I. **Course Description** (3 semester hours)
   This course is an orientation to the profession of counseling, its history, professional standards, code of ethics, credentials, areas of specialization, and the development of skills necessary to create a helping relationship. It covers the counselor’s professional identity in a variety of settings and roles. Opportunities are provided for students to discover through self-awareness their suitability for the helping profession.

II. **Rationale**
   This course is designed to give students an overview of the counseling profession and to help examine personal motives for becoming helpers. It should be taken early in a student’s counselor preparation program.

III. **State Adopted Proficiencies for School Counselors**
   **Standard I Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

   **Standard II Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

IV. **TExES Competencies**
   **Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

   **Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

   **Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. **Course Objectives/Learning Outcomes**  
*This course is designed to meet CACREP II 2009 Standards. The following standards are covered in this course.*

**PLEASE NOTE: The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.**

A. **Course Objectives**  
**CACREP II 2009 Standards**

**Common Core**
- Know the history and philosophy of the counseling profession (CACREP Standard II-G-1-a)
- Understand professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP Standard II-G-1-b)
- Identify self-care strategies appropriate to the counselor role (CACREP Standard II-G-1-d)
- Know professional organizations, including membership benefits, activities, services to members, and current issues (CACREP Standard II-G-1-f)
- Understand professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues ((CACREP Standard II-G-1-g)
- Know the role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-G-1-h)
- Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Standard II-G-1-j)
- Know attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients (CACREP Standard II-G-2-b)
- Know counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP Standard II-G-2-e)
- **Demonstrate an orientation to wellness and prevention as desired counseling goals (CACREP Standard II-G-5-a)**
- Know counselor characteristics and behaviors that influence helping processes (CACREP Standard II-G-5-b)
- Understand a systems Understand essential interviewing and counseling skills (CACREP Standard II-G-5-c)
- perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Standard II-G-5-e)
• Know a general framework for understanding and practicing consultation (CACREP Standard II-G-5-f)
• Know the importance of research in advancing the counseling profession (CACREP Standard II-G-8-a).

**Clinical Mental Health Counseling**
- Understand the history, philosophy, and trends in clinical mental health counseling. (CACREP Standard II A-1)
- **Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.** (CACREP Standard II A-2)
- Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (CACREP Standard II A-3)
- **Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.** (CACREP Standard II A-4)
- Understand professional issues relevant to the practice of clinical mental health counseling. (CACREP Standard II C-9)
- Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services (CACREP Standard II E-6)

**Marriage, Couple, and Family Counseling Core**
- Understand the ethical and legal considerations specifically related to the practice of marriage, couple, and family counseling. (CACREP Standard II A-2)
- Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals. (CACREP Standard II A-3)
- Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling. (CACREP Standard II A-4)

**School Counseling Core**
- Know history, philosophy, and trends in school counseling and educational systems. (CACREP Standard II A-1)
- Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (CACREP Standard II A-3)
- Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (CACREP Standard II A-4)

**B. Student Learning Outcomes**

*This course infuses the Learning Objectives of CACREP II Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:*

1. **Know the history and philosophy of the counseling profession** (CACREP
Standard II-G-1-a, CACREP Standard II A-1). Achievement is evidenced by class presentation of Group Assignment: *History and Philosophy of Counseling Profession* and receiving credit for completion. See Rubric F in section XV.

2. **Know professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP Standard II-G-1-g, CACREP Standard II A-4).** Achievement is evidenced by 80% of students earning a B or Above on *Midterm Examination*, section on credentialing, certification, licensure, and accreditation practices and standards.

3. **Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling. (CACREP Standard II-G-1-j, CACREP Standard II A-2).** Achievement is evidenced by 100% of students developing an *Informed Consent Form* and receiving credit for completion. See Rubric D in section XV.

4. **Understand professional roles, functions, professional identity and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP Standard II-G-1-b).** Achievement is evidenced by 100% of students conducting a *Face-to-Face Interview* of professional counselors in the community and earning a B or above on Interview Paper. See Rubric A in section XV.

5. **Know professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases (CACREP Standard II-G-1-f).** Achievement is evidenced by 98% of students completing *Study Guide Chapter 2* and receiving credit for completion. See Rubric C in section XV.

6. **Understand the role and process of the professional counselor advocating on behalf of the profession (CACREP Standard II-G-1-h).** Achievement is evidenced by 80% of students responding to opportunities such as *Call to Action requests for Advocacy for Counseling Profession* during the semester and earning one point extra credit per action. See Rubric E in section XV.

7. **Develop an orientation to wellness and prevention as desired counseling goals (CACREP Standard II-G-5-a).** Achievement is evidenced by 100% of the students completing an *Individual Development Plan* and 90% meeting Personal Goals (Journal Entry 1) and receiving credit for completion. See Rubric D in section XV.

8. **Develop general framework for understanding and practicing consultation (CACREP Standard II-G-5-f).** Achievement is evidenced by 85% of students earning a B or Above on *Final Examination, section on consultation.*
9. Know the importance of research in advancing the counseling profession (CACREP Standard II-G-8-a). Achievement is evidenced by 100% of students completing Case 16 Joel and receiving credit for completion. See Rubric B in section XV.

VI. Course Topics
The major topics to be considered are: Orientation to the profession of counseling including, ethical and legal issues, licensure, professional organizations, theoretical paradigms, basic counseling skills, supervision, consultation, advocacy, multicultural, assessment, accountability, and outcome research.

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play )
C. Field Experiences (use of community resource)

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
1. Examinations: There are two examinations, a midterm and a final. Questions are objective, in preparation for state licensure examination, such as multiple-choice, true and false, and case scenarios. The midterm will include an additional essay section to cover counseling theories. There will be no make-up exams given unless documentation is provided by a professional stating the reason for the absence.

2. Face-to-Face Interview: This hands-on outside assignment requires students to have a face-to-face experience to explore the world of a practicing professional and to help students understand professional roles, functions, professional identity and relationships with other human service providers. To maximize learning, students turn-in a 4 to 5 page report using APA writing format and present a one-page summary of the interview in class to share knowledge of opportunities in the community.

3. Informed Consent Form: Students develop an informed consent. Specifically, address ethical and legal considerations related to the practice of clinical mental health counseling. (Homework Assignment)

4. Case Studies and Study Guides:
Case studies and study guides are prepared in advance of the class session to ensure full class participation and to earn a homework grade. (Homework Assignments)

5. Journal Entries:
Journal questions are posted on Blackboard and must be completed by the specified time
to receive credit.

6. Group Assignment:
Assignment- History and Philosophy of Counseling Profession
• Select an assignment for your group
• Divide the work among the members
• Research in your text and online for additional information
• Supplement text information with three or more lines of text for each entry
• Compile material into one document
• Post completed assignment on Blackboard
• Present in class

7. Class Participation:
Students must complete homework assignment prior to class and be physically present in
class to get credit for participation.

8. Group Role-Plays and Historical Timelines
Students will form groups and present role-plays and historical data in class.

Methods and Percentage of Final Course Grade
The grading system is based on the accumulation of points.

<table>
<thead>
<tr>
<th>A. Method of Evaluation</th>
<th>B. Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>60 points 20.0%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points 33.3%</td>
</tr>
<tr>
<td>Face to Face Interview/Paper</td>
<td>60 points 20.0%</td>
</tr>
<tr>
<td>Role-plays/Assignments</td>
<td>50 points 16.7%</td>
</tr>
<tr>
<td>Group/Class Participation</td>
<td>15 points 5.0%</td>
</tr>
<tr>
<td>Journal</td>
<td>15 points 5.0%</td>
</tr>
<tr>
<td>Total</td>
<td>300 points 100%</td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies
A. Tentative Course Schedule and Assignments

B. Class Policies
• Students are expected to attend all class and to be on time.
• Students are expected to be courteous by turning off cell phones and/or other
electronic devices during class.
• Students are expected to notify the professor if an unavoidable absence is required
and he/she should consult with small group members about class notes, handouts,
and/or exercises. Points (15) will be deducted from the final grade for three or
more absences except in extenuating circumstances.
• Students are expected to consult Blackboard to prepare assignments ahead of time.
to avoid a late penalty. All late assignments will receive a ten-percent late penalty.

- Students are expected to participate actively in class and complete journal assignments.
- Students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in no credit for the work in question.
- Students please consult with professor before deciding to drop a class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check for the last day to drop a class with an automatic grade of “W” this term.

X. **Textbook**

*The textbook adopted for this course is:*

Web Resources
- Class Notes and Assignments: [http://www.tamucc.edu](http://www.tamucc.edu)
- Current Students SAIL / Blackboard
- Counseling Listserve: [http://listserv.tamucc.edu/mailman/listinfo/counsel-list](http://listserv.tamucc.edu/mailman/listinfo/counsel-list)
- [http://tamucc.libguides.com/tamucc_help_edu](http://tamucc.libguides.com/tamucc_help_edu)

XI. **Bibliography**


XII. **Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. **Statement of Academic Continuity***

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. **Emergency Contingency Plan**

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.
XVI. Rubrics

A. Face-to-Face Interview

<table>
<thead>
<tr>
<th>Name of Interviewee</th>
<th>Grade</th>
</tr>
</thead>
</table>

Format:

1. **Content**
   - Used APA Style (Cover Sheet, Margins, Size of Font) 10 points
   - Wrote 4 to 5 pages (No more, no less) 5 points
   - Correct Grammar/Spelling 10 points

2. **Duties and General Nature**
   - Gave a detailed:
     - Description of the counselor 2 points
     - Description of duties 5 points
     - Description of general nature of work 5 points
     - Description of work setting and conditions 5 points

3. **Preparation**
   - Identified educational needs for this position 2 points
     - (Other requirements and/or certifications)

4. **Method of Entry**
   - Described how the person got their job. 5 points

5. **Other**
   - Included (3) other comments or observations 6 points

6. **Personal Reflections**
   - Described personal feelings and reactions 1 points
     - (Were there any surprises?)
   - Answered the following questions:
     - What do you think that you will like best? 1 points
     - What will you dislike? 1 points
     - What are you looking forward to? 1 points
     - What are you hoping as a counselor? 1 points

   Total Points 60 points

B. Case Studies

Case 1 Christy

Christy, a 25 year-old, decided to seek a Master’s degree in Counseling at TAMUCC. She is kind and thoughtful and enjoys helping others. After her first counseling class, Introduction to Counseling, Christy was surprised to learn that she needed more than the degree before she could become a licensed counselor. As soon as she got home from class, she called you because she remembered you had gone through the program at TAMUCC.
1. How would you begin to help Christy?
2. What are the requirements to become a **Licensed Professional Counselor** (LPC)?
3. What are the requirements at TAMUCC for Practicum/Internship?
4. What **professional organization** (s) would be helpful to Christy?
5. What other suggestions would you make to help her learn more about the profession?

**Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions as assigned.**

**Case 16 Joel**
Joel, 25 year-old, is planning on becoming a licensed professional counselor. He is currently in the counseling program at TAMUCC. He is keenly aware of **the importance of research in advancing the counseling profession.** He knows he has an ethical responsibility to learn counseling methods grounded on theory and empirically validated though research.

1. If a counselor means well, and has a kind and caring disposition, is that enough to prevent doing harm?
2. Is a counselor doing harm by not using empirical data to drive practice and interventions?
3. Of the many reasons that contribute to the gap between research and practice, what might be some of the most difficult to overcome?
4. What ideas can you think of that could help reduce the problem?
5. What do you know from research about the effectiveness of counseling in client-counselor characteristics? Individual approaches? Group approaches? School-based student interventions? **Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions as assigned.**

**C. Study Guides**

**Chapter 1**
1. Explain the importance of **understanding a profession’s origination and history.**
2. Compare and contrast psychotherapy with counseling.
3. Describe two significant changes or occurrences for each decade beginning with 1907, 1920’s, 1930’s, 1940’s, 1950’s, 1960’s, 1970’s, 1980’s, 1990’s, 2000, and 2010 that contributed to the rise of counseling as a profession.
4. Describe the effects World War II had on the rise of the counseling profession.
5. Describe the uses of technology in counseling. **Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions assigned.**

**Chapter 2**
1. Describe the **American Counseling Association** (ACA) and its functions.
2. Compare and contrast passion and work setting divisions within ACA and provide examples of each.
3. What is CACREP? What does the process include? What are some advantages of attending a CACREP accredited counselor education program?
4. Describe the purposes of credentialing and licensure.
5. Explain Gladding’s (2004) four levels of credentialing procedures. **Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions assigned.**
D. Additional Homework Assignments:

**Individual Development Plan**

**PROFESSIONAL GOAL**-to develop a professional identity

Students design their own plan and target the following areas:

**Professional Orientation**
1. Gain knowledge about the counseling profession by becoming a member of a professional organization within the first year in the program.
2. Participate in a workshop, seminar, or conference once a year.

**Ethical Practice**
1. Join a professional organization and read the Code of Ethics. Write a one-page response on how the Code of Ethics will be used in practice.
2. Read two peer reviewed articles from journals in the profession once a year.

**Social and Cultural Diversity**
1. Develop cultural self-awareness by processing own cultural identity and writing a one-page reflection.
2. Understand the Multicultural Competencies and address each area by the end of the fourth semester of classes.

**Advocacy**
1. Advocate on behalf of the profession by responding to a minimum of two Calls to Action by the professional organizations per year.
2. Advocate by promoting cultural social justice in class or in the community yearly.

**Credentialing**
1. Explain orally the process for licensure in Texas.
2. Explain the CACREP accreditation process.

**Human Growth and Development**
1. Understand growth and development over the life span. Identify two theories by the end of the first academic year.
2. Read two articles in professional journals that address addictive behavior. Provide a one-page reflection on each article.

**Helping Relationship**
1. Research studies that document the importance of the helping relationship. Write a description of the findings from two studies found in professional journals.
2. Identify the counselor characteristics help promote a therapeutic relationship. Compare the characteristics with personal characteristics. Show the comparison.

**Theoretical Orientation**
1. Identify an assessment tool and take the assessment on theoretical orientation the first semester and take the same assessment the semester before starting Practicum.
2. Develop a personal theoretical model. Bring copy to advisor before the start of Practicum.

**Wellness**

**Journal Entry 1**
1. What are some barriers you have encountered in your own development? 2. How have you dealt with these barriers? 3. What one area in your life will you commit to working on during this course? Be specific to measure your success at the end of the semester.
Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions assigned.

Informed Consent Form
Develop an Informed Consent Form: You are getting ready to open up your own private practice. You have gathered all the information to create your own Informed Consent Form. What will it look like? You must cite your source or sources. Homework Grade: Credit/No Credit. Rubric for Credit: Completed all questions assigned.

E. Advocacy for Counseling Profession.

Students have an opportunity to earn one extra credit point by taking action to advocate for the profession. Documentation is required to get credit such as an e-mail or letter from a congressional office, an official, a professional organization. Each action is worth one point for a maximum of ten.

F. History and Philosophy of Counseling Profession
Assignment: History and Philosophy of Counseling Profession
- Select an assignment for your group
- Divide the work among the members
- Research in your text and online for additional information
- Supplement text information with three or more lines of text for each entry
- Compile material into one document
- Post completed assignment on Blackboard
- Present in class

Divided by Groups

- 1907 - Jesse B. Davis introduced the first guidance course as part of the school curriculum
- 1908 - Frank Parsons founded the Vocational Bureau of the Civic Services
- 1908 - Clifford Beers authored A Mind that Found Itself, changing societal attitudes of the mentally ill
- 1909 - Parson’s Choosing a Vocation was published following his death one year earlier
- 1909 - Binet-Simon Scale is translated into English
- 1909 - Freud invited to the United States to present his ideas on neurosis
- 1913 - National Vocational Guidance Association was founded as the first counseling association
- 1914- WWI began and psychological instruments were used for screening purposes
- 1917 - Smith-Hughes Act provided funding for vocational education in schools
- 1917- Army Alpha and Army Beta tests were designed for the military
- 1921 - Rorschach published his projective inkblot test
- 1921 - Child guidance clinics created
- 1922 - Alfred Adler began using collective counseling, or group therapy
- 1927 - The Strong Vocational Interest Blank, developed by Edward K. Strong, Jr.
- 1929 - Great Depression began after the stock market crashes
- 1929 - The first family and marriage counseling center opened in New York
- 1930s - E. G. Williamson developed the first theory of counseling from the work of Parsons
- 1935 - Murray and Morgan developed the Thematic Apperception Test (TAT)
- 1935 - Alcoholics Anonymous was founded
- 1937 - Recovery Incorporated was founded, a mental health self-help group
- 1938 - Buros published Volume 1 of Mental Measurements Yearbook
- 1939 - First edition of Dictionary of Occupational Titles (DOT) was published
- 1939 - Wechsler-Bellevue Intelligence Scale was introduced
- 1939 - WWII began and counselors were widely used for classification, screening and treatment
- 1940s - Certification of school counselors was established
- 1940 - Notables such as Otto Rank, Alfred Adler, Karen Horney, Erich Fromm, Erik Erikson, and Victor Frankl came to the United States to escape Nazi persecution
- 1940 - The Minnesota Multiphasic Personality Inventory (MMPI) was published
- 1942 - Carl Rogers published Counseling and Psychotherapy, thus introducing client-centered therapy
- 1946 - National Mental Health Act
- 1948 - The Occupational Outlook Handbook was published
- 1949 - The Graduate Record Exam (GRE) was published
- 1949 - The Wechsler Intelligence Scale for Children (WISC) was published
- 1950 - Theory development began to flourish including systematic desensitization, rational-emotive therapy, transactional analysis, and career development
- 1952 - American Personnel and Guidance Association (APGA)(later to become ACA) was formed by a merging of four entities, which became the founding divisions
- 1953 - American School Counselor Association (ASCA) joined APGA as a division
- 1957 - The Russians launched Sputnik, spurring creation of NDEA the following year
- 1958 - American Rehabilitation Counselor Association (ARCA) was chartered
- 1958 - National Defense Education Act (NDEA) was passed expanding the training of school counselors
- 1960s - Existentialism, family systems, and cognitive theories became popular
- 1962 - Wrenn, in The Counselor in a Changing World, first introduced the concept of the culturally encapsulated counselor
- 1963 - The Community Mental Health Centers Act made it possible to build and staff many mental health centers across the country
- 1964 - APGA recommended a branch be formed in every state
- 1964 - Civil Rights Act passed
- 1965 - The Association for Assessment in Counseling in Education (AACE) was chartered
- 1966 - The National Employment Counselors Association (NECA) was chartered
- 1966 - ERIC Clearinghouse was established
- 1967 - APA legislation committee proposed a restriction on who can provide counseling
- 1972 - Association for Multicultural Counseling and Development (AMCD) was chartered
- 1972 - International Association for Addictions and Offender Counselors (IAAOC) was chartered
- 1973 - Association for Specialists in Group Work (ASGW) was chartered
- 1973 - Southern Association for Counselor Education and Supervision (SACES) established the first counselor licensure committee
- 1974 - Association for Spiritual Ethical and Religious Values in Counseling (ASERVIC) was chartered
- 1974 - Congress passed the *Family Educational Rights and Privacy Act* (FERPA)
- 1974 - APGA adopted position paper Counselor Licensure: Position Statement calling for licensure legislation efforts in all 50 states
- 1974 - American Rehabilitation Counselors Association (ARCA) certified rehabilitation counselors
- 1975 - Congress passed the *Education for All Handicapped Children Act* (Public Law 94-142)
- 1975 - Virginia passed the first regulatory act for professional counselors
- 1976 - *Career Education Incentive Act* provided for career education within schools
- 1978 - The American Mental Health Counselors Association (AMHCA) was chartered
- 1979 - AMHCA certified mental health counselors
- 1979 - Following Virginia’s example, Arkansas passed the second licensure law and Alabama became the third state to achieve licensure
- 1983 - American Personnel and Guidance Association (APGA) changed its name to the American Association for Counseling and Development (AACD)
- 1983 - National Board for Certified Counselors (NBCC) was established
- 1984 - Association for Counselors and Educators in Government (ACEG) was chartered
- 1986 - Association for Adult Development and Aging (AADA) was chartered
- 1989 - International Association for Marriage and Family Counselors (IAMFC) was chartered
- 1990 - *Americans with Disabilities Act* passed
- 1991 - American College Counselors Association (ACCA) was chartered
- 1992 - American Association for Counseling and Development (AACD) changed its name to the American Counseling Association (ACA)
- 1994 - State licensure, certification, and/or registry adopted in 41 states
- 1996 - Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC) was chartered
- 1997 - ACA Governing Council developed a cohesive definition of counseling
- 2001 - More than 31,000 counselors held the NCC certification
- 2002 - Counselors for Social Justice (CSJ) was chartered
- 2003 - ASCA creates *The ASCA National Model: A Framework for School Counseling Programs*
- 2004 - Association for Creativity in Counseling (ACC) was chartered
- 2007 - Nevada became the 49th state to license professional counselors
- 2010 - California became the 50th state to license professional counselors
• 2011- The definition of counseling was endorsed by 29 of 31 counseling organizations composing the 20/20 committee.
• 2012-2014-Updates

**Homework Grade: Credit/No Credit**
*Rubric for Credit: Presented in class.*