



**Council for Accreditation of Counseling and Related Educational Programs**

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March 30, 2012

Dr. Charles Whitlock  
Office of the President  
Eastern Kentucky University  
CPO1A  
521 Lancaster Avenue  
Richmond, Kentucky 40475-3102

Dear Dr. Whitlock:

Enclosed is a copy of the report submitted by the on-site visiting team members detailing their March 18-21, 2012, accreditation review of the Clinical Mental Health Counseling (M.A. degree) and School Counseling (M.A.Ed. degree) programs housed in the College of Education at Eastern Kentucky University. The team reviewed these programs under the 2009 CACREP Standards.

The institution is allowed thirty (30) days in which to forward its response to the enclosed on-site review document. Therefore, four (4) copies of the Institutional Response are due in the CACREP office by May 4, 2012. The next Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors meeting is scheduled for July 12-14, 2012. The Board will render accreditation decisions for these programs at that meeting.

As the team report does not specify any Standards as not met, the Institutional Response should provide acknowledgement of receipt of the report and any additional information or documentation the institution desires to provide to the Board. The team report does offer suggestions for the Counseling Program to consider. The institution may choose to respond to these suggestions in the Institutional Response but there is no requirement to do so.

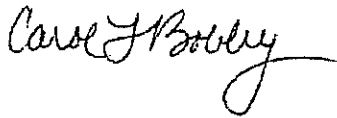
Please be advised that in rendering accreditation decisions, the CACREP Board of Directors will use only information from the institution's self-study, pertinent correspondence between the CACREP office and the Department, the on-site visitation team's report, and the institution's response to the team's report. In addition, please be advised that CACREP

Board policy allows an institution to withdraw any program from further review at any time during the accreditation process through written communication with the CACREP office. Please ensure that a designated faculty member is available by telephone during normal working hours on the days of the July meeting. We would appreciate being informed ahead of time who the contact is and how to reach him or her should the review subcommittee members have any additional questions during the final review.

In closing, we look forward to receiving your response. If you or members of your faculty have questions, please do not hesitate to contact the CACREP office. Thank you for your continued support of the CACREP accreditation process.

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Sincerely,

A handwritten signature in black ink, appearing to read "Carol L. Bobby". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Carol L. Bobby, Ph.D., LPC, NCC  
President and CEO

cc: Dr. William Phillips, Dean, College of Education  
Dr. Larry Sexton, Chair, Counseling and Educational Psychology Department  
✓ Dr. Kim Naugle, CACREP Liaison

**CACREP On-Site Visit Team Report  
for  
Eastern Kentucky University**

**CACREP 2009 Standards**

**INTRODUCTION**

**A. Name of Institution: Eastern Kentucky University**

**B. Academic Department: Counseling and Educational Psychology**

**C. Sites :** The program is not offered at multiple sites. Occasionally a course might be offered at an extension campus, but the program is offered only through the ECU Richmond campus.

**D. Visiting Team: Drs. Nick Piazza (Chair), Solange Ribeiro, Rhonda Bryant**

**E. Date of Visit: March 18-21, 2012**

**F. Agenda for On-Site Team:**

Time	Piazza	Ribeiro	Bryant
Sunday March 18, 2012			
4:00 - 5:00	Team preparation meeting	Team preparation meeting	Team preparation meeting
6:00 - 8:00	Team dinner with Larry Sexton (Dept. Chair) and Kim Naugle (CACREP Liaison)	Team dinner with Larry Sexton (Dept. Chair) and Kim Naugle (CACREP Liaison)	Team dinner with Larry Sexton (Dept. Chair) and Kim Naugle (CACREP Liaison)

Time	Piazza	Ribeiro	Bryant
Monday March 19, 2012			
8:30 - 9:00	Meet with Counseling Program personnel for introduction & overview	Meet with Counseling Program personnel for introduction & overview	Meet with Counseling Program personnel for introduction & overview
9:00 - 10:00	Meet with individual counseling faculty	Meet with individual counseling faculty	Meet with individual counseling faculty
10:00 - 11:00	Dean William Phillips & Assoc. Dean Kim Naugle	Dean William Phillips & Assoc. Dean Kim Naugle	Dean William Phillips & Assoc. Dean Kim Naugle
11:00 - 11:30	EKU President Doug Whitlock	EKU President Doug Whitlock	EKU President Doug Whitlock
11:30 - 12:00	EKU Provost Janna Vice	EKU Provost Janna Vice	EKU Provost Janna Vice
12:00 - 2:00	Lunch and Travel to Site Visit	Lunch and Travel to site visit	Lunch and Travel to site visit
2:00 - 3:30	Site Visit	Site Visit	Site Visit
3:30 - 4:00	Team meeting	Team meeting	Team meeting
4:00 - 4:30	Work on report	Meet with alumni	Meet with alumni
4:30 - 5:30	Work on report	Meet with adjunct faculty	Meet with adjunct faculty
5:30 - 6:30	Class Visits	Class Visits	Class Visits
6:30 - 8:00	Travel & dinner	Travel & dinner	Travel & dinner
8:00 - 11:00	Team meeting	Team meeting	Team meeting

Time	Piazza	Ribeiro	Bryant
Tuesday March 20, 2012			
8:30 - 9:30	Graduate Dean Jerry Pogatshnik	Site visit	Site visit
9:30 - 10:00			
10:00 - 11:00			
11:00 - 11:30	Meet with Larry Sexton	Meet with Larry Sexton	
11:30 - 12:00			
12:00 - 1:00	Lunch	Lunch	Lunch
1:00 - 2:00	Cooperating faculty	Cooperating faculty	Cooperating faculty
2:00 - 5:00	Team meeting	Team meeting	Team meeting
5:00 - 6:00	Meet with students	Meet with students	Meet with students
6:00 - 10:00	Team meeting and supper	Team meeting and supper	Team meeting and supper

Time	Piazza	Ribeiro	Bryant
Wednesday March 21, 2012			
8:00 - 9:00	Exit interview	Exit interview	
9:00	Departure	Departure	

### ENTRY-LEVEL PROGRAMS

CACREP Program Title

School Counseling

Clinical Mental Health Counseling

Degree Awarded

MA.Ed.

MA

Program Name

School Counseling

Clinical Mental Health Counseling

## PROGRAM DESCRIPTIONS

CACREP 2009 Standards

### SECTION I

#### The Learning Environment: Structure and Evaluation

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
A. Institutional Media	X	
B. Academic Unit Responsibility	X	
C. Sufficient Financial Support	X	
D. Faculty Encouragement	X	
E. Access to Learning Resources	X	
F. Technical Support	X	
G. Personal Counseling Services	X	
H. Counseling Instruction Environment	X	
1. Individual Counseling Settings	X	
2. Small Group Settings	X	
3. Technology/Observational Capabilities	X	
4. Client Confidentiality Procedures	X	
I. Degree Hour Requirements	X	
J. Student Diversity Efforts	X	
K. Admissions Decisions	X	
1. Applicant's Interpersonal Potential	X	
2. Applicant's Graduate Study Potential	X	
3. Applicant's Career Goals	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
L. New Student Orientation	X	
1. Orientation Session	X	
2. Student Handbook	X	
a. Mission and Objectives	X	
b. Professional Organizations	X	
c. Written Endorsement Policy	X	
d. Student Retention Policy	X	
e. Academic Appeals Policy	X	
M. Core Faculty Credit Delivery	X	
N. FTE Ratio	X	
O. Faculty Advisor	X	
P. Student Progress	X	
Q. Course Load for Individual Supervision	X	
R. Group Supervision Section Maximum	X	
S. Student Liability Insurance	X	
T. Graduate Assistantships	X	
U. Faculty Diversity	X	
V. Teaching Loads	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
W. Core Faculty Resources	X	
1. 3 Full Time Appointments	X	
2. Doctorates in Counselor Education	X	
3. Assigned in Relevant Area	X	
4. Identify with Counseling	X	
5. Professional Activities	X	
a. Development/Renewal	X	
b. Research and Scholarly Activity	X	
c. Service and Advocacy	X	
6. Determine Curriculum	X	
X. Academic Unit Leadership	X	
1. Academic Unit Leader	X	
a. Coordination of Program	X	
b. Receives Inquiries	X	
c. Recommendation for Budget	X	
d. Year-round Leadership	X	
e. Release Time	X	



<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
2. Practicum/Internship Coordinator	X	
a. Coordination of Clinical Experiences	X	
b. Practicum/Internship Inquiries	X	
c. Defined Responsibilities	X	
Y. Noncore Faculty	X	
1. Graduate Degrees	X	
2. Relevant Preparation and Experience	X	
3. Identify with Counseling Profession	X	
Z. Clerical Assistance	X	
AA. Continuous Systematic Program Evaluation	X	
1. Review of Programs	X	
2. Graduate Follow-up Studies	X	
3. Site Supervisors/Employer Follow-up Studies	X	
4. Student Learning Assessment	X	
5. Use of Findings	X	
6. Official Report Distribution	X	
BB. Students Evaluate Faculty	X	
CC. Results of Student Evaluations	X	
DD. Written Evaluation Procedures	X	

### Strengths:

Standard I.D: Program faculty enjoy excellent financial support for faculty development from the department, the Dean of the College of Education, and the Graduate School.

Standard I.I: Because School Counseling is the only accredited program in the State of Kentucky, it offers the most robust training program available in the state.

Standard I.P: The program has a very thorough and systematic procedure for individual faculty to assess student professional development at multiple points throughout the program.

Standard I.W: The site team wants to commend the program for reducing the number of courses taught by adjuncts and assigning more courses to the core faculty. Students were very positive in their response to this change in course assignments.

### Suggestions:

Standard I.N: FTE ratio for Fall 2011 was 9.24:1. This is in compliance with the CACREP standard and demonstrates that the program has taken positive action to reduce its student/faculty ratio. The site team suggests that the program continue to monitor enrollment, student progress through the program, and graduations to insure that FTE ratios continue to meet standards.

Standard I.P: Individual faculty do an outstanding job of evaluating student professional development. There is less evidence, however, that the program systematically monitors student academic progress toward degree attainment. The site team recommends that the program implement a formal procedure for tracking student progress through at least annual meetings with the student's advisor. There should also be documentation that faculty as a group conduct regular retention, remediation, and progress reviews. These reviews would be in addition to and supplement the individual student evaluations currently practiced. The site team learned that the university has excellent technological resources available to assist advisors in monitoring students and their progress. We would encourage the program to explore this with the ECU information technology unit.

Standard I.V: During the site visit, the team learned that the program has hired a Clinical Director for practicum and internship. This is a very labor and time intensive leadership role in any program. In fact, it is one of only two leadership positions identified in the standards. The site team suggests that due to the complexity, importance, and time commitment of this assignment, this job function be equivalent to a three credit hour course assignment and workload be adjusted accordingly. The team is concerned that students will be poorly served in their clinical training by someone who has insufficient time to devote to the job.

Standard I.AA: The site team found evidence that continuous evaluation of the program is occurring. The site team suggests that the program adopt continuous systematic evaluation procedures that are more formal and which rely less on informal data collection and personal relationships.

Standard I.AA.1-3, 5, & 6: There is evidence that faculty have collected feedback data from students and have made use of the data to implement significant changes to procedures and practices as a result. The team was unable to find evidence that the program has systematically sought formal evaluative information from supervisors, employers or cooperating faculty. The site team recommends that the program continue to implement its continuous evaluation program and expand that to include supervisors, employers, and cooperating faculty.

Specific Requirements:

No specific requirements were noted.

**SECTION II**  
**Professional Identity**

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
A. Comprehensive Mission Statement	<b>X</b>	
B. Program Objectives	<b>X</b>	
1. Reflect Current Knowledge and Projections	<b>X</b>	
2. Reflect Input	<b>X</b>	
3. Related to Program Activities	<b>X</b>	
4. Can be Evaluated	<b>X</b>	
C. Students Identify	<b>X</b>	
D. Syllabi Distributed	<b>X</b>	
1. Content Areas	<b>X</b>	
2. Knowledge and Skill Outcomes	<b>X</b>	
3. Methods of Instruction	<b>X</b>	
4. Required Texts/Readings	<b>X</b>	
5. Evaluation Criteria and Procedures	<b>X</b>	
E. Infusion of Counseling Research	<b>X</b>	
F. Infusion of Technology	<b>X</b>	

STANDARD	MET	NOT MET
G. Curricular Experiences	X	
1. Professional Orientation and Ethical Practice	X	
a. History and Philosophy	X	
b. Roles, Functions and Relationships	X	
c. Counselors' Roles in Emergency Teams	X	
d. Self-care Strategies	X	
e. Supervision Models	X	
f. Professional Organizations	X	
g. Professional Credentialing	X	
h. Advocating for Profession	X	
i. Advocacy Processes	X	
j. Ethical Standards	X	
2. Social and Cultural Diversity	X	
a. Multicultural and Pluralistic Trends	X	
b. Attitudes, Beliefs and Understandings	X	
c. Theories of Multicultural Counseling	X	
d. Individual, Couple and Group Strategies	X	
e. Counselors' Roles in Self-Awareness	X	
f. Counselors' Roles in Eliminating Biases	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
3. Human Growth and Development	X	
a. . Life Span Development Theories	X	
b. Learning and Personality Development	X	
c. Trauma-causing Events	X	
d. Theories and Models of Resilience	X	
e. Exceptional Abilities	X	
f. Human Behavior	X	
g. Theories of Addiction	X	
h. Facilitating Optimal Development	X	
4. Career Development	X	
a. Career Development Theories and Models	X	
b. Information Resources	X	
c. Program Planning	X	
d. Interrelationships	X	
e. Career And Educational Planning	X	
f. Assessment Instruments	X	
g. Processes, Techniques, and Resources	X	
5. Helping Relationships	X	
a. Orientation to Wellness and Prevention	X	
b. Characteristics and Behavior	X	
c. Interviewing and Counseling Skills	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
d. Counseling Theories	X	
e. Systems Perspective	X	
f. Consultation	X	
g. Crisis Intervention	X	
6. Group Work	X	
a. Group Dynamics	X	
b. Leadership Styles	X	
c. Theories	X	
d. Methods	X	
e. Small Group Experience	X	
7. Assessment	X	
a. Historical Perspectives	X	
b. Standardized and Nonstandardized Testing	X	
c. Statistical Concepts	X	
d. Reliability	X	
e. Validity	X	
f. Social and Cultural Factors	X	
g. Ethical Strategies	X	
8. Research and Program Evaluation	X	
a. Importance of Research	X	
b. Research Methods	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
c. Statistical Methods	<b>X</b>	
d.. Principles, Models, and Applications	<b>X</b>	
e. Use of Research	<b>X</b>	
f. Ethical Strategies	<b>X</b>	

**Strengths:**

The fact that students in this program have selected an accredited program that is longer and more demanding than other programs in the state speaks highly of their motivation and caliber. The team was impressed with the enthusiasm apparent in the program's students and equally impressed with how supportive and complimentary they were of the program, its curriculum, current faculty, and leadership.

**Suggestions:**

The site team found evidence that curriculum content is being covered, however, the team noted that this can at times be difficult to ascertain, as curriculum mapping is fragmentary. The team felt that we should be able to look at the syllabus to see a corresponding instructional activity in the schedule that aligns with the content specified in the syllabus. This was not always the case. We found examples of syllabi that claimed to teach certain content, but then were unable to identify specifically where in the course schedule this was covered. Conversely, the initial review found examples of courses that provided coverage of content that was not identified in the syllabus. The team suggests that the program systematically review its syllabi to insure that students can determine what content is to be taught in the course and what instructional activities align with that content.

**Specific Requirements:**

No specific requirements were noted.



**SECTION III**  
**Professional Practice**

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
A. Faculty Providing Supervision	<b>X</b>	
1. Degree and/or Preparation	<b>X</b>	
2. Relevant Experience	<b>X</b>	
3. Relevant Training	<b>X</b>	
B. Student Supervisors	<b>X</b>	
1. Completed Master's Equivalent	<b>X</b>	
2. Supervision Preparation	<b>X</b>	
3. Supervised by Faculty 1:6	<b>X</b>	
C. Site Supervisor	<b>X</b>	
1. Masters Degree and Credentials	<b>X</b>	
2. 2 Years Experience	<b>X</b>	
3. Knowledge of Program	<b>X</b>	
4. Training in Supervision	<b>X</b>	
D. Orientation, Assistance, and Consultation	<b>X</b>	
E. Supervision Contracts	<b>X</b>	
F. Practicum	<b>X</b>	
1. Direct Service	<b>X</b>	
2. Individual Supervision	<b>X</b>	
3. Group Supervision	<b>X</b>	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
4. Audio-Video Tape or Live Supervision	<b>X</b>	
5. Student Performance Evaluation	<b>X</b>	
<b>G. Internship</b>	<b>X</b>	
1. Direct Service	<b>X</b>	
2. Individual Supervision	<b>X</b>	
3. Group Supervision	<b>X</b>	
4. Professional Activities	<b>X</b>	
5. Audio/Video Tape Access	<b>X</b>	
6. Student Performance Evaluation	<b>X</b>	

Strengths:

Suggestions:

Standard III.C.4: The program provides training that is required of all site supervisors. The site team did note that some supervisors reported that they had not participated in the training. The site team suggests that the program implement a systematic procedure for tracking supervisors and their training and qualifications. The site team also noted that the program is developing an online program for supervisor training. Such a program would help with qualifying supervisors and tracking who has the necessary training. The team would like to encourage the program to pursue this innovative endeavor.

Standard III.D: Supervisors of student teachers receive one free course in compensation for their service. Supervisors of counseling interns receive no compensation or consideration. This raises questions regarding equity of treatment. The site team suggests that the program explore ways to provide equivalent or alternative compensation in recognition of the service provided by site supervisors. An example might be to provide continuing education acceptable for licensure renewal.

Specific Requirements:

No specific requirements were noted.

## Clinical Mental Health Counseling

(\*\* Please remember that ALL Program Area Standards are Outcomes Based – Reviewers should take into account information in the Assessment Plan as well as responses for the Specific Standards to determine if program is adequately documenting and assessing student learning outcomes)

STANDARD	MET	NOT MET
A. Foundations - Knowledge	X	
1. History, Philosophy and Trends	X	
2. Ethical and Legal Considerations	X	
3. Role and Functions	X	
4. Professional Organizations, Standards, and Credentials	X	
5. Variety of Models and Theories	X	
6. Recognizes Substance Abuse Disorders	X	
7. Professional Issues	X	
8. Management of Services and Programs	X	
9. Impact of Crises	X	
10. Emergency Management System	X	
B. Foundations – Skills and Practices	X	
1. Ethical and Legal Practice	X	
2. Policy, Financing and Regulatory Processes	X	
C. Counseling, Prevention, and Intervention – Knowledge	X	
1. Principles of Mental Health	X	
2. Etiology, diagnosis and nomenclature	X	



<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
3. Models of Program Development and Service Delivery	X	
4. Addiction and Co-occurring Disorders	X	
5. Range of Mental Health Service Delivery	X	
6. Crisis Intervention	X	
7. Biopsychosocial Case Conceptualization	X	
8. Importance of Family, Social Networks and Community	X	
9. Relevant Professional Issues	X	
D. Counseling, Prevention, and Intervention – Skills and Practices	X	
1. Diagnosis, Treatment, Referral and Prevention	X	
2. Multicultural Competencies	X	
3. Optimal Human Development	X	
4. Community Resources	X	
5. Culturally Responsive Modalities	X	
6. Suicide Risk	X	
7. Record Keeping Standards	X	
8. Addictions and Co-occurring Disorders	X	
9. Recognizes Own Limitations	X	
E. Diversity and Advocacy - Knowledge	X	
1. Effect of Multicultural Society	X	
2. Affects of Discrimination	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
3. Current Literature on Special Population Techniques	X	
4. Client Advocacy and Public Policy	X	
5. Oppression and Racism	X	
6. Public Policies on Mental Health Services	X	
<b>F. Diversity and Advocacy – Skills and Practices</b>	X	
1. Community Resource Information	X	
2. Advocates for Equitable and responsive Programs	X	
3. Modify Techniques for Diverse Populations	X	
<b>G. Assessment – Knowledge</b>	X	
1. Models of Assessment	X	
2. Clinical Evaluation Models	X	
3. Psychopharmacology	X	
4. Screening and Assessment for Addictions	X	
<b>H. Assessment – Skills and Practices</b>	X	
1. Selects Appropriate Instruments	X	
2. Intake, Evaluation and Assessment	X	
3. Screens for Addiction, Aggression and Danger	X	
4. Assessment of Dependence	X	
<b>I. Research and Evaluation – Knowledge</b>	X	
1. Critical Evaluation of Research	X	
2. Models of Program Evaluation	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
3. Evidence-based Treatments	X	
<b>J. Research and Evaluation – Skills and Practices</b>	X	
1. Applies Relevant Research	X	
2. Develops Measurable Outcomes	X	
3. Analyzes and Uses Data	X	
<b>K. Diagnosis – Knowledge</b>	X	
1. Principles of Diagnosis	X	
2. Established Diagnostic Criteria	X	
3. Impact of Co-occurring Disorders	X	
4. Biases and Diagnostic Tools	X	
5. Diagnosis During Crisis	X	
<b>L. Diagnosis – Skills and Practices</b>	X	
1. Appropriate Use of DMS	X	
2. Conceptualizes Multi-Axial Diagnosis	X	
3. Differentiates Diagnosis and Normal Reactions	X	

Strengths:

Suggestions:

The site team found evidence that the program is meeting Student Learning Objectives, however, documentation of compliance is incomplete. The site team suggests that the program adopt a curriculum mapping process that maps content and SLOs to the syllabus and that all assignments, measurement techniques, rubrics, etc. be included on the syllabus. Currently, the program delivers much of this material after the class has started through communications via Blackboard. Thus it is not possible for students to know at the start of class what content will be

covered, what objectives are addressed, and what assignments and requirements will be needed to perform well in the class.

**Specific Requirements:**

No specific requirements were noted.

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## School Counseling

(\*\* Please remember that ALL Program Area Standards are Outcomes Based – Reviewers should take into account information in the Assessment Plan as well as responses for the Specific Standards to determine if program is adequately documenting and assessing student learning outcomes)

STANDARD	MET	NOT MET
A. Foundations - Knowledge	X	
1. History, Philosophy and Trends	X	
2. Ethical and Legal Considerations	X	
3. Role and Functions	X	
4. Professional Organizations, Standards, and Credentials	X	
5. Current School Counseling Models	X	
6. Effects of Issues on Student Development and Learning	X	
7. School Emergency Plan	X	
B. Foundations – Skills and Practices	X	
1. Ethical and Legal Practice	X	
2. Advocate for and Model Appropriate Identity	X	
C. Counseling, Prevention, and Intervention – Knowledge	X	
1. Effective Counseling and Wellness Programs	X	
2. Program Design, Implementation, Management, Evaluation	X	
3. Strategies for Helping Students	X	
4. Transition Programs	X	
5. Group Dynamics	X	
6. Crisis Intervention	X	

STANDARD	MET	NOT MET
D. Counseling, Prevention, and Intervention – Skills and Practices	X	
1. Self-Awareness and Sensitivity	X	
2. Individual, Group and Classroom	X	
3. Prevention and Intervention Plans	X	
4. Suicide Risk	X	
5. Recognizes Own Limitations	X	
E. Diversity and Advocacy - Knowledge	X	
1. Issues of Diversity, Equity, and Excellence	X	
2. Identified Opportunities and Barriers	X	
3. Cultural Adaptation	X	
4. Multicultural Issues and Student Achievement	X	
F. Diversity and Advocacy – Skills and Practices	X	
1. Multicultural Competencies	X	
2. Student Development	X	
3. Advocates for Responsive Programs	X	
4. Engages Parents	X	
G. Assessment – Knowledge	X	
1. Influence on Multiple Factors	X	
2. Signs and Symptoms of Substance Abuse	X	
3. Needs Assessment	X	
H. Assessment – Skills and Practices	X	
1. Students' Strengths and Needs	X	
2. Selects Appropriate Strategies	X	
3. Analyzes Assessment Information	X	
4. Appropriate Referrals	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
5. Barriers to Students' Development	X	
<b>I. Research and Evaluation – Knowledge</b>	X	
1. Critical Evaluation of Research	X	
2. Models of Program Evaluation	X	
3. Evaluation of Counseling Outcomes	X	
4. Data Use in Decision-Making	X	
5. Outcome Research and Best Practices	X	
<b>J. Research and Evaluation – Skills and Practices</b>	X	
1. Applies Relevant Research	X	
2. Develops Measurable Outcomes	X	
3. Analyzes and Uses Data	X	
<b>K. Academic Development – Knowledge</b>	X	
1. School Counseling and Academic Mission	X	
2. Achievement Gap, Success, and Dropout Prevention	X	
3. Counseling and Guidance-Related Material	X	
<b>L. Academic Development – Skills and Practices</b>	X	
1. Enhancement of Academic Development	X	
2. Postsecondary Programs and Opportunities	X	
3. Differentiated Instructional Strategies	X	
<b>M. Collaboration and Consultation – Knowledge</b>	X	
1. Family-School-Community Collaboration	X	
2. Effective Strategies	X	
3. Working Teams to Promote Development	X	
4. Consultation in School Settings	X	
5. Empowering Parents	X	

<b>STANDARD</b>	<b>MET</b>	<b>NOT MET</b>
6. Peer Programming Interventions	X	
7. Crisis/Disaster Preparedness	X	
N. Collaboration and Consultation – Skills and Practices	X	
1. Works with Families to Act	X	
2. Community Resources	X	
3. Consults with Teachers, Staff and Community	X	
4. Peer Helping Strategies	X	
5. Referral Procedures	X	
O. Leadership - Knowledge	X	
1. Effective Leadership	X	
2. Leadership to Enhance Learning Environment	X	
3. Comprehensive School Counseling Program	X	
4. System Change Agent	X	
5. Counselors Role in Assistance Programs	X	
P. Leadership – Skills and Practices	X	
1. Comprehensive Developmental School Counseling Program	X	
2. Plans Educational Programs	X	

Strengths:

Suggestions:

The site team found evidence that the program is meeting Student Learning Objectives, however, documentation of compliance is incomplete. The site team suggests that the program adopt a curriculum mapping process that maps content and SLOs to the syllabus and that all assignments, measurement techniques, rubrics, etc. be included on the syllabus. Currently, the program delivers much of this material after the class has started through communications via Blackboard. Thus it is not possible for students to know at the start of class what content will be

covered, what objectives are addressed, and what assignments and requirements will be needed to perform well in the class.

**Specific Requirements:**

No specific requirements were noted.

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