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## CACREP Accreditation Simulation: Transformative Learning in Counselor Education

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## CACREP Accreditation Simulation: Transformative Learning in Counselor Education

### Abstract

A CACREP accreditation simulation activity is provided as a framework for counselor educators to facilitate experiential learning for doctoral students in counselor education. This article includes instructional strategies for self-directed learning and reflective journaling to introduce program development and accreditation processes throughout a semester length assignment. Participating students embody the roles of fictional faculty members embarking on accreditation to promote student collaboration and increased knowledge of CACREP standards through transformative learning.

### Keywords

CACREP accreditation, transformative, experiential, simulation, counselor education

### Author's Notes

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Quality assurance mechanisms such as program accreditation have a longstanding history in institutions of higher education (Brittingham, 2009). Although debate surrounds the accreditation process and demarcation (Maiden, Knight, Howe, & Kim, 2012), many education and human service fields such as counseling have utilized the standards associated with accreditation to ensure educational programs maintain high quality training and student outcomes. In addition, counseling literature reflects that accreditation may clarify professional identity and convey the evolution, collective values, and professional goals of the counseling profession to the greater community (Mascari & Webber, 2013). Particularly, Mascari and Webber (2013) asserted that accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has the potential to solidify the professional identity of the counseling field and elucidate licensure requirements, thus, resulting in increased license portability and insurance coverage.

Support of accreditation in professional counseling is also evident by the increased prevalence of CACREP accredited programs (CACREP, 2018). In 2017, 349 institutions housed CACREP accredited professional counseling programs, with more than 13,000 graduate students completing master's and doctoral degrees in various counseling specialty areas (e.g., school, clinical mental health, clinical rehabilitation) (CACREP, 2018). As awareness, acceptance, and prevalence of CACREP accreditation increases (CACREP, 2018), it is probable that counselor educators will benefit from pedagogically sound approaches to inform students of the standards, requirements, and objectives of CACREP, as well as the significance of accreditation.

Intentional integration of accreditation standards in counseling training programs may provide opportunities for professional development for both master's and doctoral level students. For example, counselor educators can support master's level counseling students' understanding

of the purpose and structure of accreditation to articulate a clear professional identity as counselors (Mascari & Webber, 2013). Furthermore, research suggests that graduates from CACREP accredited counseling programs have historically lower rates of ethical violations (Even & Robinson, 2013), and consistently perform better on National certification exams (Adams, 2006; Milsom & Akos, 2007). Thus, students graduating from CACREP accredited master's level counseling programs may advocate for the quality of their professional preparation through articulation of their degree requirements and student learning outcomes.

At the doctoral level, students in counselor education programs may benefit from increased understanding of accreditation, as many of these students will navigate roles and responsibilities as faculty in accredited institutions or institutions seeking accreditation (CACREP, 2018). Awareness of accreditation may help doctoral level counselor education students make decisions about future employment, as well as considerations to pursue or maintain accreditation as faculty. As posited by Bobby and Urofsky (2011), foundational knowledge of CACREP accreditation provides a cohesive professional identity for counselor educators, thus, positioning doctoral students from CACREP accredited programs as strong candidates for counselor education faculty positions. Doctoral students who pursue faculty positions in CACREP accredited programs will require understanding of accreditation standards to design and implement comprehensive training programs. Further, as future professionals in the field, doctoral students will be actively involved in the ongoing and dynamic process of developing standards to address issues of best practice, current research, professional involvement, and accountability within the field of counselor education.

Typical instructional practices in counselor education incorporate information pertaining to accreditation standards through syllabi, classroom discussion, student learning outcomes, and

experiential activities. Although some researchers have explored graduate students' familiarity of CACREP accreditation (Honderich & Lloyd-Hazlett, 2015), and the role of accreditation in enrollment decisions of prospective counseling students (Wilkinson & McCarthy, 2016), the literature is lacking strategies for intentional integration of the accreditation process and curriculum development in doctoral level counselor education. Further, a 10-year content analysis of counselor education pedagogy indicated a dearth of doctoral level curricula designed for advanced knowledge building in "instructional theory and methods, preparation for supervision, and attention to research competency" (Barrio Minton, Wachter Morris, & Yaites, 2014, pp. 172–173). To this end, we recommend the accreditation process be integrated into doctoral level counselor education curricula in a manner that will inspire increased engagement and understanding. As applicable, CACREP may be used as a framework for accreditation, however, other accreditation standards consistent with professional identity and institutional affiliation may also be applied. Transformative learning theory is an effective pedagogical approach for enhancing learning opportunities in adult education (Mezirow, 1997), and is one way of integrating the conceptual knowledge of accreditation into instructional practices to augment a more sophisticated understanding of these topics.

Substantive evidence supports the use of transformative learning opportunities to enhance understanding in a variety of disciplines and educational settings. Davis-Manigaulte, Yorks, and Kasl (2006) posited that adult learners benefit from experiential activities as they expand the ways in which individuals acquire information. Experiential education is a holistic approach which is further understood by the concept of collaborative inquiry (Davis-Manigaulte, Yorks, & Kasl, 2006). Through collaborative inquiry, individuals participate in activities or actions, followed by opportunities for intentional reflection about their learning experiences (Davis-

Manigaulte et al., 2006). This recursive process of action and reflection allows for transformative learning to take place (Davis-Manigaulte et al., 2006). Further, Fear et al. (2003) discussed a need to transition the paradigm of higher education away from more traditional models in which teachers impart knowledge that is passively received by students. In contrast, Fear et al. (2003) suggested that the establishment of collaborative and transformative learning environments utilizing creative methods in which students and teachers are actively engaged in a dynamic interchange will lead to more profound learning.

In recent years, literature in counselor education has illuminated the need for professional counseling curricula to include experiential and innovative instructional practices to enhance learning (Brubaker, Puig, Reese, & Young, 2010; Guiffrida, 2005; Luke, 2017). In addition, there is evidence to suggest that counselor educators and students benefit from experiential and self-reflective approaches as a way of exposing students to a variety of core curricular objectives. For example, CACREP (2015) accredited counseling programs require students to participate as active members of a group counseling experience as a way of advancing understanding of group skills and interpersonal group dynamics, as well as heightening awareness of clients' experiences in group counseling (Anderson & Price, 2001; Luke & Kiweewa, 2010; Smith & Davis-Gage, 2008). Further, individual counseling skills are incorporated into the curricular structure through role play, improvisation, practicum, and internship experiences that rely on the supposition that experiential, self-reflective opportunities will foster a deeper understanding of foundational counseling skills (Bayne & Jangha, 2016).

Such skill sets have been cultivated through simulation and experiential activities to assist students in the conceptualization of the complexity of clients' thought processes, and the ways in which a counselor in training may react to such interactions with future clients (Grant, 2006;

Pedersen, 1994). According to Paladino, Barrio Minton, and Kern (2011), clinical interviewing and counseling skills may be further refined through interactive classroom activities such as role-plays, while concurrently increasing self-awareness and professional development. To further expand upon the use of role-plays in the acquisition of individual counseling skills, Shepard (2002) introduced the use of screenwriting techniques to enrich the depth and realism of these experiences for students. This innovative strategy allowed students to be active, self-reflective participants in the role-play process, which “played an important role in engendering the enthusiasm students brought to the course” (Shepard, 2002, p. 154).

In addition to the core curricular concepts commonly taught through experiential activities, such as group and individual counseling skills, literature supports the integration of transformative learning opportunities in a variety of other areas in counselor education. Colby and Long (1994) asserted that mock trials are an effective way to introduce legal and ethical concerns pertinent to counselor education while provoking interest and student involvement. Similarly, experiential activities have been used for learning essential curricular concepts such as the integration of counseling theories into practice (Guiffrida, 2005; Luke, 2017), process consultation (Parker, 1991), professional preparedness (Schwitzer, Gonzalez, & Curl, 2001), social justice advocacy (Brubaker et al., 2010), and counseling issues pertaining to multicultural competence (Achenbach & Arthur, 2002; Arthur & Achenbach, 2002; Pedersen, 1995). Such experiential and self-reflective instructional techniques have been successfully adapted to meet a variety of curricular objectives, while demonstrating the acquisition of a deeper understanding of such topics.

Although experiential learning provides an opportunity to foster educational environments that are conducive for transformative experiences, awareness of the subjective

experience of each student is also essential for effective learning (Hubbs & Brand, 2005). Furthermore, beyond the realm of the classroom, self-awareness and self-reflective processes are integral as professional counselors navigate the complex interactions they encounter with clients in a clinical setting (Deaver & McAuliffe, 2009). The use of journaling is an effective tool for fostering introspective reflection in counselor education (Deaver & McAuliffe, 2009; Hubbs & Brand, 2005), in addition to providing an efficacious means for educators to collect data about the effectiveness of educational practices (Luke & Kiweewa, 2010). Further, as posited by Hubbs and Brand (2005), “journaling provides students practice in the art of reflection that is important in learning new material and essential for transformative learning” (pp. 63-64). Though the majority of literature on reflective writing often focuses on master’s level counselor education (Rosin, 2015) and graduate education generally (Lumpkin, Achen, & Dodd, 2015), intentional inclusion of reflection also facilitates learning at the doctoral level (Maki & Borkowski, 2006; Walker, Golde, Jones, Conklin Bueschel, & Hutchings, 2008). Reflective writing is one mechanism for counselor educators to assess students’ engagement and higher order learning, such as critical reasoning, autonomous thinking, concept integration, critical self-reflection, and knowledge application (Maki & Borkowski, 2006; Rosin, 2015).

### **Benefits of a Transformative Accreditation Simulation**

Integration of transformative pedagogy at the doctoral level is of particular importance, as doctoral level students are expected to acquire and apply advanced knowledge of the field of professional counseling. As posited by Granello (2001), Bloom’s Taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) is helpful for conceptualizing and structuring counselor education to foster higher levels of cognitive complexity. Framed through Bloom’s Taxonomy (Bloom et al., 1956), cognitive complexity can be evinced through students’ cumulative learning



processes, which involve moving beyond basic knowledge and comprehension, to higher order cognitive processing such as synthesizing and evaluating information (Granello, 2001). Such higher order thinking is essential, as the doctoral level student learning outcomes detailed by CACREP (2015) integrate advanced understanding of the counseling field in areas of theory, practice, scholarship, and leadership.

Transformative learning opportunities that engage students in interactive, self-reflective learning experiences are advantageous for challenging doctoral level students to move beyond recognition and comprehension of content, to an advanced level of critical reasoning. To this end, we designed the following CACREP simulation assignment to facilitate the development of a doctoral level learning environment in which students are engaged in experiential and reflective activities to extend their knowledge and comprehension of the CACREP (2015) standards to higher order cognitive skills such as “application, analysis, synthesis, and evaluation” (Granello, 2001, p. 294). Although CACREP was the focus of this simulation assignment, other accreditation standards could be used to accomplish similar learning objectives.

### **CACREP Accreditation Simulation Assignment**

This CACREP accreditation simulation assignment was piloted at a large, public University in the western region of the United States, housing doctoral and master’s level CACREP accredited counselor education programs. For this assignment, we created a counselor education program in a fictional university to implement a simulation project in a doctoral level counselor education and supervision professional development course. This intensive program development project was designed to facilitate in depth understanding of the accreditation process, by which students familiarized themselves with the current standards and requirements

of accrediting professional counseling programs. To begin the simulation, students were assigned pseudonyms as part of a fictional counselor education faculty that was recently approved by their institution to pursue accreditation. The instructor of the doctoral level counselor education course assumed the role of a fictional provost. It was stated at the beginning of the simulation that all student faculty members were of equal standing, and were individually and collectively responsible for carrying out the duties required for successful completion of the simulation.

### **Simulation Foundation**

To begin the activity, students were given a brief overview of the objectives, the expectations of the assignment, and the deadlines for the entire simulation. Each student was provided with a binder outlining the assignment objectives, the curricular structure and background of the fictional university (see Appendix), and the current CACREP standards. The simulation materials also included a syllabus for each of the eight core curricular areas required by CACREP (2015) for counselor education programs, in addition to syllabi for the practicum and internship experiences.

The outline of the assignment and the background of the fictional university are provided in the Appendix in order to assist in the re-creation of this simulation. The syllabi used in this simulation lesson are not included in this manuscript, however, similar syllabi to those used to create the curricular structure of the accreditation simulation can be accessed through the Association for Counselor Education and Supervision (ACES, n.d.) syllabus clearinghouse. Although membership to the American Counseling Association (ACA) is required to access the syllabus clearinghouse (ACES, n.d.), comparable syllabi for counselor education courses can also be located by conducting a general Internet search from a variety of search engines. We recommend a selection of syllabi that vary in format and quality to necessitate a thoughtful

analysis of each document. No instructor names, fictional or otherwise, were included on the syllabi during the simulation.

The first task of the student faculty (i.e., doctoral students) was to assess the counselor education program of the fictional university to determine the steps necessary for accreditation, such as the cost, timeline, and compulsory resources. Through this analysis, the doctoral students were instructed to utilize the background information of the counselor education program and outside resources to evaluate the strengths and deficits of the current program. After the initial assessment, the doctoral students created a plan for addressing any apparent deficits. The information gleaned from this experience was then drafted into a memorandum to communicate the plan to the provost (i.e., course instructor) of the fictional university in a semi-formal presentation. Relevant terminology, such as the university's Carnegie Classification (n.d.) was intentionally used throughout the simulation materials to expose the doctoral students to the language of higher education institutions. These concepts were not explained explicitly to the students; however, it was necessary for students to familiarize themselves with the vocabulary throughout the simulation in order to meet the required objectives.

After the student faculty (i.e., doctoral students) received Provost (i.e., course instructor) approval to proceed with the accreditation process, they developed a comprehensive proposal, summarizing the strengths, deficits, and needs of the counselor education program, specific to accreditation. Thorough examination of the syllabi and professional programs were completed as the students worked together to determine what specialty areas they wanted to pursue for accreditation based on the expertise of the fictional faculty members, such as addiction, career, clinical mental health, and school counseling. The student faculty also made decisions regarding whether or not their program could sustain a doctoral level counselor education program in

addition to the master's level training. The students were encouraged to make all decisions pertaining to programmatic structure based on realistic factors such as the availability of regional institutions offering similar programs, recruitment, post-graduation job opportunities, and licensure considerations. Student faculty were also provided with the selected region of their fictional institution to guide their research and decision-making processes.

Throughout the simulation, the student faculty worked collaboratively to delegate tasks and meet deadlines just as they would as a faculty member in higher education. The instructor, playing the role of the fictional Provost, was available for consultation; however, they were involved very little in the organization and progression of the simulation once it began. Just as faculty engaging in the accreditation process often benefit from training and consultation with CACREP staff, the instructor overseeing the simulation may also ask another faculty member or advanced doctoral student to provide additional support by acting as a CACREP consultant. Although this consultant role was not used in this pilot simulation, we recommend providing a consultant to avoid burdening CACREP staff with simulated questions. In consultation with the course instructor, the consulting faculty member or advanced doctoral student can develop and communicate appropriate responses to questions generated by the participating doctoral students. In the pilot simulation, student faculty were also encouraged to access support materials available on the CACREP website.

By eliminating the explicit support of the instructor, this simulation was intended to create an environment in which students must be self-directed and autonomous in order to succeed. Although the information necessary for successful completion of the project was provided in advance through the written materials, the management and completion of the objectives were the sole responsibility of the doctoral students. The independent, experiential

nature of this simulation required students to invest themselves in acquiring a conceptual framework of the accreditation process, as well as the details necessary to grasp the standards of CACREP accredited counselor education programs, and the ways these standards are met through funding, program evaluation, student-faculty ratios, student learning objectives, supervision, and curricular structure.

### **Simulation Reflection**

In addition to the programmatic requirements of the accreditation simulation, the doctoral students were asked to keep a journal of their experiences and reactions throughout the simulation. Weekly journals were used to assess participation and involvement in the simulation to provide an avenue for individualized dialogue with the instructor (Walker, 2006). Weekly journal entries were also effective for documenting the individual experiences and contributions of each student. Although not used for this pilot simulation, specific journal prompts may create connections between students' understanding and their experiences during the simulation. Examples of prompts may include: (a) what happened during the simulation this week; (b) what were your thoughts and feelings about what happened during the simulation this week; (c) how are you translating your experiences, thoughts, and feelings into your learning; and (d) what additional guidance do you need this week to support your participation in the simulation experience? In alignment with Rolfe, Freshwater, and Jasper's (2001) framework for reflective practice, journal prompts can be used to facilitate descriptive reflections (what happened), theory and knowledge building reflections (so what), and action oriented reflections (now what). Such journaling may allow for increased understanding of the subjectivity of the experience for each student, while simultaneously engendering self-reflective and self-monitoring practices (Deaver & McAuliffe, 2009; Hubbs & Brand, 2005). The use of reflective journaling, in conjunction with

the experiential nature of the simulation, was intended to actively engage doctoral students in the learning process to increase the likelihood for assimilation of content and transformative, self-reflective learning opportunities (Mezirow, 1997).

### **Simulation Termination**

If the simulation is run over the course of a semester or academic year, there will be a predictable ending to the experience. Hullender, Hinck, Wood-Nartker, Burton, and Bowlby (2015) found that transformative learning requires time, space, and appropriate scaffolding to adjust how a student thinks about new information and experiences. Therefore, the Provost (i.e., course instructor) and CACREP consultant (i.e., additional faculty member or advanced doctoral student) can facilitate a final meeting at the end of the simulation much like what occurs during a site visit to provide feedback on the student faculty members' (i.e., doctoral students') accreditation materials and group process. Additionally, the instructor of the course can facilitate a final activity to reflect-on-action (Walker, 2006), asking students to engage in a discussion about their experiences during the simulation. A prompt for a final reflective journal entry may also be used by students to reflect on ways the simulation experience contributed to their doctoral program and future career goals. Ultimately, we recommend instructors facilitate space to discuss the strengths, challenges, and application of the simulation, while celebrating individual and collective achievements of each group.

### **Implications and Challenges**

The simulation process provides a foundation for the extensive knowledge necessary to understand accreditation in an authentic learning environment, which according to Cranton and Carusetta (2004), is fundamental for transformative learning. In addition to the experiential and autonomous nature of the simulation experience, students are engaged in a self-reflective process

that provides insight about themselves as learners and future counselor educators. A noteworthy objective of this CACREP accreditation simulation was the intentional integration of the foundational elements of CACREP accreditation and counselor education program evaluation. The processes of writing an accreditation self-study and the evaluation of programs and student learning are integral for future counselor educators, and often overlooked in explicit instruction at the doctoral level. This accreditation simulation provided an opportunity for doctoral level students to begin conceptualizing the value and application of accreditation through ongoing, realistic, and deliberate methods. If students are interested in further application of their learning, we recommend students consider opportunities to gain additional experience in accreditation processes within the institution or associated accrediting bodies such as CACREP, Higher Learning Commission, or the Council for the Accreditation of Educator Preparation. Such experiences with accreditation may facilitate student leadership and professional connections in the field.

While examining the effectiveness of this accreditation simulation, it is imperative to consider the limitations of the experience. In reviewing the structure of the simulation, it became apparent during the pilot that a lack of explicit leadership within the fictional faculty (i.e., doctoral students) may have inhibited students' experiences and outcomes. Typically, higher education faculties have a hierarchal system, and offering guidance to the students as to how to define leadership roles within the group may have provided more structure to aide in the efficiency of the simulation. Intentional instruction and support for navigating faculty dynamics such as delegating tasks may reduce students' resistance or discomfort throughout the simulation. An additional consideration is the timing in which the simulation takes place within the doctoral program. This pilot was conducted with a first-year doctoral cohort, which may have

impacted the students' level of investment or reluctance to engage in the experience. It is possible that conducting the simulation in the later years of the program may have been more developmentally congruent with the level of autonomy needed throughout the simulation.

Additional considerations of simulation experiences within the classroom environment require awareness of potential ethical concerns that may arise and possible student discomfort. Adult learners may have well established ideas and beliefs about the norms and expectations of a traditional educational environment, and simulation activities may provoke discomfort as students adapt to the uniqueness of the approach (Ettling, 2006). Transformative learning opportunities inherently challenge existing beliefs and knowledge structures, making dissonance a common response to the assimilation of newly acquired information (Mezirow, 1997). However, the professional preparation required of adult learners at the doctoral level necessitates active engagement from students in self-directed experiences, which frequently involve provocative emotional reactions (Morrissette & Gadbois, 2006). In addition, it is cautioned that participation in experiential activities that may incite unease be monitored closely through individualized assessment strategies, ultimately allowing students to determine their level of involvement (Morrissette & Gadbois, 2006). Further, establishing group norms and guidelines with students in the beginning of the course may help structure the learning environment to promote student safety during simulation and experiential learning activities. Instructors may also include intentional journaling prompts to maintain unobtrusive oversight to ensure students are engaged, learning, and comfortable navigating group dynamics.

### **Conclusion**

This accreditation simulation is an experiential, instructional technique that utilizes self-directed learning opportunities and reflective journaling to introduce the structure, standards, and



implications of CACREP accreditation, as well as the challenges and rewards one may experience as a faculty member in higher education. The simulation allows doctoral level students to work collaboratively as a cohort to evaluate a fictional counselor education program in an attempt to outline the accreditation process through the rigorous examination of the standards and requirements of accreditation. The experiential nuances of this simulation provide a unique and autonomous learning environment in which students must invest in the activity in order to meet the learning objectives of the assignment, while continually reflecting upon their experiences and self-awareness. This accreditation simulation aligns with the notion of collaborative inquiry posited by Davis-Manigaulte et al. (2006) in which students are engaged in a dynamic process of action and reflection, which may lead to transformative learning opportunities within the classroom.

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## Appendix

### CACREP Accreditation Simulation for Doctoral Level Counselor Education

#### **Introduction to Students**

Congratulations! You are now a faculty member in a master's level counselor education training program. Your department has been recognized for doing excellent work in counselor education. You have also garnered the attention of the administration for your advocacy for the importance of accreditation. Guess what?! They're willing to fund the program in your efforts to become accredited. You are all excited, but aware that this is a vast undertaking.

#### **Faculty Assignment**

- Find out how much applying for accreditation will cost the institution, the requisite steps, and a proposed timeline. Submit a memorandum to your Provost summarizing the information you've discovered. Hint: There is a great deal of information to be gleaned from the CACREP website - I strongly suggest you familiarize yourselves with all resources available to you through the website.
- Review CACREP standards to determine current program strengths and deficits.
- As a faculty, begin to develop a plan to address deficits.

#### **The Products**

- Provost Memorandum - due prior to moving forward with subsequent steps. Progress towards accreditation is dependent upon provost approval.
- Summary of program strengths and deficits.
- Develop a proposal for addressing program needs, a list of key stakeholders, an outline of faculty assignments of responsibility, etc.

- As a group, you will decide what specialty areas you will be seeking accreditation for your program. You will need to provide a rationale for why you chose to seek accreditation for the specialty areas you are proposing. In addition, you need to provide a rationale for why you did not choose to seek accreditation for other specialties and/or a doctoral program. Your rationale should include information on the number of regional institutions offering similar programs, recruitment of students, post-graduation job placement opportunities, and licensure considerations.
- Keep weekly journals of the process (e.g., reactions, frustrations, successes, faculty dynamics, etc.). Particularly note your emotional, relational, and physical reactions to the process.

### **Specific CACREP Standards to Address**

#### Section I: The Learning Environment

The Institution – A to I

The Academic Unit – J to V

Faculty and Staff – W to DD

#### Section II: Professional Counseling Identity

Foundation – A to C

Counseling Curriculum – D to F (1-8)

#### Section III: Professional Practice

Entry-Level Professional Practice – A to E

Practicum – F to I

Internship – J to M

Supervisor Qualifications – N to R

## Practicum and Internship Course Loads – S to V

### **Example Timeline for Fall Semester**

October 6<sup>th</sup>: Introductory Provost Presentation

October 13<sup>th</sup>: Faculty Meeting

October 20<sup>th</sup>: Provost Presentation for Proposal

October 22<sup>nd</sup>: Provost Budget and Proposal Decision

October 27<sup>th</sup>: Faculty Meeting with Provost Available for Consultation

November 3<sup>rd</sup>: Faculty Meeting

November 10<sup>th</sup>: Strengths and Deficits Summary Due – Class Discussion

November 17<sup>th</sup>: Faculty Meeting

December 1<sup>st</sup>: Faculty Meeting with Provost Available for Consultation

December 8<sup>th</sup>: Deficit Reduction Plan and Specialty Area Determination Due and Class Discussion

### **Background Information on the Simulated University**

#### **Counseling Program**

You are a Counseling Program with a 60 semester credit hours master's Degree in Counseling in the State of (insert your state here) at a DRE, L4/R, CompDoc/NMedVet Carnegie Classification University. You currently have 25 graduate students enrolled in your program with no on-campus training laboratory, therefore, students complete a field based practicum and internship. Field based settings include social service agencies, schools, higher education settings, and community mental health centers. You have one Graduate Assistant position you can offer your master's students and this is a 20 hour a week position covering full tuition and offering a \$1,200 a month stipend. You have recently completed faculty hires and have a faculty



of [insert number of doctoral students in the course here] full time (18 credits an academic year) faculty lines in your department.

It's a difficult time financially for higher education, but the administration is committed to supporting the success of the counseling program. If faculty are uncertain if resources (e.g., space, money, faculty time, administrative support, etc.) are available, you must contact the Provost to verify availability.

### **Current Course Offerings**

Introduction to Graduate Research	3 Credits
Professional Orientation and Ethics	3 Credits
Multicultural Counseling	3 Credits
Theories of Counseling	3 Credits
Clinical Diagnosis and Treatment Planning	3 Credits
Human Growth and Development	3 Credits
Introduction to Group Counseling	3 Credits
Career Counseling	3 Credits
Practicum	3 Credits
*Counseling Internship	9 Credits

\*Students are required a minimum of 300 hours and encouraged to complete 600

Elective Courses 24 Credits

Total Credit Hours 60 Credits

\*No handbooks exist as students obtain program information from syllabi