

## School Counseling Glossary

<b>Counseling Term</b>	<b>Definition</b>
<i>Accreditation</i>	A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.
<i>Institutional accreditation</i>	Granted by regional and national accrediting commissions which review entire institutions such as universities or colleges
<i>Specialized accreditation</i>	Accreditation awarded to professional programs under the jurisdiction of institutions or to freestanding, professional institutes that offer training in particular fields of study.
<i>Advocacy</i>	Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.
<i>Appropriate Professional Organization</i>	The American Counseling Association, its divisions, branches, and affiliate organizations.
<i>Assessment</i>	The gathering and analysis of data used in evaluations and decision-making.
<i>Biopsychosocial</i>	Pertaining to biological, psychological, and social functioning.
<i>Council for the Accreditation of Counseling and Related Educational Program (CACREP)</i>	An independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral degree counseling programs.
<i>Certified School Counselor</i>	An individual who holds a Texas School Counselor Certificate.
<i>Assistant Clinical Professor</i>	CEPAHE Department faculty member responsible for coordinating the Department's clinical training, including practicum and internship site placements, and for directing the Community Family Life Center.
<i>Community Family Life Center (CFLC)</i>	CEPAHE's clinical training facility and student resource center.
<i>CACREP Liaison</i>	The faculty member responsible for all communication and interaction between the academic unit and the CACREP headquarters. The CACREP liaison's name is listed in the Directory of Accredited programs as a contact person for prospective students
<i>Certification</i>	The process by which a agency or association grants recognition to an individual who has met predetermined qualifications specified by that agency or association.
<i>Clinical Instruction</i>	All supervised course work within which the student has the opportunity to engage in a broad range of clinical activities similar to those performed by a professional counselor. This includes all practica and internships completed within a student's program.
<i>Closely-Related Field</i>	Faculty and supervisor qualifications based on terminal degree, postdoctoral study, professional affiliations, licensure and/or certification (e.g., lpc, nbcc),

	presentations, publications, and/or research. The program should be able to document faculty whose professional qualifications and identity is with professional counseling and counselor education.
<i>Common Core</i>	Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.
<i>Consultation</i>	Voluntary, non-supervisory relationship between professionals or other pertinent persons for the purpose of aiding the consultee(s).
<i>Cooperating Agency</i>	An institution, organization, or agency external to and independent of the academic program seeking accreditation.
<i>Core Program Faculty Member</i>	A full-time program faculty member whose appointment is to the academic unit in counselor education.
<i>Counselor Education</i>	A process that prepares counselors in both didactic and clinical aspects of counseling. Doctoral programs also prepare counselors to serve as counselor educators.
<i>Credentialing</i>	Formal recognition of professional competence designated by certification, licensure, or registry. Program or institutional accreditation is a kind of credentialing.
<i>Curricular Experiences</i>	Planned, structured, and formal teaching activities intended to enable students to learn and apply specific information, principles, values, and skills that are the intended consequences of the formal education offered by an academic unit. In general, the term is used in these standards to mean either an academic course or a readily identifiable portion of an academic course.
<i>Direct Service</i>	Interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients.
<i>Distance Learning</i>	Also referred to as distance education; a formal education process in which instruction occurs when the student and instructor are not located in the same place. Distance learning adds technology to the learning environment by a variety of means, such as web sites, e-mail, video conferencing, and videotapes. Instruction may be synchronous or asynchronous.
<i>Diversity</i>	Distinctiveness and uniqueness among and between human beings.
<i>Due Process Policy</i>	Written procedures by the institution to protect an individual's rights as a student.
<i>Endorsement</i>	Approving or sanctioning a program or program graduate. Institutions and academic units only claim CACREP accreditation for specific CACREP accredited programs. CACREP accredited program officials and program faculty recommend program students and graduates only for employment or credentialing for which students and graduates meet established criteria.
<i>Entry-Level</i>	The preparation requirements considered necessary to enter professional practice after completing a program of study; the first level at which one can be considered a professional counselor.
<i>Equity Issues</i>	An equal opportunity for everyone to have access to advancement and success
<i>Evaluation</i>	The act of making informed decisions based on the use and analysis of pertinent data.
<i>Evidence</i>	Documentation that verifies that the standard has been met
<i>Fitness</i>	Suitability for being a professional counselor. Fitness implies psychological health, including the following variables: self-awareness, self-acceptance, self-knowledge, self-confidence, courage, resilience, purpose in life, balance, moderation, and emotional stability.
<i>Guideline</i>	An explanatory statement that either amplifies a standard or provides an example of how the requirement may be interpreted. The intent is to allow for

	flexibility and yet remain within the framework of the standard with which it is associated.
<i>Instructional Methodology</i>	Methods of instruction, including a clear description of how lessons are delivered (e.g., lecture, seminar, supervised practical application, distance learning).
<i>Internship</i>	A distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.
<i>Licensure</i>	The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected.
<i>Multicultural</i>	Term denoting the diversity of racial, ethnic, and cultural heritage, including issues of socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, profession or career, and physical and mental abilities present in a nation's population.
<i>Pluralistic</i>	A condition of society in which numerous distinct ethnic, racial, religious, and social groups coexist and cooperatively work toward the interdependence needed for the enhancement of each group. This is based in the belief that all members of society benefit when diverse groups participate fully in the dominant society yet maintain their differences.
<i>Practicum</i>	A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.
<i>Professional Counselor</i>	A counselor who has received a master's degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling profession by participating in professional development and seeking appropriate licensure and certification.
<i>Program</i>	A structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." academic units may offer programs in career counseling, college counseling, community counseling, gerontological counseling, marital, couple and family counseling/therapy, mental health counseling, school counseling, and student affairs.
<i>Psychopathology</i>	The study of significant causes and processes in the development and treatment of mental disorders.
<i>Related Profession With Equivalent Qualifications</i>	A profession closely related to counseling, such as social work or psychology. Qualifications must be commensurate with the clinical preparation and experience of professional counselors.
<i>Spirituality</i>	The inner life of the individual that is a part of the "wholeness" of a person. Spirituality is often considered a motivating force for an individual's actions and thought processes and, therefore, may be an appropriate aspect of counseling.
<i>Standard</i>	A minimal criterion that must be met.
<i>Student/Trainee</i>	A student in the Department of CEPAHE who is seeking or fulfilling practicum or internship experiences.
<i>Student Retention Policy</i>	The policy by which the program faculty evaluate each student for academic, professional, and personal fitness to continue in a counseling program. In addition, the policy outlines procedures to be followed if a student does not meet program criteria.
<i>Supervision</i>	A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and

	skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.
<i>Individual supervision</i>	A tutorial and mentoring relationship between a member of the counseling profession and a counseling student.
<i>Group supervision</i>	A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.
<i>Triadic supervision</i>	A tutorial and mentoring relationship between a supervisor and two counseling students.
<i>Site supervisor</i>	A qualified individual within a setting who is responsible for supervising a student's work at that setting.