



**COUNSELOR EDUCATION PROGRAM**

**Department of Educational Leadership & Human Development**

**MASTER OF SCIENCE DEGREE**

**CLINICAL MENTAL HEALTH COUNSELING**

**SCHOOL COUNSELING**

**Council for Accreditation of Counseling and Related Educational Programs**

**Self-Study**

**04.22.2017**

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## SECTION 1: THE LEARNING ENVIRONMENT

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

### THE INSTITUTION

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

The Counselor Education Program, which includes programs in both School and Clinical Mental Health counseling is clearly identified as part of the Graduate School at the University of Central Missouri (Graduate School online catalog at <https://www.ucmo.edu/academics/catalogs/documents/16grad.pdf>) ([2016 UCM Graduate Catalog](#))

The Counselor Education Program is the only academic program at the University of Central Missouri responsible for the preparation of students for clinical mental health and school counseling. All program course requirements for the master’s degree are offered within the Counselor Education Program ([2016 UCM Graduate Catalog –course descriptions](#)).

- B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.**

The Counselor Education Program consists of the master degree programs in School and Clinical Mental Health Counseling, and an Education Specialist degree in Human Services, Professional Counseling. The University of Central Missouri Graduate Catalog, the UCM Online Graduate School Catalog (2016) <https://www.ucmo.edu/academics/catalogs/documents/16grad.pdf> ([2016 UCM Graduate Catalog](#)) as well as the Counselor Education Program’s website <https://www.ucmo.edu/elhd/programs/counseloreducation/> ([Counselor Education Program Website screenshot of homepage](#)) contain information including admissions criteria and process ([Counselor Education Program website screenshot of admission criteria](#)), certification ([Counselor Education Program website screenshot of accreditations](#)), program completion requirements ([Counselor Education Program website screenshot of program completion requirements](#)), financial aid information for graduate students in all departments is located in the 2016 UCM Graduate Catalog and at the University’s Financial Aid website <https://www.ucmo.edu/sfs/> ([UCM Student Financial Services website screenshot; handbook](#)).

Students within the Counselor Education Program are also offered this information in the Counselor Education Program Student Handbook via the program Blackboard site ([Counselor Education Program Student Handbook](#) and [website screenshot for Handbook](#)).

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

As a commitment to ensure a continuous high quality, effective and professional learning environment, the institution budgets and allocates financial support to the Counselor Education Program. UCM also supports necessary courses for student progression and recognizes that a limited use of adjuncts is vital in maintaining the integrity of the academic program.

The 2016 Department of Educational Leadership and Human Development budget for operating expenses along with faculty salaries are allocated through the university budget and are commensurate with others within the Department of Educational Leadership and Human Development and the College of Education.

**D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.**

Counselor Education Program students are highly valued and therefore, have held graduate assistantships across the UCM campus. Over the past three years, nine Counselor Education Program students have held graduate assistantship positions. Students interested in graduate assistantships, can find information (and the [UCM Graduate Assistant Handbook](#)), and apply for positions at the UCM Graduate School (<https://www.ucmo.edu/graduate/support/assist/> [website screenshot](#)).

**E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.**

The University provides faculty with an extensive network that supports and encourages participation in professional organizations and activities. University financial assistance for faculty is available for travel to conferences and other leadership opportunities. During the 2016-2017 academic year, \$750.00 was available to each faculty member from the Center for Teaching and Learning (<https://www.ucmo.edu/graduate/faculty/saf/>) ([Center for Teaching & Learning: Scholarly Activity Fund screenshot](#)). Additionally, at the department level, faculty members are encouraged to attend conferences and workshops, and present at professional meetings. Each faculty

member may request additional annual funding to use for travel to professional meetings. During the 2016-17 academic year, that amount was \$2000.00. More complete descriptions of these resources are available through the Office of Graduate Studies and Research website <https://www.ucmo.edu/graduate/faculty/> ([screenshot of Office of Graduate Studies and Research website](#)).

- F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all Counselor Education Program faculty and students.**



**James C. Kirkpatrick Library**

With 200,000 square feet of floor space and over 2.3 million books, government documents, journals, and curriculum materials, the James C. Kirkpatrick Library (JCKL) provides students, faculty, staff, and community members with extensive informational resources and instructional services.

The library provides a variety of spaces for individual and group use, from traditional tables and desks to an assortment of comfortable seating possibilities. Over 250 PC and Mac workstations provide access to informational resources and productivity tools. Group study rooms, all with

computers, offer students the ability to work together on projects. Photocopiers, scanners, and other technology are available for student use in the Productivity Center on the second floor. Computer workstations are available for library users throughout the building. The library offers teaching labs and classrooms throughout the building with a variety of learning environments.

JCKL also provides research support for all students, faculty, and staff through research appointments with librarians, information literacy instruction, and the traditional library services desk model.

**Library Relationship with Academic Departments:** Each academic department is assigned a subject-specialist librarian who works with the department to purchase library materials that support the curriculum in that area, provide research assistance to faculty and students, offer information literacy instruction to classes, and design web pages about resources in the discipline. All subject specialists work with other faculty across campus to ensure that students improve their information literacy skills—the ability to successfully locate, evaluate, and use information.

**Collections:** The library's collections include:

Books: 484,521

U.S. Government Documents: 746,854

Missouri Documents: 17,166

Bound Periodicals: 82,563

Newspaper & Periodical Subscriptions: 748

Audio-visuals: 24,918 (Includes videotapes, audio CD's, records, reel-to-reel, audio cassettes, multimedia products, videodisks, films, and slide/tape sets)

Software Packages: 1,674

Databases: 98

*(Source: UCM Factbook, 2015)*

**MOBIUS and Interlibrary Loan:** In addition to the library's collections listed above, many resources are available from other libraries. MOBIUS, Missouri's statewide library consortium, provides access to books in Missouri's academic libraries. ILLiad, the library's electronic interlibrary loan system, supplies users with materials not available in Kirkpatrick Library's own collections or through MOBIUS. In order to request items, users must establish an ILLiad account. Books and articles are provided free of charge to current students, faculty, and staff.

**Research Assistance and Library Information Resources:** The library's web presence, electronic databases, and provision of research assistance all serve to enhance service to student learners. The Library Services desk is staffed all hours the library is open. Research help is provided at this

desk; users also check out and return materials here. Research assistance is available via several methods: face-to-face, phone, online chat, email, and by appointment with a subject specialist.

The library also supports fiction and non-fiction collections for children and young adults. The special collections area includes the Philip A. Sadler Research Collection of Literature for Children and Young Adults.

Barbara Wales, the liaison library for the Counselor Education Program, has created a subject guide to assist with research in counselor education: <http://guides.library.ucmo.edu/counselingandcounseloreducation> ([screenshot of JCKL subject guide](#))

**JCKL provides many databases in the field of education and psychology, listed below:**

Career and Technical Education  
Child Development and Adolescent Studies  
Children's Literature Comprehensive Database  
Counseling and Therapy in Video  
Discovery Education Streaming  
Dissertations & Theses Full Text  
Education in Video  
Education Index Retrospective  
Education Journals  
Education Research Complete  
Education: A SAGE Full-Text Collection  
Educational Administration Abstracts  
Edweek.org  
ERIC  
Explora - Elementary  
Explora – General Research & eBooks  
Explora – High School  
Explora – Middle School  
LearningExpressLibrary  
Mental Measurements Yearbook  
Nettrekker  
Professional Development Collection  
PsycARTICLES

Psychology Journals  
 PsycInfo  
 PsycTESTS  
 Research Starters – Education  
 Social Science Journals  
 Teacher Reference Center

**The following databases are particularly useful in the field of counselor education:**

Child Development and Adolescent Studies  
 Counseling and Therapy in Video  
 Education Research Complete  
 ERIC  
 PsycARTICLES  
 Psychology Journals  
 PsycInfo

**G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.**

UCM is a wireless campus. Information Services manages and oversees the university's information services ([https://www.ucmo.edu/ot/-screen shot](https://www.ucmo.edu/ot/-screen-shot)). This department works to maintain and upgrade the network infrastructure as well as insure that faculty and students have access to computers throughout the campus. Four open computer labs are located across campus. Additionally, there are department/college computer labs located within each college. A Help Desk provides walk-in, e-mail, and telephone help for computer users. Information Services provides training for faculty who want to further their knowledge and use of technology in teaching. Both faculty and students are provided with technology training in workshops that are free of charge.

All classrooms on the University of Central Missouri are electronic classrooms, including the Lovinger building, home of the Counselor Education Program. Each of these rooms includes a computer, DVD player, document projector, and LCD projector. At UCM's Lee's Summit Center ([Lee's Summit, Missouri](#)), the third expansion doubled the space to 40,000 square feet. In addition to more space, the facility offers improved location, parking, and handicapped access. Technologically, it is a state-of-the-art facility. Located within the Summit Technology Center, the Summit Center includes 26 multi-use electronic classrooms. The Summit Center also offers:



- Three interactive television classrooms
- Videoconference rooms
- Three computer labs
- Wireless internet
- A student lounge
- A bookstore

The Lees Summit Center is open six days a week offering classes year-round and most classes begin after 6 p.m.

Interactive Courses-Interactive television (I-TV) classes allow UCM faculty members to deliver instruction across the state of Missouri. I-TV locations include the Summit Center, Warrensburg, St. Louis, and several smaller communities in Missouri. Students gather at the location nearest to them where they can view and interact with instructors via large-screen televisions and audio equipment.

Online Courses -UCM's online classes provide students the flexibility to complete coursework at times convenient to them. Students are required to complete courses within the traditional semester time frame.

**H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.**

The University makes available personal counseling services for all students through the University of Central Missouri Counseling Center, housed on campus within the Humphrey's building. ([UCM Counseling Center screenshot/information](#) & [UCM Student Handbook](#)) Neither faculty nor students of the Counselor Education Program provide counseling services at the Center.

**I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.**

The Counselor Education Training Center consists of: 1 group room; 1 play therapy room; 4 individual session rooms; 1 intern office; and a lobby and restroom. All session rooms have observation rooms (for live supervision) along with the ability to video-record sessions on either DVDs or SDHC cards. ([photos of the training center](#))

## THE ACADEMIC UNIT

- J. Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.**

The Counselor Education Program at the University of Central Missouri offers a master's degree of science with three areas of concentration: Clinical Mental Health Counseling, Elementary School Counseling, and Secondary School Counseling. The Master's degree with a concentration in Clinical Mental Health Counseling requires 60 semester credit hours ([2016 Graduate Catalog, p. 51](#)), and two School Counseling areas of concentration require 54 semester credit hours ([2016 UCM Graduate Catalog, p.50](#)). Below are the curricular requirements for all areas of concentration in the Counselor Education Program. In the Counselor Education course numbers, the first digit represents the level of graduate study. The second digit stands for the following common core areas of curricular experience:

- 1-Professional Identity,
- 2-Social and Cultural Foundations,
- 3-Human Growth and Development,
- 4-Career Development,
- 5-Helping Relationships,
- 6-Group Work,
- 7-Assessment,
- 8-Research and Program Evaluation,
- 9-Clinical Instruction (practicum and internships),
- 0-Special Projects and Individual Study.

The third digit represents the level within the area of study.

### **Foundation Course Requirements (all are 3-semester hour courses) (required for Clinical Mental Health and School Counseling areas of concentration)**

COUN 5100 Foundations of Professional Counseling

COUN 5110 Orientation to Professional Counseling and Ethics

COUN 5230 Counseling Diverse Populations  
 COUN 5500 Prepracticum in Professional Counseling  
 COUN 5610 Introduction to Group Work

**Common Core Courses (all are 3-semester hour courses) (required for Clinical Mental Health and School Counseling areas of concentration)**

COUN 5130 Management of Comprehensive School Counseling Programs (for both School Counseling areas of concentration) **OR** COUN 5131 Management of Clinical Mental Health Counseling Programs (for Clinical Mental Health Counseling Concentration)  
 COUN 5310 Development Across the Lifespan  
 COUN 5320 Mental Health Issues in Counseling  
 COUN 5410 Career Development and Counseling  
 COUN 5510 Counseling Theories  
 COUN 5710 Introduction to Assessment  
 COUN 5810 Program Evaluation and Research in Counseling  
 COUN 6540 Parent and Family Counseling

**Advanced Status Course Requirements (all are 3-semester hour courses) (for Clinical Mental Health and School Counseling areas of concentration)**

COUN 5520 Introduction to Play Therapy  
 COUN 5720 Analysis and Diagnosis of the Individual

**Clinical Course Requirements (all are 3-semester hour courses) (for Clinical Mental Health and School Counseling areas of concentration)**

COUN 5900 Practicum in Counseling  
 COUN 6910 Internship in Professional Counseling (2 semesters required, for a total of 6 semester hours)

**For those in the Clinical Mental Health Counseling area of concentration, the below are additional required courses (all are 1-semester credit hour courses)**

COUN 6500 Crisis Intervention in Clinical Mental Health Counseling  
 COUN 6510 Etiology & Pharmacology of Addiction  
 COUN 6520 Addictions Counseling: Treatment Planning  
 COUN 6530 Addictions Counseling: Theoretical Approaches & Co-Occurring Disorders

COUN 6555 Consultation in Clinical Mental Health Counseling

COUN 6560 Supervision in Clinical Mental Health Counseling

- K. The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.**

Recruiting students who represent our multicultural and diverse society is an important element to the faculty of the Counselor Education Program. This is reflected in the program's mission statement as well as in the objectives of the program

**Counselor Education Program Mission Statement ([Counselor Education Program Website screenshot](#))**

The Counselor Education Program at the University of Central Missouri prepares professional counselors at the Master and Education Specialist levels who: demonstrate all the necessary knowledge, skills and dispositions, are reflective practitioners, advocate for clients, the counseling profession and society, are prepared to serve a dynamic, diverse and complex society, and adhere to the ethical standards of the American Counseling Association.

**Counselor Education Program Vision Statement ([Counselor Education Program Website screenshot](#))**

The Counselor Education Program at the University of Central Missouri aspires to prepare individuals for exemplary practice as Professional Counselors in school and community settings.

The Summit Center located in Lee's Summit has facilitated the recruitment of students representing various characteristics of diversity. The Lee's Summit's location within the Kansas City, Missouri greater metropolitan area attracts students from the more diverse population in Kansas City.

Students are recruited to the program by various methods such as career fairs (several each year), guest speaking at classes and student organizations, and our program poster ([Lovinger Building, first floor hallway](#)).

- L. Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.**

Following admission to UCM for Graduate Studies, prospective students receive the application packet ([application packet](#)) to the Counselor Education Program via email. Program requirements address (1) relevance of career goals (personal statement, [personal interview form](#)), (2) aptitude for graduate-level study (G.P.A., GRE score, personal references, [personal interview form](#)), (3) potential success in forming effective counseling relationships (reference forms, [personal interview form](#)), (4) respect for cultural differences (program application, reference forms, personal statement, [personal interview form](#)). After completion of the application file, a personal interview ([personal interview form](#)) with the Counselor Education Program Admissions and Standards Committee is scheduled. After careful file review and discussion of the prospective student, the Counselor Education Program Admission and Standards Committee determines whether the applicant will be admitted. Applicants receive via email, either an admission ([admission letter](#)) or denial letter ([denial](#)) within seven days following the personal interview.

- M. Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.**

New student orientation is completed electronically ([Counselor Education Program New Student Orientation Handbook](#)) from the Counselor Education Program BlackBoard site. Additionally, during COUN 5100 Foundations of Professional Counseling, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed. Additionally, Counselor Education Program Faculty members are available to meet with their designated student advisees for mentoring throughout the academic programs.

- N. The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.**

The Counselor Education Program Student Handbook contains information regarding (1) the mission statement of the academic unit and program objectives ([Counselor Education Program Student Handbook](#), p. 5 ); (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, ([Counselor Education Program Student Handbook](#), p. 5); (3) matriculation requirements, ([Counselor Education Program Student Handbook](#), p. ); (4) expectations of students, ([Student Handbook](#), p. 7); (5) academic appeal policy, ([Student Handbook](#), p. 7 ); (6) written endorsement policy explaining the procedures for recommending

students for credentialing and employment, ([Counselor Education Program Student Handbook](#), p. 11); and (7) policy for student retention, remediation, and dismissal from the program ([Counselor Education Program Student Handbook](#), p. 5 & [University of Central Missouri Student Handbook](#) <https://www.ucmo.edu/student/handbook.cfm>).

**O. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice.**

The process policy and procedures are listed in the University of Central Missouri Graduate Catalogue ([Graduate School Due Process Policy/Procedures](#), p. 8) and [Counselor Education Program Student Handbook](#), p. 5). The Counselor Education Program Admissions and Standards Committee carefully considers students’ challenges in the program. Regardless of the time spent in this process, there are times when it is apparent that a particular student is not appropriate for the program. Generally, students, after reflection and receiving peer and or faculty feedback, self-select out of the program. However, there is occasionally a student who requires further advising by either the student’s advisor and or another member of the program faculty. Time is available during weekly program meetings for faculty members to share and consult about student issues. See example of the program’s due process. ([Counselor Education Program Due Process-Example](#))

**P. Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.**

Immediately following admission by the Counselor Education Program Admission and Standards Committee, students are formally assigned a faculty advisor. Admitted students receive an admission letter, which identifies the faculty advisor. The student and faculty advisor work together to develop a program of study within the first semester after the student is admitted ([2016 UCM Graduate Catalog Programs of study p. 50 & 51](#)).

**Q. The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.**

The Counselor Education Program (CEP) Faculty values diversity, and follows the Mission Statement of the American Counseling Association to “enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.” Although the Counselor Education faculty may not initially appear racially diverse, they do have representation in diverse populations such as age, gender, sexual orientation, disability, SES, and religion/spirituality.

Consistent with the Counselor Education Program Faculty belief in the importance of faculty with diverse backgrounds, every effort is made in faculty searches to insure that information regarding the availability of a Counselor Education Program faculty position at the University of Central Missouri is published in sources specific to minority candidates. During our last faculty search (2008) ([Faculty Search Plan](#)), efforts to invite applications from a diverse population of counselor educators and doctoral students in counselor education programs included advertisement published in the following:

- Chronicle for Higher Education
- Counseling Today
- HigherEdJobs.com
- CACREP Doctoral Programs
- Individuals who have participated as Minority Scholars (1999-2002) at the University of Central Missouri
- HBCU and institutions recognized as having the highest minority graduates
- ListSers: Missouri School Counselor Association, Counselor Education/DESE, CESNET (Counselor Educators/Supervisors Network)
- Missouri School Counselor Association
- Personal contacts: University of South Dakota, University of Wyoming

**R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.**

The Counselor Education Program has three (3) full-time, tenure-track faculty ([Janelle Cowles](#), [Nancy Forth](#), & [George Sesser](#)), and one (1) non-tenure-track faculty ([Amber Lancaster](#)) who are assigned full-time to the program and only teach at the University of Central Missouri ([Counselor Education Program Website-faculty screenshot](#); [faculty profiles](#)). Each of these faculty members brings unique academic and clinical experiences that enrich the Counselor Education Program.

As seen in their vitae ([Faculty Vita](#)), three program faculty members have earned doctoral degrees in counselor education and supervision or a closely related field, and one member is currently working toward her doctoral degree, are licensed as professional counselors, and have varied experience as professional counselors.

**S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.**

The Counselor Program is fortunate to have many qualified individuals to assist in preparation of our students. Although each core faculty member supports adjuncts, as Program Coordinator, Nancy Forth serves as primary contact for adjuncts. Each semester, lead faculty mentor adjuncts who teach the same course. The table below is an overview of adjuncts and their graduate degrees.

Adjunct Faculty Member	Institution Program	Year Earned	Year Employed by UCM
Page Comer, Ed.D. ( <a href="#">vita</a> )	University of Central Missouri Counseling (Ed.S.)	2012	2013
	University of Missouri Educational Leadership & Policy Analysis (Ed.D.)	2011	
Rob Fisher, Ph.D. ( <a href="#">vita</a> )	Kansas State University Counselor Education & Supervision (Ph.D.)	2014	2017
	University of Missouri-Kansas City School Counseling & Guidance (MS)	2004	
Sandra Halbrook, MS ( <a href="#">vita</a> )	Friends University Family Therapy (MS)	2004	2013
	Wichita State University Education, Counseling & Educational Psychology (M.Ed.)	1992	
Corie Schoeneberg, Ed.S. ( <a href="#">vita</a> )	Regent University Counselor Education & Supervision	in progress	2010
	University of Central Missouri Counseling (Ed.S degree)	2009	
	University of Central Missouri Counseling (MS degree)	2008	



Emily Stocking, Ed.S. ( <a href="#">vita</a> )	University of Central Missouri Counseling (Ed.S)	2014	2015
	University of Central Missouri Counseling (MS)	2012	

**T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.**

According to the UCM annual statistics ([University of Central Missouri Data-Pack](#)), summer and fall semesters of 2015 and spring semester of 2016, the average class size is 10.75 students.

**U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.**

Counselor Education Program faculty teaching, advising, supervising students, and administrative responsibilities are similar to other graduate programs in the College of Education and across campus ([University of Central Missouri Faculty Guide, VII. Academic Procedures & Regulations: 4. Faculty Load & Compensation](#)). The typical teaching load is nine graduate semester hours, each spring and fall semesters and up to 6 semester hours during the summer semester. Nancy Forth is an exception to this policy (teaching two, 3-semester credit hour courses during the fall and spring semesters) due to her *reassign* time in serving as program coordinator. Each full-time Counselor Education Program faculty member serves as program advisor to specifically assigned students. To ensure fair distribution of advisees, newly admitted students to the Counselor Education Program are assigned to faculty members on a rotating basis.

**V. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs.**

All clerical assistance are commensurate with similar graduate programs across the UCM campus and with other counseling programs within the profession. The Counselor Education Program is one of seven programs within the Department of Educational Leadership and Human Development and shares one office professional, two student workers, and one graduate assistant.

## FACULTY AND STAFF

W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

### Counselor Education Program Core Faculty

Faculty Member	Institution Program	Year Earned	Year Employed by UCM
Janelle Cowles, Ed.D. Professor ( <a href="#">vita</a> )	University of North Texas Counseling & Student Services	1983	1997
Nancy Forth, Ph.D. Professor ( <a href="#">vita</a> )	University of Wyoming Counselor Education & Supervision	2002	2006
George Sesser, Psy.D. Professor ( <a href="#">vita</a> )	Forest Institute of Professional Psychology	1989	1996

### Counselor Education Program Full-time Faculty

Faculty Member	Institution/ Program	Year Earned	Year Employed by UCM
Amber Lancaster, Ed.S Assistant Professor ( <a href="#">vita</a> )	University of South Dakota Counselor Education & Supervision	2013	2008

X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

## Core Counselor Education Program Faculty

<b>Faculty Name: Janelle Cowles</b>
<b>1. sustained memberships in professional counseling organizations</b>
<ul style="list-style-type: none"> <li>• American Counseling Association</li> <li>• American Association of Counselor Education and Supervision</li> <li>• American School Counselor Association</li> <li>• Association for Play Therapy</li> <li>• Chi Sigma Iota</li> <li>• Missouri School Counselor Association</li> <li>• Missouri Association of Play Therapy</li> </ul>
<b>2. maintenance of certifications and/or licenses related to their counseling specialty area(s)</b>
<ul style="list-style-type: none"> <li>• Licensed Professional Counselor</li> <li>• Registered Play Therapist-Supervisor</li> <li>• Missouri Certification School Counselor</li> </ul>
<b>3. showing evidence of sustained (a) professional development and renewal activities related to counseling</b>
<b>a. professional development and renewal activities related to counseling</b>
<ul style="list-style-type: none"> <li>• 1/3/2017 Ruby Payne Presentation</li> <li>• 11/6-8/2016 Missouri School Counselor Association Fall Conference</li> <li>• 12/11/2014 Webinar: Missouri School Counselor Performance Assessment</li> <li>• 11/2-4/2014 Missouri School Counseling Association Fall Conference</li> <li>• 11/1/2014 7 Secrets for Resilient Living</li> <li>• 11/1/2014 Understanding and Supporting Brain-Based Differences</li> <li>• 6/14/2014 Family Play Therapy: Integrating Play within Family Systems</li> <li>• 6/13/2014 Trauma-Focused Play Therapy: A Treatment Model for Traumatized Children and Their Families</li> <li>• 4/24/2013 Collaboration: Practicum and Internship –Skills, Knowledge, and Dispositions</li> <li>• 11/10-11/2013 Missouri School Counselor Association Fall Conference</li> <li>• 6/20-21/2013 Paris Goodyear-Brown: Play Therapy and Attachment Disorders</li> <li>• 11/4-6/2012 Missouri School Counselor Association Fall Conference</li> <li>• 11/3/2012 Missouri School Counselor Association Preconference</li> <li>• 11/6-8/2011 Missouri School Counselor Association Fall Conference</li> <li>• 11/5/2011 Missouri School Counselor Association Preconference</li> <li>• 6/3-3/2011 Terry Kottman: Structured Play Therapy</li> </ul>
<b>b. professional service and advocacy in counseling</b>
<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Year Counselor Survey Committee (DESE) 2017</li> <li>• Post-Secondary Vice President Central Missouri School Counselor Association 2011-Present</li> <li>• Belton Public Schools- Training: School Counselor Role in Crisis Management 2016</li> <li>• New Counselor Institute Planning Committee 2011-2016</li> </ul>

- Missouri Department of Elementary and Secondary Education (DESE) Building Evaluation Capacity 2013-2015
- School Counselor Performance Assessment Committee-Setting SCPA-Setting Passing Score
- Developing 1<sup>st</sup> year school counselor survey Committee (DESE)
- THRIVE Consultant 2010-Present
- Knob Noster Guidance Advisory Council 2011-Present
- Warrensburg Guidance Advisory Council 2013-2015

### c. research and scholarly activity in counseling commensurate with their faculty role.

#### Publications

- Cowles, J. (2012). Interviewing for positions in higher education: Lessons learned. In B. McHenry, S.K. Butler & J. McHenry (Eds.), *Attaining an academic appointment* (pp. 181-186). Madison, WI: Atwood Publishing
- Ransom, J., Sesser, G., Cowles, Lancaster, A., & Forth, N. (unpublished). How 50 states approach professional school counselor shortages. Submitted to *Professional School Counselor*.
- Forth, N., Sesser, G., Cowles, J., & Lancaster, A. (2014). *University of Central Missouri CACREP mid-cycle accreditation report*.
- Sesser, G. & Cowles, J. (2008). *University of Central Missouri Practicum/Internship Site Supervisor Handbook* (revised 2016).

#### Presentations

- Lancaster, A. & Cowles, J. (2012). Making the transition from play therapist to supervisor. Missouri Association of Play Therapy. UCM Summit Center.
- Cowles, J. (2013). Decoding the language of play. American Counseling Association of Missouri. Jefferson City, MO.

### Faculty Name: Nancy Forth

#### 1. sustained memberships in professional counseling organizations

- American Counseling Association (ACA)
- Association for Counselor Education & Supervision (ACES)
- Association for Creativity in Counseling
- Association for Specialists in Group Work
- Chi Sigma Iota (CSI)
- American School Counselor Association (ASCA)(2002-2012)
- North Central ACES
- ACA of Missouri
- Missouri School Counseling Association (2002-2012)
- M-ACES
- Central Missouri School Counseling Association
- Zeta Chi Chapter of Chi Sigma Iota

#### 2. maintenance of certifications and/or licenses related to their counseling specialty area(s)

- Licensed Professional Counselor – Missouri; Illinois (inactive)
- National Certified Counselor

<b>3. showing evidence of sustained (a) professional development and renewal activities related to counseling</b>	
<b>a. professional development and renewal activities related to counseling</b>	
Date	Title
11.16.16	Learning about Registered Apprenticeships: A Golden Work Based Learning Opportunity School Counselors Can Promote to their Students
11.09.16	Trauma & Resilience Among Undocumented Immigrants
10.19.16	Consideration for Assessing, Diagnosing, and Counseling with Teenagers with Additions
10.14.16	Missouri Department of Elementary and Secondary Education (DESE)– Update Webinar
09.22.16	Association for Creativity in Counseling Annual Conference
08.24.16	Counseling LGBTQQ & Partners: Supporting Resilience & Empowerment
08.10.16	Identifying Issues & Finding Solutions: Navigating Clinical Supervision
07.27.16	Boundaries & Power Differentials in Helping Relationships
06.22.16	Managing Workplace Conflicts: Now that Millennials are in the Mix
06.07.16	Missouri Department of Elementary and Secondary Education (DESE)– Update Webinar
06.01.16	Trauma Sensitive Mindfulness: Practice as Recovery Maintenance
05.18.16	Chapter Faculty Advisors Webinar
05.12.16	Brain-based Research Agenda
03.24.16	Blending Art & Science: Foundations of Suicide Risk Assessment
01.07.16	Neurobiology for Professional Counseling
12.07.15	Working with Transgender Clients
12.03.15	Addiction Grief: Developing & Cultural Considerations
12.03.15	Abstinence by Court Order: Unpacking the Drama
11.19.15	Counseling Military Service Members & Their Families
11.18.15	No Forgiveness, No Recovery: Knowing Forgiveness, Knowing Recovery
11.05.15	Therapeutic Approaches to Trauma
10.30.15	Counseling Same Sex Couples
09.25.15	Trauma Counseling: Helping Clients Cope in the Face of War & Disaster – Building Emotional Resilience (part 3)
09.04.15	Coordination Across Levels of Care in Substance Use Disorder Treatment
08.26.15	Trauma Counseling: Helping Clients Cope in the Face of War & Disaster – Building Emotional Resilience (part 2)
08.07.15	Using Play Therapy for Emotional Regulation
07.07.15	Women, Addiction & Trauma
06.26.15	Group & Cultural Dynamics of Suicide
08.07.14	Managing clients at risk for suicide & violence: legal & ethical concerns-webinar

07.29.14	How to write right-webinar
06.26.14	The science of well-being: an introduction to positive psychology-webinar
06.11.14	Ethics update-professional responsibility of the counselor - webinar
04.24.14	Infusing eco-wellness into counseling practice without leaving the office-webinar
04.2014	Webinar: Recapturing Creativity to Enhance Your Professional & Personal Lives
04.2014	Webinar: Grant Writing 101
03.2014	American Counseling Association of Missouri Annual Conference
02.2014	Webinar: What is Fiduciary Responsibility & Why you Need to Know About it
10.2013	Association for Counselor Education & Supervision Annual Conference
09.2013	Webinar: Innovations in Counseling: Working with Minority Populations
07.2013	Webinar: Resources for Faculty Advisors
07.2013	Webinar: DSM-5: Personality Disorders & Wrap Up
07.2013	Webinar: DSM-5: Depressive Disorders
07.2013	Webinar: DSM-5: Anxiety Disorders
07.2013	Webinar: DSM-5: Bi Polar Disorders
07.2013	Webinar: DSM-5: ASD/Autism/Asperger's
07.2013	Webinar: DSM-5: Overview & Addictive Disorders
06.2013	Webinar: Diagnosis with DSM-5
06.2013	Webinar: Counselor Community Engagement Model
04.2013	American Counseling Association of Missouri Annual
09.2012	Association for Creativity in Counseling
04.2012	American Counseling Association of Missouri Annual (ACAM)
10.2011	North Central Association of Counselor Educators & Supervisors Annual Conference
11. 2010	MSCA Fall Conference & Workshops
11.2010	Site Team Member Training
10.2010	North Central Association of Counselor Educators & Supervisors (NCACES) Annual Conference
09. 2010	Counselor Education Program Advisory Committee—School (CEPAC)
04.2010	American Counseling Association of Missouri Annual (ACAM) Conference
04.2010	Counselor Education Program Advisory Committee—School (CEPAC)
11.2009	MSCA Fall Conference & Workshops (10 contact hours)
10.2009	MO counselor educators meeting/training
09.2009	Counselor Education Program Advisory Committee—School (CEPAC)
<b>b. professional service and advocacy in counseling</b>	
<ul style="list-style-type: none"> <li>• ACA of Missouri Governing Board Member (2010-2015)</li> </ul>	

- ACA of Missouri Past President (2014-2015)
- ACA of Missouri President (2013-2014)
- ACA of Missouri President-elect (2012-2013)
- ACA of Missouri Conference chair (2012-2013)
- ACES of Missouri President (2010-2012)
- ACES of Missouri Representative to NCACES (2012-2012)
- Association for Creativity in Counseling Membership Committee (2010-2011)
- ACES of Missouri Chair –Reorganization Committee (2009-2010)
- ACES of Missouri Chair – Bylaws Committee (2009-2010)
- Missouri Department of Elementary and Secondary Education/Counselor Educators Advisory Committee (2006-2017)
- Chi Sigma Iota-Zeta Chi Chapter Faculty Advisor (2006-present)
- Chi sigma Iota- Chair – Bylaws Committee (2008-2011)
- American Red Cross Disaster Mental Health Counselor (2000-2015)
- UCM Counselor Education Program Coordinator (2013-present)

**c. research and scholarly activity in counseling commensurate with their faculty role.**

**Publications**

- Forth, N., Schoeneberg, C., Seto, A., & Dahlen, P. (2015). Using Stem: Supervision Technique for Enhanced Meaning in Group Supervision. In Association for Specialists in Group Work (Eds.) *Group Work Experts Share Their Favorite Activities for Supervision*.
- Dahlen, P., Forth, N., & Schoeneberg, C. (2015). The Empathy Circle. In Association for Specialists in Group Work (Eds.) *Group Work Experts Share Their Favorite Activities for Supervision*.
- Forth, N., Schoeneberg, C., Seto, A., & Dahlen, P. (2016). Lost in Time. In W. Killam, S. Degges-White, & R. Michel (Eds). *Career Counseling Interventions: Practice with Diverse Clients*.
- Forth, N., Schoeneberg, C., Seto, A., & Dahlen, P. (2016). The Career Jar. In W. Killam, S. Degges-White, & R. Michel (Eds). *Career Counseling Interventions: Practice with Diverse Clients*.
- Forth, N., Schoeneberg, Seto, A., & Dahlen. (2015). In S. Degges-White & B. R. Colon (Eds) *Expressive Arts Interventions for School Counselors*. New York: Springer.
- Forth, N., Cowles, J., Sesser, G., & Lancaster, A. (2015). *University of Central Missouri CACREP Accreditation Conversion Self-study for Clinical Mental Health Counseling*.
- Forth, N., Cowles, J., Sesser, G., & Lancaster, A. (2015). *University of Central Missouri Addendum to the CACREP Accreditation Conversion Self-study for Clinical Mental Health Counseling*.
- Forth, N., Cowles, J., Sesser, G., & Lancaster, A. (2014). *University of Central Missouri CACREP Mid-cycle Accreditation Report*.
- Dahlen, P., & Forth, N. (2013). Mentoring: Authentic connections and pathways. In Seto, A. & Bruce, M.A. (Eds) *Women's Retreat: Voices of Female Faculty in*

#### *Higher Education.*

- Forth, N. & Sesser, G. (2013). *Counselor Education Program Ed.S. Degree Research Project Manual*.
- Forth, N., Cowles, J., Sesser, G., Lancaster, A. (2012). *Interim Report to the Community Counseling and School Counseling Programs Accreditation On-site Visit Team Report*. Submitted to the Council for Accreditation of Counseling and Related Educational Programs.
- Forth, N. (2011, April). The Three Rs. The American Counseling Association of Missouri. Retrieved from <http://www.counselingmissouri.org/2011/02/the-3-rs/>
- Schoeneberg, C., Forth, N., Seto, A. (2010). Using Metaphor in Facilitating Self-Awareness. In S. Degges-White and N. Davis (Eds.) *Integrating the Expressive Arts into Theory-Based Counseling*. New York: Springer.
- Forth, N., Cowles, J., Sesser, G., Lancaster, A. (2010). *Rejoinder to the Community Counseling and School Counseling Programs Accreditation On-site Visit Team Report*. Submitted to the Council for Accreditation of Counseling and Related Educational Programs.
- Forth, N., Cowles, J., Sesser, G., Lancaster, A. (2010). *Addendum to the Community Counseling and School Counseling Programs Accreditation Self-Study*. Submitted to the Council for Accreditation of Counseling and Related Educational Programs.

#### **International/National Conference Presentations**

- Forth, N. (September, 2016). SAM (symbolic applied meaning): using metaphor in facilitating self-awareness. *Association for Creativity in Counseling Annual Conference*. Savannah, GA
- Seto, A., Bruce, M.A., Dahlen, P., & Forth, N. (2013). Overcoming Obstacles to a Successful Faculty Career. *Association for Counselor Education and Supervision Annual Conference*. Denver, CO
- Forth, N. (September, 2012). Using metaphor in clinical supervision. *Association for Creativity in Counseling Annual Conference*. Memphis, TN
- Koyama, C., Seto, A., & Forth, N. (October, 2011). *Mentoring International Students*. Association for Counselor Education and Supervision National Conference. Nashville, TN.
- Forth, N. (October, 2011). The MENTOR Model: Approaching Supervision from a Relationship of Respect. *Association for Counselor Education and Supervision Regional Conference*. Nashville, TN

#### **Regional Conference Presentations**

- Forth, N. STEM II: (The MENTOR Model: Approaching Supervision from a Relationship of Respect. North Central Association for Counselor Education and Supervision Regional Conference. Itasca, Illinois, October 2010.

#### **State Conference Presentations**

- Forth, N. & Johnson, V. (April, 2016). STEM II: Supervision Technique for Enhanced Meaning II. *American Counseling Association of Missouri Annual Conference*.



Jefferson City, MO.

- Holter, H., Miller, R., Schroeder, K., Watkins, L., & Forth, N. (April 2016). LGBT Population. *American Counseling Association of Missouri Annual Conference*. Jefferson City, MO.
- Owen, R. & Forth, N. (April 2016). Relief for Burnout. *American Counseling Association of Missouri Annual Conference*. Jefferson City, MO.
- Cole, M., Dale, A., McReynolds, A., Rhodes, M., & Forth, N. 2016. Transgender Awareness. *American Counseling Association of Missouri Annual Conference*. Jefferson City, MO.

**Invited Meeting Facilitation**

- Forth, N. College of Education Session Facilitation. UCM College of Education Retreat. Kansas City, MO.

**Faculty Name: George R. Sesser**

**1. sustained memberships in professional counseling organizations**

- American Counseling Association
  - Association for Specialists in Group Work
  - Association for Counselor Educators & Supervisors
- American School Counselor Association
- Missouri School Counselor Association
- Central Missouri School Counselor Association

**2. maintenance of certifications and/or licenses related to their counseling specialty area(s)**

License or Registration	Sponsor	Expiration Date
Missouri Licensed Professional Counselor Maintained every year since 1997	Missouri Division of Professional Registration	6/30/2017
Missouri Licensed Psychologist: Maintained every year since 1989	Missouri Division of Professional Registration	1/31/2018
Missouri Certified Health Service Provider in Psychology: Maintained every year since 1989	Missouri Division of Professional Registration	1/31/2018
National Registration of Health Service Psychologists: Maintained every year since 1995	National Register of Health Service Psychologists	1/20/2017

**3. showing evidence of sustained (a) professional development and renewal activities related to counseling**

**a. professional development and renewal activities related to counseling**

Date	Title	Sponsor
02/15/2017	Counseling School-Age Students with Disabilities by Amy Milsom	Chi Sigma Iota

11/11/2016	Trauma Series: Trauma & Resilience Among Undocumented Immigrants by Goodman, R.D.	Chi Sigma Iota
10/28/2016	Counselor Education Program Advisory Council Meeting (CMHC)	UCM/CEP
10/16/2016	Legal & Ethical Series: Legal & Ethical Issues in School Counseling by Hermann, M.	Chi Sigma Iota
10/11/2016	Professional Advocacy Series: CACREP Advocacy Week 2015: Promote your Counselor Identity by Kimbel, T. M. & Bobby, C.	Chi Sigma Iota
10/11/2016	Legal & Ethical Series: Legal & Ethical Challenges in CMHC and Private Practice by Remley, T.	Chi Sigma Iota
10/10/2016	Diversity Benefits	UCM/Workplace Answers
10/9/2016	Bullying Prevention for Higher Education Faculty	UCM/Workplace Answers
10/9/2016	Conflict Resolution	UCM/Workplace Answers
10/9/2016	Unlawful Harassment Prevention for Higher Ed. Faculty	UCM/Workplace Answers
5/5/2016	Heroin- An Epidemic by Costerison, B.	MO Institute of Mental Health
4/29/2016	CSI/Counselor Education Program Banquet	UCM/CEP
4/28/2016	Careers in Diversity by Johnson, C.	UCM/Career Services
4/25/2016	Liability for Failure to Supervise Adequately: Let the Master Beware	National Register of Health Service Psychologists
4/22/2016	Counselor Education Program Advisory Council Meeting (School Counseling Program)	UCM/CEP
01/08/2016	Learning Day: Culture of Commitment-Relating to Every Student	UCM
01/08/2016	Learning Day: Sexual Misconduct Prevention (Title IX, the Violence Against Women Act, and the Clery Act)	UCM
01/08/2016	Learning Day: Accommodating Students with Disabilities	UCM
12/04/2015	CSI/Counselor Education Program Banquet	UCM
	Human Subjects (IRB Refresher) Training Collaborative Institutional Training Initiative (CITI) (CITI Program)	
11/15/2015	CITI Conflict of Interest Course- Introduction	CITI
11/15/2015	Financial Conflicts of Interest	CITI
11/15/2015	Institutional Responsibilities as They Affect Investigators	CITI
11/15/2015	History and Ethical Principles	CITI
11/15/2015	Federal Regulations for Protecting Research Subjects	CITI
11/15/2015	Informed Consent	CITI
11/15/2015	Research with Prisoners	CITI
11/15/2015	Research in Educational Settings	CITI
11/15/2015	Instructions	CITI
11/15/2015	Defining Research with Human Subjects	CITI
11/16/2015	Privacy and Confidentiality	CITI
11/16/2015	Assessing Risk	CITI
11/16/2015	Research with Children	CITI
11/16/2015	International Research	CITI

	End of Human Subjects (IRB) Training	
9/20/2014	The New Prominence of Practicum Training in Professional Psychology: A guide for Practicum Supervisors (One CE Credit/Hour)	National Register of Health Service Psychologists
9/20/2014	Ethics and Self-Care: A Developmental Lifespan Perspective (Two CE Credits/Hours in Ethics)	National Register of Health Service Psychologists
10/10/2014	The Many Faces of Post-Traumatic Stress Disorder (One Hour)	Rieb, D. R., UCM Lifelong Learning
10/24/2014	Counselor Education Program Advisory Council Meeting (Community Counseling Program)	UCM/CEP
11/14/2014	CSI/Counselor Education Program Banquet	UCM/CEP
4/17/2015	Counselor Education Program Advisory Council Meeting (School Counseling Program)	UCM/CEP
10/27/2013	Counselor Education Program Advisory Council Meeting (Community Counseling Program)	UCM/CEP
11/22/2013	CSI/Counselor Education Program Banquet	UCM/CEP
2/1/2014	Counselor Education Program Advisory Council Meeting (School Counseling Program)	UCM/CEP
5/2/2014	CSI/Counselor Education Program Banquet	UCM/CEP
9/19/2012	Participation in Provost Poster Session	UCM/CoE
10/5/2012	Counselor Education Program Advisory Council Meeting (Community Counseling Program)	UCM/CEP
11/30/2012	CSI/Counselor Education Program Banquet	UCM/CEP
4/5/2013	Counselor Education Program Advisory Council Meeting (School Counseling Program)	UCM/CEP
9/20/2011	Online Course Evaluations	UCM/Blackboard
10/21/2011	Counselor Education Program Advisory Council Meeting	UCM
11/8/2011	Tablet Computers in Education	UCM/INST
5/11/2012	Counselor Education Program Advisory Council Meeting	UCM/CEP
10/2010	DESE/ Counselor Educators Meeting	Missouri DESE

11/2010	Counselor Education Program Advisory Council Meeting	UCM
3/2011	Counselor Education Program Advisory Council Meeting	UCM
4/30/2010	Counselor Education Program Advisory Committee—School (CEPAC) (2 contact hours)	UCM/CEP
4/1-2/2010	MO Counselor Educators meeting/training (8 contact hours)	DESE—Guidance & Placement Section
11/8-10/2009	MSCA/DESE Fall Conference & Workshops (11.25 contact hours)	Missouri School Counselor Association & Dept. of Elem. & Sec. Education (DESE)
11/7/2009	MSCA Pre-conference workshop: (5.5 contact hours)	Missouri School Counselor Association (MSCA) & DESE
10/14/2009	Promethean White Board Training (4 contact hours)	UCM/Promethian: Lisa Baird
8/02/2009	Counselor Education Program Advisory Committee—Community (CEPAC) (2 contact hours)	UCM/Counselor Education Program
7/31/2009	Just Leave Me Alone: Bullying and Individuals on the Autism Spectrum (6 contact hours)	UCM/Midwest Center for Autism Spectrum Disorders
7/30/2009	From Assessment to Intervention: Addressing Social Competence for Individuals with ASD (6 contact hours)	UCM/Midwest Center for Autism Spectrum Disorders
6/19-20/2009	Legal and ethical issues in counseling (1.5 contact hours) Internal Improvement Review (1 contact hour)	UCM/DESE Counselor Institute

### **b. professional service and advocacy in counseling**

<b>Date:</b>	2011/2012
<b>Activity:</b>	Missouri Counselor Educators Advisory Committee
<b>Sponsoring Agency:</b>	Missouri Department of Elementary and Secondary Education
<b>Date:</b>	2011/2012
<b>Activity:</b>	Missouri Counselor Educators Advisory Committee, Temporary Authorization Certificate Subcommittee (a.k.a the TAC Task Force) Co-Chair
<b>Date:</b>	2010/2011
<b>Activity:</b>	Missouri Counselor Educators Advisory Committee
<b>Sponsoring Agency:</b>	Missouri Department of Elementary and Secondary Education

<b>Date:</b>	2010/2011
<b>Activity:</b>	Missouri Counselor Educators Advisory Committee, Temporary Authorization Certificate Subcommittee (a.k.a the TAC Task Force) Co-Chair
<b>Sponsoring Agency:</b>	Missouri Department of Elementary and Secondary Education
<b>Date:</b>	Fall 2009, Spring 2010 (Committee meets at least once each semester)
<b>Activity:</b>	Missouri Counselor Educators Advisory Committee
<b>Sponsoring Agency:</b>	Missouri Department of Elementary and Secondary Education, Division of Career Education, Guidance and Placement Services
<b>Date:</b>	Fall 2009, Spring 2010
<b>Activity:</b>	Missouri Counselor Educators Advisory Committee, Temporary Authorization Certificate Subcommittee (a.k.a the TAC Task Force) Co-Chair
<b>Sponsoring Agency:</b>	Missouri Department of Elementary and Secondary Education, Division of Career Education, Guidance and Placement Services
<b>Date:</b>	Beginning November 27, 2006 and continuing through the Fall 2009 Semester
<b>Activity:</b>	Unfunded Consultant and Clinical Supervisor for the Life Skills Support Center and the Alcohol and Drug Abuse Prevention and Treatment Program (ADAPT) Whiteman AFB, MO
<b>Sponsoring Agency:</b>	United States Air Force

**c. research and scholarly activity in counseling commensurate with their faculty role.**

Forth, N., Cowles, J., Sesser, G., & Lancaster, A. (2015). *University of Central Missouri. CACREP Accreditation Conversion Self-study for Clinical Mental Health Counseling.*

Forth, N., Cowles, J., Sesser, G., & Lancaster, A. (2015). *University of Central Missouri Addendum to the CACREP Accreditation Conversion Self-study for Clinical Mental Health Counseling.*

Sesser, G. & Cowles, J. (2008) *University of Central Missouri Practicum/Internship Site Supervisor Handbook* (revised 2016).

Forth, N., Cowles, J., Sesser, G., & Lancaster, A. (2014). University of Central Missouri CACREP mid-cycle accreditation report.

Forth, N. & Sesser, G. (2013). Counselor Education Program Ed.S. degree research project manual.

Schoeneberg, C. and Sesser, G. R. (2012). The child's world of grief: A case study in child-centered play therapy. In S. Degges-White & B. Colon (Eds.), *Counseling boys and young men*. New York, NY: Springer Publishing.

Sesser, G. R. (2011, April). *My experience with on-line course evaluation via laptop computers* (unpublished). A report to the University of Central Missouri On-line Course Evaluation Committee chaired by Dean Gersham Nelson. Warrensburg, MO.

Sesser, G. R. (2010, September). *Selected literature reviews concerning on-line course evaluation* (unpublished). A report to the University of Central Missouri On-line Course Evaluation Committee chaired by Dean Gersham Nelson. Warrensburg, MO.

Gysbers, N. C., Sesser, G. R. & Stanley, B. (2009). *The Missouri comprehensive guidance program: An introduction for administrators. An e-Learning program for administrators*. Available online at: <http://www.guidanceconsortium.com/pdf-files/MO-compguidance.pdf>

Forth, N., Cowles, J., Sesser, G. R., & Lancaster, A. (2010). *Rejoinder to the Community Counseling and School Counseling Accreditation On-site Visit Team Report*. Submitted to the Council for Accreditation of Counseling and Related Educational Programs.

Forth, N., Cowles, J., Sesser, G. R., & Lancaster, A. (2010). *Addendum to the Community Counseling and School Counseling Accreditation Self-Study*. Submitted to the Council for Accreditation of Counseling and Related Educational Programs.

Forth, N., Cowles, J., Sesser, G. R., & Lancaster, A. (2009). *Community Counseling and School Counseling Accreditation Self-Study*. Submitted to the Council for Accreditation of Counseling and Related Educational Programs.

### Additional Full-time Counselor Education Program Faculty

<b>Faculty Name: Amber F. Lancaster</b>
<b>1. sustained memberships in professional counseling organizations</b>
<ul style="list-style-type: none"> <li>• 2009 - <i>present</i> American Counseling Association</li> <li>• 2009 - <i>present</i> American Counseling Association-Missouri</li> <li>• 2009 - <i>present</i> American Mental Health Counseling Association</li> <li>• 2009 - <i>present</i> Association for Counselor Education &amp; Supervision</li> <li>• 2015 – <i>present</i> Association for Lesbian, Gay, Bisexual, Transgender Issues in Counseling-Missouri</li> <li>• 2009 – <i>Present</i> Association for Multicultural Counseling and Development</li> <li>• 2009 – <i>present</i> Chi Sigma Iota Counseling Academic and Professional Honor Society International</li> <li>• 2014 - <i>present</i> Latino Counseling Network</li> <li>• 2009 – <i>present</i> Missouri Mental Health Counseling Association</li> <li>• 2009 – 2013 Missouri School Counselor Association</li> <li>• 2015 – <i>present</i> National Center for Faculty Development and Diversity</li> <li>• 2010 - <i>present</i> Native American Interests and Concern Group</li> <li>• 2009 – <i>present</i> North Central Association for Counselor Education and Supervision</li> </ul>
<b>2. maintenance of certifications and/or licenses related to their counseling specialty area(s)</b>
<ul style="list-style-type: none"> <li>• 2012 – <i>current</i> Licensed Professional Counselor – MO</li> <li>• <i>Resigned 2013</i> Licensed Professional Counselor – SD</li> <li>• 2004 – 2015 Nationally Certified Counselor</li> </ul>
<b>3. showing evidence of sustained (a) professional development and renewal activities related to counseling</b>
<b>a. professional development and renewal activities related to counseling</b>
<ul style="list-style-type: none"> <li>• 2016 American Counseling Association of Missouri annual conference</li> <li>• 2015 American Counseling Association of Missouri annual conference</li> <li>• 2014 Hypervisibility &amp; invisibility: The Indochinese women’s conferences, global sisterhood, and Asian/American women</li> <li>• 2013 Association of Counselor Educators &amp; Supervisors biannual conference</li> <li>• 2013 Missouri Mental Health Counseling Association annual conference</li> <li>• 2013 Missouri School Counseling Association annual conference</li> <li>• 2013 American Counseling Association of Missouri annual conference</li> <li>• 2012 Missouri School Counseling Association annual conference</li> <li>• 2011 Missouri Mental Health Counseling Association annual conference</li> <li>• 2011 American Counseling Association of Missouri annual conference</li> <li>• 2010 North Central Association Counselor Educators and Supervisors biannual conference</li> <li>• 2010 Missouri Mental Health Counseling Association annual conference</li> <li>• 2010 American Counseling Association of Missouri annual conference</li> <li>• 2010 Missouri School Counseling Association annual conference</li> </ul>

**b. professional service and advocacy in counseling**

- 2016 Spring & Fall Guest speaker to University of Central Missouri Africana Studies – Lancaster, A. F. (2016). *My Journey toward Cultural Competence*. Warrensburg, MO.
- 2015 – present Central Missouri School Counseling Association – volunteer for emergency services
- 2015 Central Technology Grant for Counselor Education Program grant
- 2015 Destiny House/Counselor Education Collaboration Program grant
- 2015 Survival House/Counselor Education Collaboration Program grant
- present THRIVE Practicum and Internship consultation
- 2014 President’s Commission on Inclusivity (PCI) Second Annual Leadership conference: What does Inclusivity Look Like? Lancaster, A. F. & Johnson, S. (2014). *Bullying: Not just a K-12 concern*. Warrensburg, MO.
- 2013 - 2014 Kansas City Court Appointed Special Advocates (CASA) - Developed material for cultural awareness for parent volunteers
- 2014 Central Technology Grant for Counselor Education Program grant
- 2013 Lancaster, A. F. (2013). *My journey toward cultural awareness*. Sedalia, MO, State Fair Community College.
- 2012 -2013 Central Missouri School Counselor Association Publications/Research Chair of Governing Board
- 2012-2013 Missouri Association of Counselor Educators and Supervisors President Elect
- 2012 – Present Department Ad Hoc CACREP Accreditation
- 2010 – 2012 Chi Sigma Iota Counseling Academic and Professional Honor Society International Bylaws Committee
- 2009 – present Missouri Counselor Educators Advisory Committee, Temporary Authorization Certificate Subcommittee (a.k.a the TAC Task Force) Co-Chair
- 2009 – present Missouri Counselor Educators Advisory Committee
- 2009 – present Department Counselor Education Program Admissions & Standards
- 2009 – present UCM Counselor Education Faculty Committee
- 2009 – present Counselor Education Program Advisory Committee – School section
- 2009 – present Counselor Education Program Advisory Committee – Clinical Mental Health section
- 2009 – present Counselor Education Program Scholarship Committee
- 2009 – present CSI semester meetings
- 2009 – 2010 American Counseling Association of Missouri Bylaws Committee
- 2009 – 2010 American Counseling Association of Missouri Reorganization Committee

**c. research and scholarly activity in counseling commensurate with their faculty role.**

Lancaster, A. F. (2017, April). Counseling Asian Indian clients: Implications for counselors and supervisors. American Counseling Association of Missouri, Lake Ozark, MO.

Lancaster, A. F. (2016, April). Counseling individuals with disabilities: Implications for supervisors and counselors. American Counseling Association of Missouri, Jefferson City, MO.

Lancaster, A. F. (2016, April). Indian culture: Implications for counselors and supervisors. American Counseling Association of Missouri, Jefferson City, MO.

Lancaster, A. F. (2015, April). Indian culture: Implications for supervisors and counselors. American Counseling Association of Missouri, Jefferson City, MO.



- Lancaster, A. F. (2014, October). Indian culture: Implications for counseling. North Central Association of Counselor Educators and Supervisors, St. Louis, MO.
- Lancaster, A. F., Evans, C., Johnson, V., & Koch, M. (2013, September). Implications for counselor development in cultural competence. Missouri Mental Health Counseling Association, Osage Beach, MO.
- Sonderman, J. & Lancaster, A. F. (2013, November). Students at risk: The role of the Professional School Counselor. Missouri School Counselor Association, Osage Beach, MO.
- Lancaster, A. F. (2013, October). Counseling individuals with disabilities: Implications for counselor educators and supervisors. Association of Counselor Educators and Supervisors, Denver, CO.
- Lancaster, A. F. (2013, Spring). LPC research. Missouri Mental Health Counseling Association Newsletter.
- Lancaster, A. F. & Cowles, J. (2012, September). Transitioning from play therapist to supervisor. Missouri Association for Play Therapy.
- Lancaster, A. F. (2013, April). Transitioning from Counselor to Supervisor. American Counseling Association of Missouri, Jefferson City, MO.
- Sonderman, J. & Lancaster, A. F. (2013). School counselor communication practices for students at-risk. Counseling Interviewer.
- Lancaster, A. (2011, September). Incorporating a developmental perspective in counseling women clients. Missouri Mental Health Counselor Association, Osage Beach, MO.
- Lancaster, A. (2010, October). Counseling individuals with disabilities: Implications for supervisors. North Central Association Counselor Educators and Supervisors, Itasca, IL.
- Lancaster, A. (2010, October). Implications for school counselors: Counseling individuals with disabilities. Missouri Mental Health Counselor Association, Osage Beach, MO.
- Lancaster, A. (2010, November). Factors for consideration when working with individuals with disabilities. Missouri School Counseling Association, Osage Beach, Mo.
- Lancaster, A. & Curtis, J. (2010, October). Techniques in the use of Milton Erikson and Jay Haley: Interventions in counseling for resistant clients. Missouri Mental Health Counselor Association. Osage Beach, MO.
- Lancaster, A. & Curtis, J. (2011, April). Counseling resistant clients: Use of Milton Erikson and Jay Haley interventions. Missouri - American Counseling Association, Jefferson City, MO.
- Lancaster, A. F. & Curtis, J. (April, 2010). Counseling Individuals with Disabilities: A Diversity Issue. American Counseling Association of Missouri. Jefferson City, MO.
- Forth, N., Lancaster, A., Johnson, K., Michael, J., Ming, A., & Shelton, J. (November, 2009). Supervision with Counselors-in-Training: Emotional processing.

Missouri School Counseling Association. Osage Beach, MO.

Lancaster, A. F. (October, 2009). Acceptance of disabilities as a diversity Issue. Disabilities Awareness at the University of Central Missouri, Warrensburg, MO.

Lancaster, A. F. (October, 2009). Implications for individuals with multiple disabilities. Disabilities Awareness at the University of Central Missouri. Warrensburg, MO.

### Counselor Education Program Adjunct Faculty

<b>Faculty Name: Michala Paige Comer</b>
<b>1. sustained memberships in professional counseling organizations</b>
<ul style="list-style-type: none"> <li>• American Mental Health Counselors Association</li> <li>• American Counselors Association of Missouri</li> </ul>
<b>2. maintenance of certifications and/or licenses related to their counseling specialty area(s)</b>
<ul style="list-style-type: none"> <li>• Licensed Professional Counselor (LPC) – Missouri</li> <li>• Certified Reciprocal Advanced Alcohol &amp; Drug Counselor (CRAADC) – Missouri</li> <li>• National Certified Counselor</li> </ul>
<b>3. showing evidence of sustained (a) professional development and renewal activities related to counseling</b>
<b>a. professional development and renewal activities related to counseling</b>
<ul style="list-style-type: none"> <li>• MSACPB Clinical Supervision Certification workshop, July 2015</li> <li>• Grief, Trauma, and Substance Abuse workshop, January 2016</li> <li>• Medication Assisted Treatment in Outpatient Setting, March 2016</li> <li>• Implications of Legalized Marijuana, April 2016</li> </ul>
<b>b. professional service and advocacy in counseling</b>
<p>Wrote letters to politicians (state and federal senators; congressmen and women) on:</p> <ul style="list-style-type: none"> <li>• Changing the requirements for substance abuse credentialing educational requirements</li> <li>• Encouraging that LPCs could accept Medicaid for adult clients</li> <li>• Creating more job availability for LPC in U.S. Government job forums</li> </ul>
<b>c. research and scholarly activity in counseling commensurate with their faculty role.</b>
<ul style="list-style-type: none"> <li>• Presentations with active duty military on communications, relationships, and seeking mental health services</li> </ul>

<b>Faculty Name: Robert Fisher</b>
<b>1. sustained memberships in professional counseling organizations</b>
<ul style="list-style-type: none"> <li>American School Counselor Association 2009-Present</li> </ul>
<b>2. maintenance of certifications and/or licenses related to their counseling specialty area(s)</b>
<ul style="list-style-type: none"> <li>Certified School Counselor K-12, Missouri</li> </ul>
<b>3. showing evidence of sustained (a) professional development and renewal activities related to counseling</b>
<b>a. professional development and renewal activities related to counseling</b>
<ul style="list-style-type: none"> <li>Cognitive Behavioral Therapy and Mindfulness: An Integrative Evidence-based Approach 3/09</li> <li>Changing Student Behaviors – Building Responsibility and Self-Discipline in you Students 3/09</li> <li>Very Best Treatment for ADHD and Processing Disorders: Immediate Evidence-Based Strategies That Work 1/10</li> <li>Behavior Management Strategies for use with Aggressive and Disruptive Children 1/10</li> <li>Sounds Like Fun! Play Therapy Strategies for Tweens and Teens 2/10</li> <li>Becoming a Love and Logic Parent Instructor Training 2/11</li> <li>Supporting Student with Mental Health Issues 8/11</li> <li>Youth at Risk: Strategies for Working with Today’s Bullying Youth 10/11</li> <li>Bully Proofing Your Building with BIST 11/11</li> <li>Explosive Noncompliant Disruptive Aggressive Kids 5/12</li> <li>Strategies for Serving Students with Dyslexia 10/12</li> <li>Solution-Focused Counseling in Schools 4/13</li> <li>Unlocking the Mystery of Selective Mutism and Social Anxiety 4/13</li> <li>Anxiety, Panic and School Phobia: Practical Tools for Helping Children Deal with Anxiety 10/13</li> <li>Working with High-Risk Students and Families 10/13</li> <li>Helping Students Learn Self-Regulation 11/13</li> <li>Section 504 Plans – Current Trends 11/13</li> <li>Mandated Reporter Training 12/13</li> <li>Sandtray 3/14</li> <li>WOWW: Working on What Works A Solution-oriented classroom intervention 9/14</li> <li>The Legal and Ethical Complications of Working with Minors in Schools 9/14</li> <li>The Zones of Regulation 12/14</li> <li>504 and IDEA – What you need to know as a counselor 3/15</li> <li>504 Fundamentals and Legal Updates 9/15</li> <li>Working with Anxious and Depressed Youth in Schools 9/15</li> <li>Introductory Autism Workshop 11/15</li> <li>Children of Trauma 3/16</li> <li>Structured Sensory Interventions 4/16</li> <li>TLC 2016 Summer Assembly 7/16</li> </ul>

- Culturally Competent School Counseling 9/16
- Conscious Discipline 9/16
- 504 Training with Teri Goldman 9/16
- Creating Social and Emotional Supports for Students and Their Families in Schools 9/16
- Integrating Mindfulness into Play Therapy 10/16
- Conscious Discipline 101/Digging Deeper with Conscious Discipline: Examining Attachment and Self-Regulation 11/16
- Trauma-Sensitive School 11/16

**b. professional service and advocacy in counseling**

- LAFY (Liberty Alliance for Youth) 2014-Present
- BEST (Building and Encouraging a Safer Tomorrow) 2013-Present
- Kansas State University CACREP Accreditation Committee 2014

**c. research and scholarly activity in counseling commensurate with their faculty role.**

- Dissertation: The Effects of a Parenting Program on Parental Stress and Perception of Child Behavior 12/14

**1. sustained memberships in professional counseling organizations**

- American Counseling Association
- Association for Play Therapy; Missouri Association for Play Therapy
- Association for Counselor Education and Supervision
- Chi Sigma Iota (Alpha Omega Lambda Chapter)

**2. maintenance of certifications and/or licenses related to their counseling specialty area(s)**

- Licensed Professional Counselor (Missouri & Virginia)
- Registered Play Therapist-Supervisor
- Nationally Certified Counselor
- Professional School Counselor K-8 Certification (Missouri)

**3. showing evidence of sustained (a) professional development and renewal activities related to counseling**

**a. professional development and renewal activities related to counseling**

- Currently pursuing PhD in Counselor Education and Supervision for CACREP accredited university
- Seeking additional certification as a Certified Trauma Treatment Specialist
- Association for Play Therapy Leadership Academy Graduate 2015

**b. professional service and advocacy in counseling**

- Member of the National Leadership Committee for the Association for Play Therapy 2015 - present

**c. research and scholarly activity in counseling commensurate with their faculty role.**

- Seeking participation on the Juvenile Sex Offender Research Team with Regent University (comprised of Counselor Education and Supervision PhD and PsyD students)

### **Publications**

Compton, L., Todd, S., & Schoeneberg, C. (under review). Compassion fatigue and compassion satisfaction among critical incident stress management (CISM) providers: A study on risk and mitigating factors. *Virginia Counseling Journal*.

Schoeneberg, C., Forth, N., Seto, A., & Dahlen, P. (2016). The career jar. In W. Killam, S. Degges-White, & B. Michel (Eds.), *Career counseling interventions: Practice with diverse clients*. New York, NY: Springer.

Dahlen, P., Forth, N., Seto, A., & Schoeneberg, C. (2016). Lost in time. In W. Killam, S. Degges-White, & B. Michel (Eds.), *Career counseling interventions: Practice with diverse clients*. New York, NY: Springer.

Forth, N., & Schoeneberg, C., Seto, A., & Dahlen, P. (2015). Creating a reflective counselor: Application of supervision technique for enhanced meaning (STEM). In M. Luke & K. Goodrich (Eds.), *Group work experts share their favorite supervision activities (Vols. 1)*. Alexandria, VA: Association for Specialists in Group Work.

Dahlen, P., Forth, N., & Schoeneberg, C. (2015). The empathy circle. In M. Luke & K. Goodrich (Eds.), *Group work experts share their favorite supervision activities (Vols. 1)*. Alexandria, VA: Association for Specialists in Group Work.

### **National Professional Presentations**

Schoeneberg, C. *From behind bars to behind a desk: Meeting the psychological and career needs of incarcerated individuals*. COABE/MAACE Annual Conference. St. Louis, Missouri, April 2008.

### **State Conference Keynote Presentations**

Schoeneberg, C. *Our story: Tales from one counselor to another*. American Counseling Association of Missouri Annual Conference. Jefferson City, Missouri, March 2014.

Schoeneberg, C. *All in the dollhouse: One professional voice from many rooms*. American Counseling Association of Missouri Annual Conference. Jefferson City, Missouri, April 2013.

### **Full-day State and Regional Workshops**

Schoeneberg, C. & Boone, C. *Advocating and navigating play therapy in a school setting: Teachers, parents, & challenging students*. Missouri Association for Play Therapy State Workshop, Columbia, Missouri, April 2011.

Schoeneberg, C. & Boone, C. *Advocating and navigating play therapy in a school setting: Teachers, parents, & challenging students*. Missouri Association for Play Therapy State Workshop. Lee's Summit, Missouri, September 2010.

Schoeneberg, C. & Forth, N. *Grief and trauma in the play room: Children's discovery of healing through play*. Missouri Association for Play Therapy State Workshop. Lee's Summit, Missouri, May 2010.

#### **State Conference Presentations**

Schoeneberg, C. *Counseling with caregivers and teachers*. American Counseling Association of Missouri Annual Conference. Jefferson City, Missouri, March 2014.

Schoeneberg, C. *The child's world of grief: Understanding a child's perspective and healing through play therapy*. American Counseling Association of Missouri Annual State Conference, Jefferson City, Missouri, April 2013.

Schoeneberg, C. *Creating and utilizing therapeutic stories in counseling*. Missouri School Counseling Association Fall Conference. Osage Beach, Missouri, November 2009.

Klausen, E., Schoeneberg, C., & Swanson, R. *Play therapy with sexually abused children*. Missouri School Counseling Association Fall Conference. Osage Beach, Missouri, November 2009.

Forth, N., Curtis, J., Gardner, G., Klausen, E., & Schoeneberg, C. *STEM (supervision technique for enhanced meaning): Using creativity in supervision*. American Counseling Association of Missouri Annual Conference. Jefferson City, Missouri, April 2009.

Forth, N., Cowles, J., Schoeneberg, C. *STEM (supervision technique for enhanced meaning): Using creativity in supervision*. Missouri School Counseling Association Fall Conference. Osage Beach, Missouri, November 2008.

### **Faculty Name: Sandy Halbrook, LMFT, LPC**

#### **1. sustained memberships in professional counseling organizations**

- None

#### **2. maintenance of certifications and/or licenses related to their counseling specialty area(s)**

- LPC – Missouri
- LMFT – Missouri
- previously licensed in Kansas since 2004

#### **3. showing evidence of sustained (a) professional development and renewal activities related to counseling**

##### **a. professional development and renewal activities related to counseling**

- trained Ruby Payne Bridges *Out of Poverty* presenter. Regularly presents at one and two day seminars at conferences around the state

<b>b. professional service and advocacy in counseling</b>
<ul style="list-style-type: none"> <li>• Ruby Payne Bridges Out of Poverty presenter</li> <li>• O teaches Coun 6540 Parent and Family Counseling at UCM</li> <li>• Work in an elementary school where 100% of the children are living below the poverty line</li> </ul>
<b>c. research and scholarly activity in counseling commensurate with their faculty role.</b>
<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Faculty Name: Emily Stocking</b>
<b>1. sustained memberships in professional counseling organizations</b>
<ul style="list-style-type: none"> <li>• none</li> </ul>
<b>2. maintenance of certifications and/or licenses related to their counseling specialty area(s)</b>
<ul style="list-style-type: none"> <li>• LPC, NCC</li> </ul>
<b>3. showing evidence of sustained (a) professional development and renewal activities related to counseling</b>
<b>a. professional development and renewal activities related to counseling</b>
<ul style="list-style-type: none"> <li>• Essential Learning courses on various topics in counseling: boundaries, meeting clients where they are</li> <li>• Development of Crisis intervention and consultation in community mental health counseling courses for University of Central Missouri</li> <li>• Prepping for teaching Coun 5110 Orientation to Professional Counseling &amp; Ethics</li> </ul>
<b>b. professional service and advocacy in counseling</b>
<ul style="list-style-type: none"> <li>• Golden Valley Door of Hope (pregnancy resource center, Board Member) --Opening/Directing a homeless shelter for homeless pregnant teenagers through Golden Valley Door of Hope—volunteer position</li> <li>•</li> </ul>
<b>c. research and scholarly activity in counseling commensurate with their faculty role.</b>
<p>Stocking, E. "How to Handle Hostile Patrons" Senior Center, Warsaw, MO. May 2015.</p> <p>Stocking, E. "Using Play Therapy with Children of Alcoholics" American Counseling Association of Missouri Conference, Jefferson City, MO, March 2014.</p> <p>Stocking, E. "Community Counselor Presentation" University of Central Missouri. Warrensburg, MO, July 2013.</p> <p>Forth, N., Hatton, S., John, V., Koch, W. M., Stocking, E., Beckett, S., Butcher, B., Evans, C., Mueller, A., Reining, S., Ray, A. "Thoughts from Our Future Professionals." American Counseling Association of Missouri. Jefferson City, MO, April 12, 2013.</p>



**Y. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.**

According to policy set by the University of Central Missouri, the Counselor Education Program faculty has the authority to determine program curricula and to establish operational policies and procedures for the program.

**Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.**

Adjunct Faculty Member	Institution Program	Year Earned	Year Employed by UCM
Page Comer, Ed.D. ( <a href="#">vita</a> )	Capella University Counselor Education & Supervision (Ph.D.)  University of Central Missouri Counseling (Ed.S.)  University of Missouri Educational Leadership & Policy Analysis (Ed.D.)	In progress  2012  2011	2013
Rob Fisher, Ph.D. ( <a href="#">vita</a> )	Kansas State University Counselor Education & Supervision (Ph.D.)  University of Missouri-Kansas City School Counseling & Guidance (MS)	2014  2004	2017
Sandra Halbrook, MS ( <a href="#">vita</a> )	Friends University Family Therapy (MS)  Wichita State University Education, Counseling & Educational Psychology (M.Ed.)	2004  1992	2013

Corie Schoeneberg, Ed.S. ( <a href="#">vita</a> )	Regent University Counselor Education & Supervision (Ph.D.)	in progress	2010
	University of Central Missouri Counseling (Ed.S degree) Play Therapy & Supervision	2009	
	University of Central Missouri Counseling (MS degree)	2008	
Emily Stocking, Ed.S. ( <a href="#">vita</a> )	University of Central Missouri Counseling (Ed.S)	2015	2015
	University of Central Missouri Counseling (MS)	2012	

**AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.**

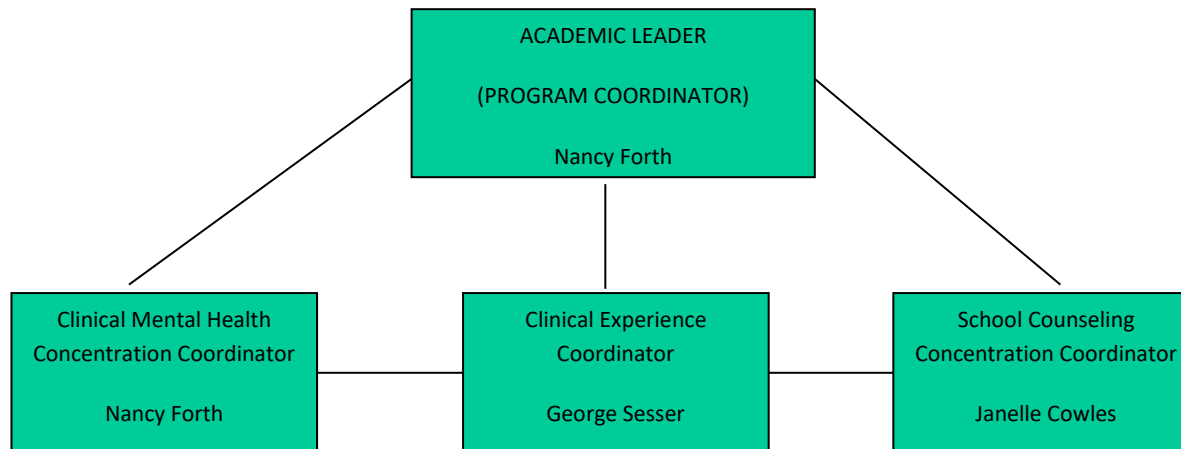
Core Counselor Education Program faculty are considered *lead faculty* for courses taught. As such, they are responsible for mentoring non-core faculty as syllabi are created and courses are planned

**BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.**

As seen by core and non-core Counselor Education Program faculty vitae ([faculty core, non-core, and adjunct vitae](#)), each faculty member has relevant and extensive experience in relation to courses they teach.

**CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving reassign time from faculty member responsibilities to administer the academic unit.**

Below illustrates the structure of the Counseling Education Program:



(1)-(4) As academic leader, Dr. Nancy Forth provides year-round leadership to the Counselor Education Program at the University of Central Missouri. Dr. Forth is assigned 100% to the program, is responsible for the coordination, and makes recommendations regarding the development of and expenditures from the budget to the Chair of the Department of Educational Leadership and Human Development and to the Dean of the College of Education. Program coordinator's duties are similar to all program coordinators within the College of Education at the University of Central Missouri ([Program Coordinator duties](#)). As seen by the list of duties, (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s).

**(5) receiving release time from faculty member responsibilities to administer the academic unit.**

To compensate Dr. Forth, she receives *reassign* time of one course per academic semester (fall and spring semesters).

Dr. Nancy Forth also serves as coordinator for the clinical mental health counseling concentration and brings her experience as a licensed professional counselor and program coordinator at her previous faculty assignment. Coordinator duties include establishing and maintaining collaborative relationships with area licensed professional counselors and community counseling sites, keeping current with and sharing

legislative information as it applies to clinical mental health counseling, organizing yearly advisory council (CEPAC-clinical mental health counseling) meetings, and answering inquiries regarding clinical experiences in community counseling.

As seen in the Counselor Education Program Structural Diagram, Dr. Janelle Cowles serves as coordinator for the school program concentration. Janelle Cowles brings an enormous amount of experience to the Counselor Education Program. Not only has she been a Counselor Educator/supervisor for over 25 years, she is a licensed professional counselor, a registered play therapist and supervisor, and also holds certification as a school counselor. Coordinator duties include establishing and maintaining collaborative relationships with area school counselors and school counseling sites, keeping current with and sharing legislative information as it applies to school counseling, organizing yearly advisory council (CEPAC-school) meetings, and answering inquiries regarding clinical experiences in school counseling.

**DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship**

Dr. George Sesser is responsible for all clinical experiences in the Counselor Education Program. As seen in Dr. Sesser's vita, he possesses Missouri licenses as a professional counselor and as a clinical psychologist/Health Service Provider. His experience at various clinical sites as well as his work as a counselor educator/supervisor (for over 20 years), assists him in being an effective clinical coordinator for the Counselor Education Program. ([Counselor Education Program Clinical Coordinator position description](#)).

## SECTION 2: PROFESSIONAL COUNSELING IDENTITY

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

### FOUNDATION

#### A. The counselor education program has a publicly available mission statement and program objectives.

The mission and vision statements of the Counselor Education Program are publically available on the Counselor Education Program website ([Counselor Education Program website: mission/vision screenshot](#)), and the Counselor Education Program Student Handbook, ([p. 5](#)).

##### **Counselor Education Program Mission Statement**

The Counselor Education Program at the University of Central Missouri prepares professional counselors at the Master and Education Specialist levels who: demonstrate all the necessary knowledge, skills and dispositions, are reflective practitioners, advocate for clients, the counseling profession and society, are prepared to serve a dynamic, diverse and complex society, and adhere to the ethical standards of the American Counseling Association.

##### **Counselor Education Program Vision Statement**

The Counselor Education Program at the University of Central Missouri aspires to prepare individuals for exemplary practice as Professional Counselors in school and community settings.

#### B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.

As published in the 2016 UCM Graduate Catalog ([p. 49](#)), program objectives (student outcomes) are designed to address counseling practice in a multicultural and pluralistic society. These objectives were created with input from our Counselor Education Program Advisory Committees (CEPAC) (Clinical Mental Health Counseling and School Counseling). Both advisory committees include members who are practicing counselors, Counselor Education Program students and alumni, and personnel in cooperating agencies (CEPAC Membership rosters: [clinical mental health](#); [school counseling](#)). All program objectives are written so they can be evaluated.

The graduate with a Master of Science degree in Counseling will use the knowledge, skills and dispositions obtained in the program to:

- Demonstrate knowledge and understanding of human and personality development and how these domains affect individuals. (Lifespan)
- Demonstrate knowledge and understanding of how human diversity affects learning and development within the context of a global society and a diverse community of families. (Diversity)
- Demonstrate knowledge and understanding of the principles of measurement and assessment, for both individual and group approaches. (Assessment)
- Explain the career development planning process across the lifespan, and assist individuals in their career exploration, decision-making and planning. (Career)
- Demonstrate knowledge and understanding of both psychoeducational and interactive group methods and techniques. (Group)
- Demonstrate knowledge and understanding of planning and goal setting for the personal, social, educational, and career development of the individual. (Personal Plans of Development)
- Demonstrate knowledge and understanding of various methods for delivering responsive counseling services to individuals and groups in school and community settings. (Counseling Services)
- Demonstrate knowledge and understanding of various methods to develop and maintain comprehensive counseling programs for all students in schools and prevention services for the broader community. (Program Management)
- Demonstrate knowledge and implement technology as a management and counseling tool in promoting the personal, education, social and career development of individuals. (Technology)
- Demonstrate understanding and develop professional relationships in the school, family, and community, through consultation and collaboration to promote development of all individuals. (Professional Relationships)
- Demonstrate knowledge and applies ethical principles of the counseling profession. (Ethics)
- Demonstrate knowledge and understanding of the legal aspects of the role of counseling in the school and community. (Law)
- Demonstrate knowledge and understanding of methods to promote his or her professional development and well-being. (Professional Development & Well-being)

**C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.**

Counselor Education Program faculty provide information regarding professional orientation and associations during each course. This information is accentuated in the first two courses in the program: COUN 5100 Foundations of Profession Counseling and COUN 5110 Orientation to the Counseling Profession and Ethics and is incorporated throughout the program. In addition, students are highly encouraged to join and take active roles in professional associations at the local, state, national/international levels. In particular, many students are active members of the American Counseling Association (ACA), American School counselor Association (ASCA), Missouri School Counselor Association (MSCA), American Counseling Association of Missouri (ACAM), American Mental Health Counselors Association (AMHCA), and Missouri Mental Health Counselors Association (MMHCA), and Chi Sigma Iota (Counseling Academic & Professional Honor Society). Several students assume

leadership positions and or present conference workshops in their areas of expertise ([photos of students presenting posters at state conference](#)). A particular point of pride is winning the traveling trophy awarded at the American Counseling Association 2016 Annual Conference for the University with the most students in attendance ([photo of students with traveling trophy at ACAM](#)).

## COUNSELING CURRICULUM

- D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.**

Syllabi containing course description, prerequisites (if any), objectives, content areas, required text(s) and readings, methods of instruction, requirements, and evaluation and grading criteria and procedures, and disability accommodations policy are distributed to all students during the first class meeting. Program faculty members maintain syllabi with a master syllabus for each course offered in the Counselor Education Program on file. Syllabi are posted in the Documents section on Blackboard for each specific course. In addition, the syllabus for COUN 5900 Practicum in Professional Counseling in Counseling is available to all program students on the Counselor Education Blackboard site in the Documents section ([current syllabi](#)). Syllabi for past semesters are archived in the Educational Leadership and Human Development Department computer drive to allow for access if requested by prospective students.

- E. Current counseling-related research is infused in the curriculum.**

To keep current with counseling-related research Counselor Education Program faculty attend conferences and workshops (faculty vita), and read professional journals and posts on professional list-servs (such as CESNET). With this information, texts selected for courses (course syllabi) are carefully selected to be sure that the most current research is included in the curriculum.

- F. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.**

Below are matrices of the required courses indicating which course(s) addresses each of eight common-core knowledge areas. Foundation, advanced, and clinical courses are required for both clinical mental health and school counseling students, followed by either elementary or secondary school counseling, or clinical mental health counseling concentration areas ([Course Syllabi](#)).

In the Counselor Education course numbers the second digit stands for the following:

- 1-Professional Identity,
- 2-Social and Cultural Foundations,
- 3-Human Growth and Development,
- 4-Career Development,
- 5-Helping Relationships,
- 6-Group Work,
- 7-Assessment,
- 8-Research and Program Evaluation,
- 9-Clinical Instruction (practicum and internships),
- 0-Special Projects and Individual Study.

The third digit represents the level of the area.

### **2016 CACREP Section 2: Professional Counseling Identity – Clinical Mental Health Counseling Concentration**

#### **1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice





### 3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

	5100	5110	5131	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910	6500	6510	6520	6530	6555	6560	
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### 4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

	5100	5110	5131	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910	6500	6510	6520	6530	6555	6560	
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## 5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

	5100	5110	5131	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910	6500	6510	6520	6530	6555	6560	
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**6. GROUP COUNSELING AND GROUP WORK**

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

	<a href="#">5100</a>	<a href="#">5110</a>	<a href="#">5131</a>	<a href="#">5230</a>	<a href="#">5310</a>	<a href="#">5320</a>	<a href="#">5410</a>	<a href="#">5500</a>	<a href="#">5510</a>	<a href="#">5520</a>	<a href="#">5610</a>	<a href="#">5710</a>	<a href="#">5720</a>	<a href="#">5810</a>	<a href="#">5900</a>	<a href="#">6540</a>	<a href="#">6910</a>	<a href="#">6500</a>	<a href="#">6510</a>	<a href="#">6520</a>	<a href="#">6530</a>	<a href="#">6555</a>	<a href="#">6560</a>		
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**7. ASSESSMENT AND TESTING**

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations





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m			X														

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

	5100	5110	5130	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910
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3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan





## 5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

	5100	5110	5130	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910
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## 6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders

- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

	<a href="#">5100</a>	<a href="#">5110</a>	<a href="#">5130</a>	<a href="#">5230</a>	<a href="#">5310</a>	<a href="#">5320</a>	<a href="#">5410</a>	<a href="#">5500</a>	<a href="#">5510</a>	<a href="#">5520</a>	<a href="#">5610</a>	<a href="#">5710</a>	<a href="#">5720</a>	<a href="#">5810</a>	<a href="#">5900</a>	<a href="#">6540</a>	<a href="#">6910</a>
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## 7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

	<a href="#">5100</a>	<a href="#">5110</a>	<a href="#">5130</a>	<a href="#">5230</a>	<a href="#">5310</a>	<a href="#">5320</a>	<a href="#">5410</a>	<a href="#">5500</a>	<a href="#">5510</a>	<a href="#">5520</a>	<a href="#">5610</a>	<a href="#">5710</a>	<a href="#">5720</a>	<a href="#">5810</a>	<a href="#">5900</a>	<a href="#">6540</a>	<a href="#">6910</a>
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8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

	5100	5110	5130	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910
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### SECTION 3: PROFESSIONAL PRACTICE

**Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.**

Regardless of concentration (clinical mental health or school counseling), all practicum students, and interns in the Counselor Education Program are encouraged to have both rural and urban counseling experiences. Warrensburg is in a geographic location that allows access to inner city urban schools as readily as small rural schools that house K-12. Sedalia, approximately 30 miles east of the UCM campus, enrolls 14-20% minority students with a high proportion of English to Speakers of Other Languages (ESOL) students. Part of the district population is from rural areas, and between 45-63% of the population is low socioeconomic status (SES). The metroplex of Kansas City is less than an hour west of Warrensburg. The Kansas City, Missouri (KCMO) school district has buildings with minority populations approaching 100%. Many buildings have a very high proportion of ESOL and/or low SES students. The KCMO district struggles with issues of student transience, teacher retention, poor performance on standardized tests, high dropout rates, and other challenges. A significant part of the school population attends charter and private schools in Kansas City. Warrensburg itself is classified as a rural area and is surrounded by many rural districts, many of which are impoverished. Some areas such as Sedalia and Lexington have large populations of Hispanic (mainly Mexican) immigrants who follow seasonal farm or factory work. Physical facilities illustrate how vastly different schools and communities are in this area of the state. For example, in Blue Springs and Lee's Summit there are many buildings less than 20 years old with state-of-the-art facilities, sports complexes, and labs. In contrast, some charter schools in Kansas City are housed in old church buildings, requiring staff to be resourceful in finding ways to provide library and physical fitness facilities for students. Thus, there is remarkable diversity in the sites where students complete their clinical practice. [See listing of our clinical experience sites.](#)

**The following Standards apply to entry-level programs for which accreditation is being sought.**

#### **ENTRY-LEVEL PROFESSIONAL PRACTICE**

**A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.**

All students enrolled in COUN 5900 Practicum in Counseling and COUN 6910 Internship in Professional Counseling are required to purchase their own professional liability insurance and provide proof of insurance before they are able to begin accruing hours ([COUN 5900 Syllabus](#)) ([COUN 6910 Syllabus](#)). Students receive information regarding purchasing professional liability insurance before beginning their Practicum and/or COUN 6910 course.

**B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.**

Throughout the practicum course ([COUN 5900 syllabus](#)), and internship ([COUN 6910 syllabus](#)), interns are required to submit video recorded counseling sessions for feedback/evaluation. To facilitate this, all practicum students and interns are provided video camcorders (with SDHC cards), external wireless microphones, and tripods. In addition to recording, live supervision is provided to practicum students at our Counselor Education Program Training Center.

**C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.**

Throughout the practicum course ([COUN 5900 syllabus](#)), students are required to submit a minimum of 20 video recorded counseling sessions for feedback/evaluation. A minimum of seven recordings are submitted for formal evaluation to the faculty instructor, 10 submitted for peer review, and three are presented during group supervision. To facilitate student development throughout the semester, students receive written feedback and evaluations for their video recorded sessions on a weekly basis during individual, face-to-face supervision with their faculty supervisors. In addition, students receive feedback on other submitted work during the semester. Site supervisors for COUN 5900 are required to complete both a midterm and a final written evaluation and are encouraged to share this with students ([Site Supervisor's Evaluation of Practicum Student](#)).

Throughout each of the two semesters of internship ([COUN 6910 syllabus](#)), students are required to submit a minimum of 18 video recorded counseling sessions for feedback/evaluation. A minimum of six recordings are submitted for formal evaluation to the faculty instructor, 10 submitted for peer review, and two are presented during group supervision. To facilitate student development throughout the semester, students receive written feedback and evaluations on their video recordings. This is completed on a weekly basis during individual, face-to-face supervision with their faculty supervisors for first semester interns, and either emailed to interns or given at one of the three, second semester internship group supervision. In addition, students receive feedback on other submitted work during the semester. Site supervisors are required to complete a final written evaluation and are encouraged to share this with students ([Site Supervisor's Evaluation of Intern](#)).

**D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.**

As seen by the attached document, both practicum students and interns are required to be familiar with a variety of professional activities and resources ([clinical professional activity document](#)).

- E. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.**

Students in COUN 5900 Practicum, and the two semesters of COUN 6910 Internship, are required to facilitate (or co-facilitate) at least 1 counseling or psychoeducational group for a minimum of 6 sessions ([COUN 5900 syllabus](#) & [COUN 6910 syllabus](#)).

### **PRACTICUM**

- F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.**

Students enrolled in COUN 5900 Practicum in Counseling are required to complete a minimum of 100 clock hours, which includes 40 hours of direct service of individual counseling and group work ([COUN 5900 Syllabus](#)). COUN 5900 is offered during the fall and spring semesters, which are 16 weeks in length.

- G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**

Students enrolled in COUN 5900 Practicum in Counseling are required to complete a minimum of 100 clock hours, which includes 40 hours of direct service of individual counseling and group work ([COUN 5900 Syllabus](#)).

- H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.**

Students are required to attend a minimum of 1 clock hour weekly of individual or triadic face-to-face supervision with their faculty supervisors and a minimum of 1 clock hour weekly of individual or triadic, face-to-face supervision with their site supervisors ([COUN 5900 syllabus](#)).

- I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

COUN 5900 Practicum class meets 2.5 clock hours for weekly group supervision ([COUN 5900 syllabus](#)).

#### **INTERNSHIP**

- J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.**

Students enrolled in COUN 6910 Internship in Professional Counseling are required to complete a minimum of 600 clock hours, which includes 240 hours of direct service of individual counseling and group work ([COUN 6910 Syllabus](#)). Interns are expected to become familiar with a variety of professional activities, and use appropriate assessment instruments, technologies, print and nonprint media, professional literature, and research. To ensure interns engage in a full array of roles and functions of professional counselors, interns are required to document and maintain a weekly log of performed tasks ([Time on Task Analysis Log](#)), and submit their logs to their faculty supervisors weekly throughout the semester for monitoring.

- K. Internship students complete at least 240 clock hours of direct service.**

Students enrolled in COUN 6910 Internship in Professional Counseling are required to complete a minimum of 600 clock hours, which includes 240 hours of direct service of individual counseling and group work ([COUN 6910 Syllabus](#)).

- L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.**

First semester interns are required to attend a minimum of 1 clock hour weekly of individual or triadic supervision with their faculty supervisors and a minimum of 1 clock hour weekly of individual or triadic supervision with their site supervisor, and average a minimum of 2.5 clock hours of weekly group supervision. Second semester Interns are required to attend a minimum of 1 clock hour weekly of individual or triadic supervision with their site supervisors, and attend second semester group supervision meetings ([COUN 6910 syllabus](#)).

- M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.**

COUN 6910 Internship students meet an average of 2.5 clock hours of weekly group supervision ([COUN 6910 syllabus](#)) that is provided by core Counselor Education Program Faculty

### **SUPERVISOR QUALIFICATIONS**

- N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.**

As demonstrated by their vitas, COUN 5900 Practicum in Counseling and COUN 6910 Internship in Professional Counseling courses are taught only by the Counselor Education Program's full-time, tenure-track faculty: Janelle Cowles, Ed.D, LPC, RPT-S; George R. Sesser, PsyD., LP, LPC; Nancy Forth, Ph.D., NCC, LPC; and Amber Lancaster, Ed.S., LPC. ([Faculty Vitae](#))

- O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.**

Students do not serve as individual/triadic or group practicum/internship supervisors.

- P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.**

The Counselor Education Program faculty is cognizant of the importance of highly qualified site supervisors. Therefore, all approved site supervisors minimally possess a master's degree in counseling, two years of post master's professional counseling experience, and hold either a license as a professional counselor and/or a certificate as a school counselor in Missouri (depending upon the appropriate credential for their sites) for a minimum of two years (current site supervisors: [school counseling](#); [clinical mental health counseling](#)) . All site supervisors



receive a Site Supervisor Handbook ([Site Supervisor Handbook](#)) that includes information about the Counselor Education Program including program expectations, requirements, and evaluation procedures for students.

**Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.**

All site supervisors receive a Site Supervisor Handbook ([Site Supervisor Handbook](#)) that includes information about the Counselor Education Program including program expectations, requirements, information regarding the supervisory process of interns, and evaluation procedures for students. All site supervisors also receive contact information of the faculty supervisor. During site visits, faculty supervisors consult with site supervisors.

**R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.**

All site supervisors receive a Site Supervisor Handbook ([Site Supervisor Handbook](#)) that includes information about the Counselor Education Program including program expectations, requirements, and evaluation procedures for students ([Site supervisor Handbook](#)). Specific responsibilities for site supervisors are also detailed in the Internship Plan ([Internship Plan Elementary/Secondary](#); [Internship Plan Professional Counseling](#)) and the internship site agreement ([site contract counselor education](#); [site contract internship](#)).

**PRACTICUM AND INTERNSHIP COURSE LOADS**

**S. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment.**

Individual/triadic supervision for COUN 5900 Practicum in Counseling is provided by Counselor Education Program faculty. Below are enrollments for COUN 5900 from the fall 2010 semester to present. Depending upon student needs, at times, only one section offered.

	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13	Fall 13	Spr 14	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Section 1	5	6	4	6	5	5	5	5	4	4	5	5	6	3

Section 2	5	-	4	-	5	-	-	-	4	-	5	-	6	5
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**T. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty: student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member’s teaching load assignment.**

The Counselor Education Program faculty values intensive supervision of interns ([COUN 6910](#)). Although site supervisors provide individual/triadic supervision for interns, the Counselor Education Program faculty also provides weekly individual/triadic supervision for first semester interns. Below are enrollments for COUN 6910 from the fall 2010 semester to present. Depending upon student needs, at times, only one section offered.

	F 10	S 11	S 11	F 11	S 12	Su 12	F 12	S 13	Su 13	F 13	S 14	Su 14	F 14	S 15	Su 15	F 15	S 16	Su 16	F 16	S 17
Section 1	9	10	3	8	4	2	6	7	1	9	8	4	9	10	2	8	6	6	6	7
Section 2	7	11	-	8	5	-	5	5	-	7	7	-	-	-	-	-	7	-	-	6

**U. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio.**

Below are enrollments for COUN 5900 from the fall 2010 semester to present. Depending upon student need, at times, only one section offered.

	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13	Fall 13	Spr 14	Fall 14	Spr 15	Fall 15	Spr 16	Fall 16	Spr 17
Section 1	5	6	4	6	5	5	5	5	4	4	5	5	6	3
Section 2	5	-	4	-	5	-	-	-	4	-	5	-	6	5

Below are enrollments for COUN 6910 from the fall 2010 semester to present. Depending upon student need, at times, only one section offered.

	F 10	S 11	S 11	F 11	S 12	Su 12	F 12	S 13	Su 13	F 13	S 14	Su 14	F 14	S 15	Su 15	F 15	S 16	Su 16	F 16	S 17
Section 1	9	10	3	8	4	2	6	7	1	9	8	4	9	10	2	8	6	6	10	7
Section 2	7	11	-	8	5	-	5	5	-	7	7	-	-	-	-	-	7	-	-	6

- V. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment.**

The Counselor Education Program does not have a doctoral program. Therefore, students do not provide supervision to other students.

## SECTION 4: EVALUATION IN THE PROGRAM

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

### EVALUATION OF THE PROGRAM

- A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.**

Along with evaluation of each student during each semester, the Counselor Education Program has a documented, empirically based plan that systematically evaluates program objectives including student learning.

- B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.**

Below, is the Counselor Education Program evaluation System, which includes the assessment, when the data is collected, and the data from the assessments.

Counselor Education Program Evaluation System

Assessment # Type	Assessment Name	When Data Collected	Assessment Results
Assessment # 1: Request for Advanced Status Review (RASR)	A. Request for Advanced Status Review ( <a href="#">RASR Form</a> ) B. Professional Counselor Dispositions	After completion of foundation courses: ( <a href="#">COUN 5100</a> , <a href="#">COUN 5110</a> , <a href="#">COUN</a>	RASR Decisions ( <a href="#">RASR table</a> )

	<a href="#">(Disposition Assessment Form)</a>	<a href="#">5500, COUN 5610, COUN 5230</a>	
Assessment #2: Program Completion	Counselor Preparation Comprehensive Examination (CPCE)	During one of the last 2 semesters before graduation	CPCE Results ( <a href="#">CPCE table</a> )
Assessment # 3: Licensure assessment, or other content-based assessment	A. The Praxis: School Guidance & Counseling will be discontinued August, 2014. The Pearson Content Exam (began 2015) B. National Counselor Exam (NCE)	Completion of program, prior to certification / license by the State	A. Praxis ( <a href="#">Praxis table</a> ) Pearson-Mega (began 2015) ( <a href="#">Mega table</a> ) B. NCE ( <a href="#">NCE table</a> )
Assessment # 4: Assessment of ability to fulfill roles & functions of professional counselors	The TEAC Survey was discontinued by UCM College of Education after Spring 2014. Replaced with Counselor Education Program Survey of Graduates & Employers	Post-graduate The TEAC Survey was completed every three years. The Counselor Education Program Survey of Graduates and Employers completed yearly.	TEAC ( <a href="#">TEAC table</a> ) CEP Program Survey- Graduates ( <a href="#">Survey table – graduates</a> ) CEP Program Survey-Employers ( <a href="#">Survey table – employers</a> )

**C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.**

Counselor Education Program faculty review program evaluation data and have made the following curriculum changes:

1. Student scores from the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is offered each semester (fall, spring, summer) and students are required to pass the CPCE before graduation. After each administration, scores are reviewed and compared to previous administrations. CEP faculty pays particular attention to any emerging trends in student scores. Below are curricular changes made to address deficiencies in coursework.

Date	CPCE results	Curriculum/Program Revision/Modification	Result
2003	Low subset scores over 6 administrations.	Added Coun 5230 Counseling Diverse Populations	Increase in scores equal to or above national mean score.
2008	Low subset scores over 6	Dropped Psy 5220 Advanced Child Psy/Psy 4230 Psychology of Adolescence and added Coun 5310 Development Across	Increase in scores equal to or above national mean score.

	administrations.	the Lifespan	
2008	Low subset scores over 6 administrations.	Dropped Psy 4520 Statistics for the Behavioral Sciences/EDCI 5900 Introduction to Research and added Coun 5810 Program Evaluation and Research in Counseling	Increase in scores equal to or above national mean score.

2. In addition, to results from CPCE (comprehensive examination), feedback from clinical site supervisors during site visits has led to curricular changes as seen below:

DATE	Site Supervisor Feedback	Curriculum/Program Revision/Modification
1998 1999 2008	Students need training in how to hot-line suspected child abuse/neglect.	<ul style="list-style-type: none"> <li>Added approximately 5 clock-hours of specific instruction in mandated reporter training to Coun 5720 Analysis and Diagnosis of the Individual</li> <li>Created two PowerPoint presentations concerning mandated reporting. One is the basic training that counselors can use to train other mandated reporters. The second PPT has the curriculum for the more advanced training that counselors need, especially if they become service providers for the Department of Social Services.</li> <li>Review this material when the issue arises in COUN 5900 Practicum in Counseling</li> </ul>
2009	Students need additional training in lethality assessment and how to respond to and manage clients who have suicidal ideation and related behaviors.	<ul style="list-style-type: none"> <li>Although this is one of the topics routinely covered in COUN 5900 Practicum in Counseling (a text, by Sheri Bauman (2008) <i>Essential topics for the helping professional</i> was added to Coun 5320 Health Issues in Counseling in Counseling</li> <li>Relevant reading assignments and quizzes.</li> </ul>
2009	Students need to know more about self-mutilation and how to respond in a school setting.	<ul style="list-style-type: none"> <li>Added the text, by Sheri Bauman (2008) <i>Essential topics for the helping professional</i> to Coun 5320 Mental Health Issues in Counseling. There are relevant reading assignments and quizzes. When this issue arises in COUN 5900 Practicum in Counseling, the material from Bauman is reviewed and intervention options discussed.</li> </ul>
2008	Students need to know more about how to be a 504 coordinator (or write a 504 plan) and participate as a member of an IEP team.	<ul style="list-style-type: none"> <li>Changed texts for Coun 5720 Analysis and Diagnosis of the Individual to include Salvia &amp; Ysseldyke (2010) <i>Assessment in special and inclusive education</i>.</li> <li>Modified the assignments in Coun 5320 Mental Health Issues in Counseling to include sections of the comprehensive treatment plan that include appropriate accommodations for a 504 plan in a school setting.</li> <li>The lectures on ADHD and learning disorders include a facilitated discussion about IEPs and 504 plans.</li> </ul>
2011	Students need to know more about classroom school counseling.	<ul style="list-style-type: none"> <li>Time is spent during Coun 6910 Internship in Professional Counseling discussing issues that arise during classroom guidance.</li> </ul>

3. Meetings with Advisory Committees (CEPAC-Clinical Mental Health Counseling & CEPAC-School Counseling). These committees are composed of CEP core and adjunct faculty, current and former students, and area counselors and professionals serving the community in different capacities. Each committee meets yearly. The faculty specifically uses feedback from the Advisory Committee to consider curricular/program revisions/modifications as seen in the table below.

DATE	CEPAC Consultation	Curriculum/Program Revision/Modification
2008	Vision/mission statements out-dated	<ul style="list-style-type: none"> <li>• New mission/vision statements were created and approved:               <p style="text-align: center;"><b>Counselor Education Program Mission Statement</b></p> <p>The Counselor Education Program at the University of Central Missouri prepares professional counselors at the Master and Education Specialist levels who: demonstrate all the necessary knowledge, skills and dispositions, are reflective practitioners, advocate for clients, the counseling profession and society, are prepared to serve a dynamic, diverse and complex society, and adhere to the ethical standards of the American Counseling Association.</p> <p style="text-align: center;"><b>Counselor Education Program Vision Statement</b></p> <p>The Counselor Education Program at the University of Central Missouri aspires to prepare individuals for exemplary practice as Professional Counselors in school and community settings.</p> </li> </ul>
2008	Students need to know more about 504 plans.	<ul style="list-style-type: none"> <li>• Changed texts for Coun 5720 Analysis and Diagnosis of the Individual (CEP Course Syllabi) to include Salvia &amp; Ysseldyke (2010) <i>Assessment in special and inclusive education</i>.</li> <li>• Modified the assignments in Coun 5320 Mental Health Issues in Counseling to include sections of the comprehensive treatment plan that include appropriate accommodations for a 504 plan in a school setting.</li> <li>• The lectures on ADHD and learning disorders include a facilitated discussion about 504 plans.</li> </ul>
2010	Increasing 6 semester credits to community and school counseling concentrations.	Members of the committee fully supported this change which was effective August, 2011. Changes included requiring students with community counseling concentration to take both Coun 5520 Introduction to Play Therapy and Coun 6540 Parent and Family Counseling.
2011	CEP School Counseling concentration becoming K-12.	The Department of Elementary and Secondary Education currently has 2 certifications (K-8; 7-12) for school counselors. While our students may choose to obtain only 1 certification, the CEP faculty consulted with CEPAC-School for their thoughts regarding students receiving preparation for both certifications. Members of the committee fully supported this change which was effective August, 2011. Changes included requiring students with school counseling concentration to take both Coun 5520 Introduction to Play Therapy and Coun 6540 Parent and Family Counseling.
2011	Practicum/Intern safety on clinical site.	Consultation regarding student safety while on clinical site was raised. Members of the committee supported a policy that required that an approved person be on site while practicum students and interns provide direct client services.
2016	Changed name from community counseling to clinical mental health counseling. Raised from 54 to 60 semester credit	Consultation with advisory committee, regarding what courses to be added (see syllabi): <ul style="list-style-type: none"> <li>• COUN 6510 Etiology and Pharmacology of Addictions – 1 semester credit hour</li> <li>• COUN 6520 Addictions Counseling: Treatment Planning – 1 semester credit hour</li> </ul>

	hours.	<ul style="list-style-type: none"> <li>• COUN 6530 Addictions Counseling: Theoretical Approaches and Co-Occurring Disorders – 1 semester credit hour</li> <li>• COUN 6500 Crisis Interventions in Mental Health Counseling – 1 semester credit hour</li> <li>• COUN 6555 Consultation in Clinical Mental Health Counseling – 1 semester credit hour</li> <li>• COUN 6560 Supervision in Clinical Mental Health Counseling – 1 semester credit hour</li> </ul>
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- D. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.**

The Counselor Education Program disseminates an annual report that includes, a summary of the program evaluation results, subsequent program modifications, and any other substantial program changes by posting on the Counselor Education Program website. Additionally, this information is shared with students on the Counselor Education Program Blackboard site, and Counselor Education Program advisory committees at yearly meetings ([CEPAC agendas](#); [Clinical mental health agenda](#)), and UCM administration via annual reports.

- E. Counselor education program faculty must annually post on the program’s website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.**

The number of graduates for the past academic year, pass rates on credentialing examinations, completion rates, and job placement rates are posted on the Counselor Education Program website ([program web screenshot](#))

## ASSESSMENT OF STUDENTS

- F. The counselor education program faculty systematically assesses each student’s progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student’s respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.**



As seen in Section 2.F. of this self-study, the curriculum matrices ([pp. 48-59](#)) identifies which course addresses each of the eight core areas and specialty area ([pp. 76-80](#)). Each course syllabus identifies key performance indicators. Student progress of knowledge and skills (for clinical courses) is evaluated systematically in each course of the program, during student request for advanced standing (after successful completion of foundational courses [[COUN 5100 Foundations of Profession Counseling](#), [COUN 5110 Orientation to the Counseling Profession and Ethics](#), [COUN 5500 Prepracticum in Professional Counseling](#), [COUN 5610 Introduction to Group Work](#), and [COUN 5230 Counseling Diverse Populations](#)]), and concluding with COUN 6910 Internship in Professional Counseling when student graduates ([Advanced Standing Form](#)). Below is the Counselor Education Program Student Evaluation System:

Assessment # Type	Assessment Name	When Assessment Administered
Assessment # 1: Aptitude for Graduate Education ( <a href="#">CEP Admission Packet</a> )	A. Graduate Record Exam B. G.P.A. C. Application Recommendation D. Essay E. Admission Interview ( <a href="#">interview form</a> ) F. Disposition (potential for developing)	Prior to admission to the Counselor Education Program
Assessment # 2: Assessment of Counselor dispositions	Assessment of Dispositions for Counselor Education Students ( <a href="#">CEP Disposition Assessment</a> )	At the end of each course of the program
Assessment # 3: Advanced Status Review	A. Advanced Status ( <a href="#">RASR Form</a> and <a href="#">instructions</a> ) B. G.P.A. C. Professional Dispositions D. Professional Development Plan	After completion of foundation courses: ( <a href="#">COUN 5100</a> , <a href="#">COUN 5110</a> , <a href="#">COUN 5500</a> , <a href="#">COUN 5610</a> , <a href="#">COUN 5230</a> )
Assessment # 5: Assessment of internship experience	A. Course grade B. Site Supervisor Performance Evaluation & Disposition Assessment ( <a href="#">Site Supervisor Performance Evaluation</a> & <a href="#">Disposition Assessment</a> )	At the end of internship experience
Assessment #6: Program Completion	Counselor Preparation Comprehensive Examination (CPCE)	During one of the last 2 semesters before graduation

Assessment # 6: Licensure assessment, or other content-based assessment	A. The Praxis: School Guidance & Counseling was discontinued August 2014. The Pearson Content Exam (began 2015) B. National Counselor Exam	Completion of program, prior to certification / license by the State
Assessment # 7: Assessment of ability to fulfill roles and functions of professional counselors	The TEAC Survey was discontinued by UCM College of Education after Spring 2014 ( <a href="#">TEAC Survey</a> ). Replaced with Counselor Education Program Survey of Graduates and Employers ( <a href="#">CEP Alumni Survey</a> ) ( <a href="#">CEP Employer/supervisor Survey</a> )	Post-graduate

**G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.**

(1) & (2) Student progress of dispositions is evaluated systematically in each course of the program, during student request for advanced standing (after successful completion of foundational courses ([COUN 5100 Foundations of Profession Counseling](#), [COUN 5110 Orientation to the Counseling Profession and Ethics](#), [COUN 5500 Prepracticum in Professional Counseling](#), [COUN 5610 Introduction to Group Work](#), and [COUN 5230 Counseling Diverse Populations](#)), and concluding with COUN 6910 Internship in Professional Counseling when students graduate ([Counselor Education Program Disposition Assessment](#))).

**(3) review or analysis of data.**

As seen in above in section 4.F., Counselor Education Program faculty regularly analyze students' dispositions.

**H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.**

The Counselor Education Program has a policy for student retention, remediation, and dismissal from the program ([Counselor Education Program Student Handbook](#), p. 5) & University of Central Missouri Student Handbook ([UCMO Student Handbook](#)). When a student issue arises, the Counselor Education Program faculty members bring it to the next available Counselor Education Program Admissions and Standards Committee (composed of full time Counselor Education Program faculty). After reviewing and discussing the incident, and the student's past G.P.A., dispositions, behavior, a remediation plan is created. Rather than a plan punitive in nature, the members of the

Admissions and Standards Committee believe that remediation is an opportunity for learning. As such, the attached shows the standard process for remediation. Depending upon the outcome of the remediation, further remediation may be assigned, or student may be dismissed from the program.

## **EVALUATION OF FACULTY AND SUPERVISORS**

- I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.**

The University of Central Missouri provides a written process for student evaluations of faculty in the UCM Faculty Guide ([UCM Faculty Guide](#)). In addition, each semester reminders are emailed to faculty.

- J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.**

Each semester, students have the opportunity to formally evaluate faculty via standard, online University of Central Missouri end of course evaluation form ([UCM Student evaluation of faculty form](#)) that contains a series of both quantitative and qualitative questions. Faculty members use this valuable data for course improvement.

- K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.**

At completion of COUN 5900 Practicum in Counseling and both semesters of COUN 6910 Internship in Professional Counseling, students complete an evaluation of their site supervisors ([Site Supervisor Evaluation](#)). As clinical coordinator, Dr. George Sesser collects these evaluations, compiles data, and brings results to scheduled program meetings. The Counselor Education Program faculty uses information from these evaluations to monitor and support site supervisors' effectiveness.

## SECTION 5-C: ENTRY-LEVEL SPECIALTY AREAS – CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

### 1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

	<a href="#">5100</a>	<a href="#">5110</a>	<a href="#">5131</a>	<a href="#">5230</a>	<a href="#">5310</a>	<a href="#">5320</a>	<a href="#">5410</a>	<a href="#">5500</a>	<a href="#">5510</a>	<a href="#">5520</a>	<a href="#">5610</a>	<a href="#">5710</a>	<a href="#">5720</a>	<a href="#">5810</a>	<a href="#">5900</a>	<a href="#">6540</a>	<a href="#">6910</a>	<a href="#">6500</a>	<a href="#">6510</a>	<a href="#">6520</a>	<a href="#">6530</a>	<a href="#">6555</a>	<a href="#">6560</a>	
a	X		X																					
b			X						X															
c						X							X											
d																					X	X		
e													X											

### 2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral & consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

	5100	5110	5131	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910	6500	6510	6520	6530	6555	6560	
a			X																					
b						X																		
c						X																		
d						X																		
e						X																X		
f						X												X						
g						X																		
h																				X	X			
i						X																		
j				X		X																		
k			X														X							
l	X												X											
m													X											

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

	5100	5110	5131	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910	6500	6510	6520	6530	6555	6560	
a													X				X							
b													X				X							
c													X				X							
d													X				X							
e													X				X							

## SECTION 5-G: ENTRY-LEVEL SPECIALTY AREAS – School Counseling

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

### 1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

	<a href="#">5100</a>	<a href="#">5110</a>	<a href="#">5130</a>	<a href="#">5230</a>	<a href="#">5310</a>	<a href="#">5320</a>	<a href="#">5410</a>	<a href="#">5500</a>	<a href="#">5510</a>	<a href="#">5520</a>	<a href="#">5610</a>	<a href="#">5710</a>	<a href="#">5720</a>	<a href="#">5810</a>	<a href="#">5900</a>	<a href="#">6540</a>	<a href="#">6910</a>
a			X														
b			X														
c			X														
d			X														
e			X														

### 2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

	5100	5110	5130	5230	5310	5320	5410	5500	5510	5520	5610	5710	5720	5810	5900	6540	6910
a			X														
b			X														
c			X														
d			X														
e			X														
f			X														
g						X											
h						X											
i						X											
j			X														
k			X														
l	X																
m			X														
n		X															X

### 3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

