us (using the envelope provided) by April 15, 2007. Or you can submit the online survey by going to <http://www.surveymonkey.com/s.asp?u=889093426257>**

We realize that this task will take some of your valuable time, but we trust that you understand the importance and value of it for our professional needs. Thank you very much for your assistance.

Sincerely,

Lisa D. Hawley, Ph.D.
Chair, Department of Counseling

Supervisor/Employer Survey

Please tell us your supervision or employment experience with an Oakland University Counseling Graduate.

Demographic Information You are a ____ supervisor or ____ employer.

- Name and description of your agency/institution:

- Current primary counseling clientele served by your agency/institution:

Evaluations of Graduates:

Knowledge in Specific Curricular Areas	Excellent	Good	Average	Fair	Poor	Not Applicable
1. Ethical and legal issues	5	4	3	2	1	NA
2. Group dynamics and counseling	5	4	3	2	1	NA
3. Theories of counseling	5	4	3	2	1	NA
4. Career counseling	5	4	3	2	1	NA
5. Multicultural counseling	5	4	3	2	1	NA
6. Human growth and development	5	4	3	2	1	NA
7. School counseling	5	4	3	2	1	NA
8. Testing and assessment	5	4	3	2	1	NA
9. Consultation	5	4	3	2	1	NA
10. Psychological clinical diagnosis	5	4	3	2	1	NA
11. Professional credentialing	5	4	3	2	1	NA
12. Couples/Family counseling	5	4	3	2	1	NA
13. Case conceptualization	5	4	3	2	1	NA
14. Professional organizations	5	4	3	2	1	NA
15. Research methods	5	4	3	2	1	NA
16. Advocacy	5	4	3	2	1	NA

Oakland University

Graduate Council

Graduates' Professional Skill	Excellent	Good	Average	Fair	Poor	Not Applicable
1. Individual counseling skills	5	4	3	2	1	NA
2. Group counseling skills	5	4	3	2	1	NA
3. Multicultural counseling skills	5	4	3	2	1	NA
4. Career counseling skills	5	4	3	2	1	NA
5. Child and adolescent counseling skills	5	4	3	2	1	NA
6. Couples/Family counseling skills	5	4	3	2	1	NA
7. Consultation skills	5	4	3	2	1	NA
8. Case conceptualization skills	5	4	3	2	1	NA
9. Psychological clinical diagnostic skills	5	4	3	2	1	NA
10. Assessment skills	5	4	3	2	1	NA

Attributes of the Graduate as an Employee	Excellent	Good	Average	Fair	Poor	Not Applicable
1. Overall competence	5	4	3	2	1	NA
2. Professional/ethical/legal behavior	5	4	3	2	1	NA
3. Responsiveness to supervision, feedback, and/or suggestions	5	4	3	2	1	NA
4. Professional demeanor	5	4	3	2	1	NA
5. Multicultural and gender sensitivity	5	4	3	2	1	NA
6. Relationships with other employees	5	4	3	2	1	NA
7. General work attitude/enthusiasm	5	4	3	2	1	NA
8. Dependability/conscientiousness/responsibility	5	4	3	2	1	NA
9. Professional development	5	4	3	2	1	NA

- What would you consider to be this employee's strongest areas of professional preparation?
- In what ways could the professional preparation of this employee be improved?

Oakland University

Graduate Council

APPENDIX B: Internship Site Supervisor and Instructor Capstone Evaluations

Oakland University Counseling Department

II INTERNSHIP COMPLETION FORM Site Supervisor

Intern: _____

Site: _____

This is to verify that _____ completed a _____ hour internship at this site under my supervision. I have read the intern's final report and we have discussed it together. Based on the intern's work her, I would suggest the following grade:

Please circle a letter and/or a number grade.

B-	B	B+	A-	A	A+	A++
3.0 3.1	3.2 3.3	3.4 3.5	3.6 3.7	3.8	3.9	4.0

Comments:

Supervisor's Signature

Date

Oakland University Counseling Department

II INTERNSHIP COMPLETION FORM Instructor

Evaluation and Grading:

Points

Professionalism (adherence to ethics, attendance, site guidelines, supervisory relationship, attendance etc...).	30
Quality and timelessness of logs, case summaries, annotated bibliography, etc...	30
Supervisory feedback.	40
Final report: quality, thoroughness and evidence growth.	60

APPENDIX C: Comprehensive Exam Rubric

The examination is divided into 4 questions. The four questions are answered by all applicants and are integrative in nature. The answer to each of these four questions is expected to address CACREP's diversity expectations, defined as follows:

...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, local, regional, national, international perspective, and equity issues in counselor education programs

while covering two of the following content areas identified by CACREP for doctoral study: theories pertaining to the principles and practice of counseling, career development, group work, systems, and consultation;

- theories and practices of counselor supervision;
- instructional theory and methods relevant to counselor education;
- pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning;
- design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- models and methods of assessment and use of data;
- ethical and legal considerations in counselor education and supervision (e.g., the ACA Code of Ethics).

The actual combination of these 8 content areas into 4 questions may be different each time examinations are scheduled. Students have 2 and 1/2 hours for each comprehensive question, two questions per day for the first two days.

The exam is graded *pass/fail*. Pass consists of a comprehensive response integrating knowledge of the CACREP core areas for doctoral study. Fail consists of a lack of a solid knowledge of the CACREP core areas for doctoral study and an inadequate written response.

Timeline

Typical Timeline for Approving Program Proposal

The following table contains critical points in the internal and external review process for program which is to begin in Fall semester. These dates assume that the process is not delayed by significant revisions.

<u>Date</u>	<u>Event</u>	<u>Materials Needed</u>
April 2012	Review and approval of complete proposal by School of College	Completed proposal.
May 2012 through June 2012	Informal review by Graduate Study	Completed proposal.
June 2012	Completion of Library Report.	Completed proposal.
Sept 2012	Initial review of complete proposal by the Graduate Council. (2 readings)	Completed proposal.
Nov 2012	Final reviews of revised proposal by the Senate Planning Review Committee and by the Senate Budget Review Committee.	Completed proposal.
Jan. 2013	Review by the University Senate (2 readings)	Final proposal and final cost estimate.
March 2013	Review by Board of Trustees.	Final proposal.
May 2013	Release by Provost to advertise	Final proposal
June 2013	Presentation to Academic Affairs Officers Committee of the Presidents Council of State Colleges and Universities	Final proposal.
Sept. 2013	AA approval for program start	Release curriculum code

Graduate Council Policy