

7. Program Description

Provide a brief narrative description of the program, including a list of its central academic objectives. Explain how the curriculum is structured to meet the program's stated objectives.

PROGRAM DESCRIPTION AND OBJECTIVES

The doctorate in Counselor Education and Supervision is based on a practitioner-scholar model with an emphasis on the individual, couple, family, community, educational, and societal systems. This program is primarily a service-oriented model, but specific emphasis on scholarly writing for the purposes of professional publishing and grant-writing. Congruent with CACREP objectives, the purpose of a Counselor Education and Supervision doctoral degree is to produce advanced clinicians, supervisors, competent researchers, and educators. A significant strength of the program is its experiential components in which all graduates will have had direct supervised experience in counseling, supervision and teaching at the university level. In addition, the doctoral program has a developmental emphasis in order to address goals articulated in the Illinois Commitment of IBHE and the Illinois State Board of Education's (ISBE) new content area standards that were implemented in 2004. There is also a direct focus on multicultural competencies.

Graduates with a doctoral degree in Counselor Education and Supervision at GSU will be prepared to be highly knowledgeable, skilled, dedicated, and ethical professionals, practitioners, researchers, and educators. Our doctoral graduates will provide leadership and expert service that enhances diverse student development in the school, family, community, and cultural contexts that will advance the accountability of counseling services. The counseling faculty at GSU is diverse in our cultural/ethnic backgrounds, as well as our fields of professional certification and licensure. Faculty emphasize the link between child, family, community, school and government agencies in planning multi-systemic interventions that will have the most positive impact on the lives of children and adults, while simultaneously strengthening families and supporting schools in their primary role of educating children.

The doctorate in Counselor Education and Supervision emphasizes the leadership and advocacy duties of counselors. All counseling students are expected to treat fellow professionals, the public, and clients with respect and advocate for the rights of diverse groups. Advocating for diverse groups can be done at the personal, community, professional, and societal levels. Students are encouraged to advocate at each of these levels.

Learning Objectives of the Ed.D. in Counselor Education and Supervision

Learning experiences beyond the entry-level are required in all of the following content areas:

- 1) theories pertaining to the principles and practices of counseling, career development, group work, systems, and consultation;

- 2) theories and practices of counselor supervision;
- 3) instructional theory and methods relevant to Counselor Education and Supervision;
- 4) competencies required to teach within institutions of higher education;
- 5) pedagogy relevant to current social and cultural issues, including social change theory and advocacy action training;
- 6) design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- 7) design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- 8) models and methods of assessment and use of data;
- 9) ethical and legal considerations in Counselor Education and Supervision (e.g., the *ACA Code of Ethics*); and
- 10) the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in Counselor Education and Supervision programs.

It is expected that doctoral students will have experiences that are designed to:

- 1) develop an area of professional counseling expertise;
- 2) develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and to the public;
- 3) foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;
- 4) meet criteria for appropriate credentials
- 5) promote scholarly counseling research; and
- 6) enhance technical competence.

PROGRAM STRUCTURE

The doctoral program in Counselor Education and Supervision is designed for students who hold a masters degree from a CACREP-accredited counseling, a degree in counseling, or a degree in a related field. Students are expected to attain advanced level competence in counseling, supervision, teaching, research, and advocacy and leadership. Teaching, supervision, practicum, and internship experiences are required. The doctoral program requires passing of the doctoral written and oral comprehensive examinations, and completion of a capstone project. The program is designed to be completed in less than three years, taking 18 credit hours a year.

Academic advisor and Faculty advisor

Upon admission to the Ed.D. program in Counselor Education and Supervision, each student will be assigned two advisors. All doctoral students will be assigned an academic

advisor and a faculty advisor. The academic advisor will assist with the coordination of the student's plan of study and necessary paperwork that is to be filed with the appropriate GSU office for dealing with admission, candidacy, and graduation matters. Together, the academic advisor and faculty advisor work together to decide what courses are allowed to count toward the prerequisite entry-level course work for the doctoral degree. The faculty advisor is in charge of mentoring the doctoral student and the comprehensive exam, oral defense, internship, and capstone project process. As the student's specialized interest(s) develop, the faculty advisor may be changed by following the procedures outlined in the Program Handbook.

Continuous Enrollment Requirement

Doctoral students must register for a minimum of 6 graduate credits per trimester while taking coursework and internship. If students have not finished their capstone project and successfully defended it by the end of internship they will have to continue to sign up for the capstone project course (3 credit hours) until the capstone project has been successfully defended.

Time Limit

Students must complete all coursework for the degree, internship, and capstone project within seven years after admission to the doctoral program.

Credits

The doctoral program in Counselor Education and Supervision requires a minimum of 48 credit hours. More hours may be taken in order for the student to specialize his/her studies, or more credits may be required in order to meet prerequisite requirements for the doctoral program.

Transfer Credits

Up to 25% (12 Credit Hours) may be transferred from an accredited college or university. All transfer credit must be at the "A" or "B" level in graduate courses. Transfer credits earned ten or more years before student's degree program at GSU will not be accepted toward degree requirements unless approved by the faculty advisor, division chair, and dean. The credits must be approved as being equivalent to the required coursework in the doctoral program. Any student who seeks to enroll in courses elsewhere while enrolled in the GSU doctoral program must receive prior approval from the faculty advisor, division chair and dean. Transfer credits from other universities will not be computed as part of a student's GSU grade point average.

Comprehensive Exam and Oral Defense

Counselor Education and Supervision doctoral students are required to complete written and oral comprehensive examinations before they are granted candidacy. The purpose of the written and oral exams is to synthesize previous coursework and experiences, and allow students to demonstrate their mastery of advanced practitioner knowledge and skills. The Oral Defense is scheduled upon successful completion of the Comprehensive Exam. For more detail please see the Program Handbook.

Candidacy

In order to progress to internship a student must have received Candidacy. Candidacy is conferred upon a student once he/she has completed all coursework required before internship, passed the written Comprehensive Exam, and passed the Oral Defense. Candidacy is part of the ongoing evaluation process of doctoral students and its conferral is an indication that the faculty agree that the student is ready to progress to internship.

Teaching Experience

Congruent with the mission of Counselor Education programs, all doctoral will be afforded the opportunity to gain experience as a Counselor Educator in the classroom. Following the successful completion of PSYC8XX, Teaching in Psychology and Counseling, a doctoral student will be given the opportunity to teach or co-teach **under the supervision of a faculty member**, an undergraduate and graduate class at Governors State University. During internship students may have the opportunity to teach masters level courses under the supervision of a faculty member. This experience may be credited as part of internship with the permission of both the academic advisor and the faculty advisor. Teaching is not a required part of the program or internship and a limited number of half-time assistantships will be available for those interested in teaching.

Practica and Internship

Doctoral students are required to participate in two advanced practica and an internship. The practica may be done onsite or offsite and they must equal a minimum of 100 clock hours and 40 client contact hours. Students enrolled in a practicum must have professional insurance and receive weekly individual/triadic and group supervision.

After earning candidacy, doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor in consultation with the student, based on experience and training. During the doctoral internship students must receive weekly individual/triadic supervision. In addition, group supervision is provided on a regular schedule with other students progressing through internship. Individual/triadic supervision is usually performed by a site-supervisor and group supervision is usually provided by a program faculty member. As part of the internship process, all students will be given the opportunity to teach.

Capstone project

The capstone project is used to synthesize the knowledge and skills gained by the student as a result of his/her matriculation through the Ed.D. program in Counselor Education and Supervision. This project is to consist of quantitative or qualitative inquiry on the part of the student to investigate a topic of interest related to his/her primary subject area of study. Examples of capstone project projects include quantitative research, in-depth case studies, program evaluation, or an extensive literature review.

To ensure standards across programs and within GSU standards, a doctoral committee composed of four tenured/tenure track faculty members (3 from Counseling and 1

member from outside of the Counseling Program) will review this project from its inception to its final defense. The student works with his/her chair in an advisory manner by which the topic of inquiry will be selected, proposed and formally investigated. The chair and student are responsible at all times for ensuring that the study is properly documented and approved by all necessary channels involved with the review of studies that incorporate human participants. At GSU, the policies and procedures regarding Institutional Review Board (IRB) protocol are to serve this primary capacity. External constituencies may have their own independent review and approval process for research involving human subjects that must also be followed by chair and student in such cases.

Input from other faculty members can be solicited, but the primary responsibility for constructing the essential guidelines of the project are primarily negotiated between student and committee chair. Synthesis of knowledge and skill will be evaluated on the part of the committee based on the student's written submissions of scholarly research that is to follow guidelines and ethical principles of study that align with GSU and ACA policy, and is composed along the professional guidelines of the American Psychological Association's (APA) professional writing style. Oral evaluation of the student will also be assessed by the committee in order to demonstrate that the student has met the proposed learning goals and articulations of his/her program's curriculum.

Curriculum Plan: Ed.D. in Counselor Education and Supervision

Total 48 hours

Prerequisite 48 hour CACREP master's degree or equivalent as determined through transcript review

Professional Identity, Roles and Ethics (12)

COUN901 – Professional Identity in counselor Education and Supervision (3)

COUN930 – Advanced Counseling Theory (3)

COUN955 – Supervision (3)

PSYC8XX (currently a topics number, PSYC 630, but will be changed to a permanent number) – Teaching in Psychology and Counseling (shared course, 3)

Practicum (6)

COUN960 – Advanced Counseling Skills Practicum I (3)

COUN961 – Advanced Counseling Skills Practicum II (3)

Human Development and Biological Bases of Behavior (3)

PSYC829 – Advanced Human Development (3)

Appraisal (3)

PSYC 857 – Individual Assessment: Personality (3)

Research (9)

STAT860 – Advanced Statistics (3)

PSYC849 – Advanced Research Seminar (3)

COUN826 – Research Literature in Counseling and Psychotherapy (3)

Internship (6)

COUN990 – Internship I (3)

COUN991 – Internship II (3)

Capstone Project (9) 3 credit hours; repeatable COUN 999: Capstone project (total of 9 credits)

Course Descriptions

COUN901 – Professional Identity in Counselor Education and Supervision (3)

Presents major information related to the role of being a counselor educator and supervisor. Students will learn about professional organizations, ethics, and legal responsibilities related to the field of counseling. In addition, students will learn about the importance of research, scholarship, leadership, and advocacy as it relates to the role of counselor educator. Prerequisites: Admission to Counselor Education and Supervision Program

COUN930 – Advanced Counseling Theory (3)

Covers major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to diverse populations, and ethical considerations. Prerequisite: COUN 600, COUN 630, COUN 810, COUN 847, COUN845 or permission of instructor.

COUN955 – Supervision (3)

Students will learn: the purpose of clinical supervision, theoretical frameworks and models of supervision, roles and relationships related to supervision, and the ethical considerations of supervision. In addition, students will be required to supervise master's level students. Prerequisites: COUN960

PSYC8XX – Teaching in Psychology and Counseling (shared course, 3)

Students will understand the major roles, responsibilities, and activities of a university level professor. Students will develop a philosophy of teaching and learning, identify and demonstrate knowledge of instructional theory and methods, and know the ethical, legal, and multicultural issues related to teaching at the university level. Completion of this course will allow all doctoral students to be eligible to teach at GSU in an adjunct instructor capacity. Doctoral students will be required to do extra readings and/or project.

COUN960 – Advanced Counseling Skills Practicum I (3)

Students will be placed in an agency or school to work with clientele in a role related to the duties of a professional counselor. Prerequisite: Permission of Instructor.

COUN961 – Advanced Counseling Skills Practicum II (3)

Students will be placed in an agency or school to work with clientele in a role related to the duties of a professional counselor. Prerequisite: COUN960

PSYC829 – Advanced Human Development (3)

Presents up-to-date research and theory in developmental psychology. Evaluates developmental issues at all stages of life. Provides links between theoretical and applied issues of development including the potential influences of a variety of factors. Doctoral students will be required to do extra readings and/or project. *Prerequisite: One developmental course.*

PSYC 857 – Individual Assessment: Personality (3)

Covers the assessment of social/emotional functioning and personality, including necessary skills and knowledge problems referred to the school psychologist. Behavior rating scales, observation, and projective techniques are covered. Includes recommendations for intervention. (currently the prerequisites are

PSYC410, PSYC610, and PSYC846—the prerequisites will be changed to PSYC410 or COUN630, PSYC610, and PSYC846 or COUN855). Doctoral students will be required to do extra readings and/or project.

STAT860 – Advanced Statistics in Behavioral Sciences (3) (shared course)

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. Doctoral students will be required to do extra readings and/or project.

Prerequisite: STAT468

PSYC849 – Advanced Research Seminar (3) (shared course)

Advanced study of both quantitative and qualitative research design in the social sciences. Emphasis is placed on the explicit statement of a research hypothesis, the relation of the research design to both the hypothesis and the proposed statistical analyses; and the limitations that the design placed on the conclusions that can be drawn from the data. Topics include experimental design, quasi-experimental design, case study research, time-series analyses, and observational studies. Doctoral students will be required to do extra readings and/or project. *Prerequisites: STAT468 and PSYC560 (or equivalent courses) with a “B” or better in each.*

COUN826 – Research Literature in Counseling and Psychotherapy (3)

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. Prerequisites: PSYC544, PSYC560, or COUN630.

COUN990 – Internship I (3)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives.

Prerequisites: Completion of all doctoral courses except for capstone project hours.

COUN991 – Internship II (3)

Supervised experiences in clinical practice, supervision, research, and/or teaching. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the faculty advisor and student, based on experience, training, and career objectives.

Prerequisite: COUN990

COUN 999: Capstone project (3; repeatable)

Student is to work on capstone project proposal, data collection, and/or writing of the final capstone project. Prerequisite: Permission of Faculty Advisor and Division Chair. See Program Handbook for procedures.

8. Admissions Requirements

Provide a brief narrative description of minimum admission requirements.
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Applicants will meet with an admissions committee prior to acceptance into the program. Applicants will be ranked for admission on the basis of their academic potential and the admission criteria. Applicants must have completed a masters degree in counseling (preferably CACREP approved) or a related field by the time they enter the doctoral program. Students may be admitted to the program even if they do not have all of the CACREP prerequisites for the doctoral program. However, they must complete these prerequisites before entering Advanced Practicum (COUN960).

In addition to meeting university admission criteria, applicants must

1. Submit a statement describing personal and professional goals for seeking an Ed.D. in Counselor Education and Supervision along with a vita or resume summarizing prior education and employment history and pertinent professional activities.
2. A Masters Degree in Counseling or closely related field from an accredited institution and a minimum GPA of 3.0.
3. The following minimum scores on the Graduate Record Exam taken within the past five years of intended admission: a combined verbal and quantitative score of 1000 points on the Graduate Record Examination and a 4.0 on the analytical writing section.
4. Three letters of recommendation by professionals who hold doctorates in Counseling or related fields.
5. An interview with a faculty admissions committee.

Ed.D. in Counselor Education and Supervision Requirements:

Masters Degree Coursework: Students must have completed a masters degree in counseling or a related field before entering the doctoral program. Students' masters coursework must be equivalent to entry-level coursework earned in a CACREP-accredited masters degree. Students graduating from a CACREP-accredited masters degree automatically meet the prerequisite masters degree coursework. Candidates who did not graduate from a CACREP-accredited masters degree must have coursework equivalent to the following coursework before or during the doctoral program:

Core Coursework:

PSYC 610 Measurements and Evaluation (3)
PSYC 720 Social and Cultural Foundations (3)
COUN 600 Professional Orientation and Ethical Standards for Counselors (3)
COUN 620 Life Span Developmental Issues (3)
COUN 630 Counseling Theories (3)
COUN 725 Family Systems: Theory and Practice (3)
COUN 730 Life Style and Career Development (3)
COUN 810 Beginning Counseling and Human Relations Skills (3)
COUN 811 Interventions with Children and Adolescents (3)
COUN 847 Group Dynamics and Intervention (3)
COUN 855 Assessment and Treatment Planning (3)

Must also have a 100 clock hour practicum with 40 direct client contact hours (3-9 credit hours) and a 600 clock-hour internship with at least 240 direct client contact hours (6 credit hours)

The core coursework and minimum number of practicum and internship credit hours equal 42 credit hours. Students with a masters in counseling or a masters in a related field

may use 6 other credit hours of counseling-related coursework toward the prerequisites if approved by the academic advisor and faculty advisor. All doctoral students must have 48 credit hours approved entry-level work completed before or during the doctoral program.

9. Graduation Requirements

Provide a brief narrative description of all graduation requirements, including, but not limited to, credit hour requirements.

In order to graduate, a candidate must have completed all coursework (minimum of 48 credit hours) with a minimum cumulative graduate grade-point average of 3.00; been advanced to candidacy, passed the comprehensive exam, passed the oral defense, completed internship, passed the capstone project defense, applied for graduation, and paid all fees.

10. Student Outcomes

Explain what students are expected to know and/or be able to do upon completing the program.

STUDENT LEARNING OUTCOMES ASSESSMENT

The student outcome assessment plan is guided by the “goals for students” outlined in the next section. The Student Outcome Assessment Plan is based on a developmental evaluation process and the professional standards of Counselor Education and Supervision.

Goals for Students

- I. Develop professional identity as a counselor educator and supervisor
 - A. Know the ethical and legal considerations in counselor education.
 - B. Know the ACA Code of Ethics.
 - C. Learn about the professional publishing and presentation process.
 - D. Know the professional organizations and journals related to the field of counselor education and supervision.
 - E. Understand the impact of diversity and equity issues in counselor education programs.
- II. Students will demonstrate competence as a teacher
 - A. Students will complete a course in instructional theory and methods related to counselor education.
 - B. Students will understand the major roles, responsibilities and activities of counselor educators.
 - C. Students will understand the ethical and legal issues associated with counselor preparation training and with teaching.

- D. Students will create a philosophy of teaching and learning. This statement must include knowledge of diversity and advocacy.
- E. Students will identify and demonstrate knowledge of instructional theory and methods relevant to counselor education.
 - 1. Students will co-teach one course with a faculty member. The faculty member will formally evaluate the student.
 - 2. Students will teach two courses under the supervision of a faculty member. The faculty member will receive one CUE for supervising the student and will formally evaluate the student. This will include review of student-created syllabus (which must meet program/accreditation standards for the course), teaching style, and evaluation methods for class participants.
- F. Student will demonstrate use of technology in teaching and counseling.
- III. Students will demonstrate competence as a researcher
 - A. Complete coursework that includes quantitative and qualitative research methods.
 - 1. Demonstrate knowledge of advanced univariate and multivariate research designs and data analysis methods.
 - 3. Demonstrate knowledge of models and methods of assessment.
 - 4. Demonstrate knowledge of models and methods of program evaluation.
 - 5. Demonstrate the ability to write grant proposals appropriate for research, program enhancement, and program development.
 - 6. Demonstrate the ability to implement a program evaluation design.
 - B. Complete a capstone project
 - 1. Demonstrate the ability to design and implement a qualitative or quantitative research project, in-depth case study, theoretical review, or program evaluation.
 - 2. Demonstrate professional writing skills for professional publication.
- IV. Students will demonstrate competence as a clinician
 - A. Students will be able to identify and discuss the major counseling theories, their strengths and weaknesses, theoretical basis for efficacy, applicability to diverse populations, and ethical considerations related to counseling.
 - B. Students will know the different methods for evaluating counseling effectiveness.
 - C. Students will know the research base for existing counseling theories.
 - D. Students will develop their own counseling philosophy statement.
 - E. Successfully complete a supervised practicum experience that equals at least 100 clock hours and 40 hours of direct service hours. This experience will occur over two trimesters of practicum.
 - F. Students will receive one hour a week of individual supervision and 1 ½ hours of group supervision a week from on-campus or off-campus supervisors.
 - G. Students will have formal, written evaluation of their skills.
 - H. Successfully complete an internship

1. Must be a minimum of 600 clock hours.
 2. Hours must include supervised experience in clinical practice, supervision, research, and/or teaching. The assigned experiences will be determined by the faculty advisor and student.
 3. Student must receive weekly individual/triadic supervision and have group supervision on a regular schedule with other students in the internship process.
- I. Complete coursework that reviews models and methods of assessment and use of data.
- V. Students will demonstrate competence as a supervisor.
- A. Complete coursework in supervision.
 - B. Student must demonstrate application of theory and skills of clinical supervision.
 - C. During supervision course, the student will supervise at least 2 supervisees for at least 10 weeks.
 - D. Each doctoral supervisee will be supervised by a program faculty member.
 - E. The doctoral student must demonstrate knowledge of supervision theory, knowledge of supervisee development, roles and relationships related to clinical supervision, and ethical standards for supervisors.
 - F. Each student will develop and demonstrate a personal style of supervision. Students will create a philosophical statement of supervision.
- VI. Students will demonstrate knowledge of leadership and advocacy
- A. Students will understand theories and skills of leadership.
 - B. Students will understand theories and skills of advocacy.
 - C. Student will understand current political, social, and cultural issues related to social change theory and advocacy action planning.
 - D. Demonstrate the ability to advocate for the profession and its clientele.
 - E. Students will develop a philosophy of leadership and advocacy statement.

11. Assessment of Student Learning

Describe how the realization of student outcomes identified above will be measured. Measures may include end- or near-end-of-program assessment of student learning, in addition to course by-course assessment such as: (1) evaluation of capstone experiences (senior projects, recitals, exhibits, portfolios, etc.); (2) pre- and post-testing (value-added assessment).
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**MEASURES USED TO ASSESS AND IMPROVE STUDENT LEARNING,
CURRICULUM, AND INSTRUCTION**

Measures of student learning will be multiple and linked to state and professional standards, the GSU mission statement, GSU Graduate Studies Competencies, and objectives of the Counselor Education and Supervision program. This data will be collected by the Academic Advisor and Program Coordinator and is submitted every year to the College of Education every year, summary data will be submitted to CACREP (after receiving accreditation) every year, and a more detailed report is submitted to CACREP every four years.

Measures Used to Assess and Improve Student Learning

Using assessments to improve student learning includes actual assessment of the knowledge and skills a student has acquired. In a Counselor Education and Supervision program assessment knowledge would include content-oriented material (e.g. counseling theory, supervision theory, code of ethics, knowledge of human development) and insight into oneself and one's influence on others. Skills would include communication and techniques related to counseling, supervising, teaching, researching, and writing. There are several manners, both quantitative and qualitative, in which this knowledge and skill are assessed:

1. Grades in coursework.
2. Yearly Review Form (notes credit hours accumulated, grades, and any faculty concerns)
3. Doctoral Practicum Evaluation Form
4. Supervisor-In-Training Evaluation Form
5. Doctoral Student Teaching Evaluation Form.
6. Written Comprehensive Exam
7. Oral Defense
8. Doctoral Internship Evaluation Form
9. Capstone project Defense

Measures Used to Assess and Improve Curriculum

The curriculum for the Counselor Education and Supervision doctoral degree is based on the national standards of CACREP, which go through a formal, professional review process every several years with feedback from professionals within the field of counseling. In addition, the Counseling Program will review the curriculum to make sure that it continues to meet standards and meets the needs of students and other stakeholders. An assessment of the curriculum will be done in several ways:

1. Alumni Surveys
2. Review by faculty every 2 years.
3. Review by Advisory Board composed of former students, agency personnel, and faculty from other universities every 2 years.
4. The Program will apply for CACREP-accreditation. In this process the program will have to do a self-study documenting how standards are met and undergo a review process by CACREP every 8 years. In addition, a yearly report will be given to CACREP. The CACREP standards are addressed in the "Goals for Students", "Student Outcomes Assessment Plan", and "Program Assessment Plan" sections of this document. A summary of CACREP standards is below:

Learning experiences beyond the entry-level are required in all of the following content areas:

- a. theories pertaining to the principles and practices of counseling, career development, group work, systems, and consultation;

- b. theories and practices of counselor supervision;
- c. Instructional theory and methods relevant to Counselor Education and Supervision;
- d. competencies required to teach within institutions of higher education;
- e. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action training;
- f. design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- g. design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- h. models and methods of assessment and use of data;
- i. ethical and legal considerations in Counselor Education and Supervision (e.g., the *ACA Code of Ethics*); and
- j. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in Counselor Education and Supervision programs.

It is expected that doctoral students will have experiences that are designed to:

- a. develop an area of professional counseling expertise;
- b. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and to the public;
- c. foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;
- d. meet criteria for appropriate credentials
- e. promote scholarly counseling research; and
- f. enhance technical competence.

5. Doctoral student exit interviews.

Measures Used to Assess Instruction

Measures used to assess faculty instruction include student evaluation instruments (SEI's), Alumni Surveys, Peer Observation Forms, and Doctoral student exit interviews. Evaluation of instruction is mandated by the tenure process and the GSU contract. In addition, students have an

- 1. Student Evaluation Instruments (SEI's)
- 2. Alumni Surveys
- 3. Peer Observation Forms
- 4. Internship Supervisor Evaluations
- 5. Site Evaluations
- 6. Doctoral student exit interviews

12. Program Accreditation

Describe the institution's plans for seeking programmatic accreditation if applicable.
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The Program will apply for CACREP-accreditation. In this process the program will have to do a self-study documenting how standards are met and undergo a review process by CACREP every 8 years. In addition, a yearly report will be given to CACREP. A summary of CACREP standards is below:

Learning experiences beyond the entry-level are required in all of the following content areas:

- k. theories pertaining to the principles and practices of counseling, career development, group work, systems, and consultation;
- l. theories and practices of counselor supervision;
- m. Instructional theory and methods relevant to Counselor Education and Supervision;
- n. competencies required to teach within institutions of higher education;
- o. pedagogy relevant to current social and cultural issues, including social change theory and advocacy action training;
- p. design and implementation of quantitative research and methodology, including univariate, multivariate, and single-subject design;
- q. design and implementation of qualitative research, including grounded theory, ethnographic, and phenomenological methodologies;
- r. models and methods of assessment and use of data;
- s. ethical and legal considerations in Counselor Education and Supervision (e.g., the *ACA Code of Ethics*); and
- t. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, local, regional, national, international perspective, and equity issues in Counselor Education and Supervision programs.

It is expected that doctoral students will have experiences that are designed to:

- g. develop an area of professional counseling expertise;
- h. develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and to the public;
- i. foster participation in professional counseling organizations, including the Association for Counselor Education and Supervision (ACES) and ACA;
- j. meet criteria for appropriate credentials
- k. promote scholarly counseling research; and
- l. enhance technical competence.

6. Doctoral student exit interviews.

13. Graduate Licensure

Indicate if this program prepares graduates for entry into a career or profession that is regulated by the state of Illinois. If so, indicate how the program is aligned with licensure/certification and/or entitlement requirements.

Licensure can be obtained at the masters level. All students admitted to the doctoral program are required to have a masters degree in counseling or the equivalent. Therefore, all students entering the program should already be license-eligible.