TO: President John E. Van de Wetering
FROM: The Faculty Senate
RE: X I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the fitness of)
     III. Other (Notice, Request, Report, etc.)
SUBJECT: Revision of M.S. in Education Degree - Department of Counselor Education.

Meeting on 3/12/86
(Date)

Signed
Date Sept. 3/12/86
(For the Senate)

TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: I. Decision and Action Taken on Formal Resolution
    a. Accepted. Effective Date
    b. Deferred for discussion with the Faculty Senate on
    c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged
       b. Comment:

DISTRIBUTION: Vice Presidents: Full text (Cover page only)
Others:
Distribution Date: 3/24/80
Signed: (President of the College)

Date Received by the Senate: _______
January 23, 1986

TO: Faculty Senate
    College Administration

FROM: Department of Counselor Education

RE: Revision of M.S. in Education Degree - Department of Counselor Education

The Department of Counselor Education is revising its present M.S. in Education degree program to meet the requirements to seek accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The revised program the department is presenting in this document is based on four major factors:

1. The "Minimal Conditions That Should Exist Prior to an On-Site Visit" as developed by CACREP. This statement is attached to this document.

2. Feedback from a pre-accreditation site visit completed by Nicholas Vecch, Chair of the Department of Counselor Education at the University of North Carolina at Greensboro in September of 1985.

3. A self-study completed by the department using the CACREP manual and materials. This process was completed during the 1985 Fall Semester.

4. The department has consulted with its Competency Based Counselor Education Policy Board for the past year about this revision.

The revisions of the existing program were necessary to meet the Standards proposed by CACREP. The most significant changes made to the program were based on the following:

1. Increase our M.S. in Education degree program from 36 credit hours to 48 credit hours.

2. Increase our internship requirement of 300 clock hours (one semester) to 600 clock hours (two semesters).

3. Develop courses and competencies to meet the eight core course areas required.

4. Develop courses and competencies to meet the environmental emphasis requirements (i.e., school counselor, college counselor, and community mental health counselor).

- continued -
The department is confident that the programs developed in this proposal will exceed the standards provided by CACREP.

Similarly, the department is recommending the elimination of its College Student Personnel Emphasis. This emphasis has not been a significant program in the department. The change of emphases will be as follows:

<table>
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<th>Present</th>
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<tr>
<td>School Counselor</td>
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<td>College Student Personnel Worker</td>
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On the following pages, you will find a comparison of existing and proposed programs.
MINIMAL CONDITIONS THAT SHOULD EXIST
TO AN ON-SITE COUNCIL VISIT

The Standards for Preparation in Counselor Education are intended as
guidelines for the graduate preparation of counselors and other
personnel services specialists. They should be dealt with in their entirety
by a department faculty undergoing a self-study in preparation for an
accreditation team's visit. The faculty should evaluate the program
against each standard and subspecialty standard as given in the self-study
booklet (Accreditation Procedures Manual for Counseling and Related Educational
Programs, revised February 1982). The Council believes, however, that the
following minimal conditions should be present before a visitation team
is sent for an on-site visit.

1. The objectives of the program should be stated clearly in
   writing and there should be evidence of support of these
   objectives by the administration of the institution
   (Section 1 of the Standards).

2. The program provides the opportunity for full-time study
   throughout the academic year and full-time study is encouraged
   by the faculty. Furthermore, there should be evidence, both
   historical and current, of full-time academic year student
   enrollment.

3. The program requires a common core of courses composed of
   general areas considered to be necessary in the preparation of
   all counselors and other personnel services specialists
   (Section II. B1 of Standards). This common core of courses
   cuts across each of the subspecialties (or tracks) within the
   department for which accreditation is being sought.

4. The program includes those specialized studies necessary for
   practice in different work settings (Section II. B2 of
   Standards). There is evidence that the faculty, in planning and
   evaluating the curriculum, has taken into consideration
   statements made by other professional groups relating to role,
   function, and preparation of its graduates. The faculty has
   developed curricula that pertain to each specific program
   (track) within the program. This is over and beyond the
   common core required of all students. The programs (tracks)
for which the Council renders accreditation decisions are:
(1) Student Personnel Services in Higher Education, (2) School
Counseling and Guidance, and (3) Counseling in Community
and Other Agency Settings. In addition, a doctoral level track
in Counselor Education is included.

5. The program requires supervised experiences including
laboratory, practicum, and internship for all students. Adequate
facilities, equipment, and appropriate materials are provided
for supervised experiences in both on- and off-campus
settings (Section II. C of Standards).

6. Based on established criteria, a committee of faculty members
makes decisions concerning admission of applicants to the
program. These criteria meet or go beyond the institution's
standards for admissions. Any variances to these criteria for
minorities or other special groups are in writing and have been
approved by the faculty.

There is a written plan that calls for the continuous systematic
review of each student as the student progresses through the
program. A written retention plan is in evidence (Section III
of Standards).

7. One individual has been designated as a professional leader
of the program. This person is an experienced professional
who possesses an earned doctorate from an accredited institution
in one of the fields being accredited. This professional is
assigned full-time to the program. In addition, there are
at least two full-time faculty members who have comparable
qualifications. Additional faculty are provided as indicated
in the Standards (Section IV, 3, 4, 6 of Standards).

8. Programs accepted for accreditation review will be those that
are defined by the institution as having 2 full academic years of
graduate study as defined by that institution's Graduate School
policies. This must be a minimum of 48 graduate credit hours.
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Note: The table represents the budget allocations for different sectors in 1985-1986.