CACREP

Team Chair Handbook

June 2020

Team Chair Handbook

Purpose and Use

This handbook is intended to provide a reference for team chairs as they prepare to conduct a team visit. This should be a ready reference for planning, conducting, and completing an on-site evaluation.

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Introduction

When preparing for the on-site program evaluation it would be helpful to keep in mind, and remind the other team members, of the CACREP Mission and the purposes for the evaluation. CACREP is an accrediting commission recognized by the Council for Higher Education Accreditation (CHEA) to conduct on-site visits and use the term *Accreditation* in the determination of status. The CACREP Mission and Core Values are listed below.

Mission

The mission of CACREP is to promote the professional competence of counseling and related practitioners through the development of preparation standards; the encouragement of excellence in program development; and the accreditation of professional preparation programs.

Core Values

The CACREP Board of Directors believes in advancing the counseling profession through quality and excellence in counselor education; ensuring a fair, consistent, and ethical decision-making process; serving as a responsible chair in protecting the public; promoting practices that reflect openness to growth, change and collaboration; and, creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

The importance of the visiting team's role in CACREP's accreditation process cannot be overemphasized. The team visit is an integral part of the evaluation procedures, for it is during this phase that the validity of the program's narrative presented in the self-study is evaluated. A primary responsibility of the on-site team is the validation of the self-study and any other data submitted to CACREP for review. The validation process is carried out through such activities as interviews, visits to practicum and internship sites, classroom visits, and the review of documentation available in files.

In addition to discerning how the self-study narrative is actually put into practice, team members are asked to provide the CACREP Board of Directors with a thoughtful assessment of aspects of the program which cannot be evaluated fully from written documentation. In conducting reviews, teams should recognize that there are different ways for programs to meet the same standards. Accreditation reviews are not only a means for policy enforcement, but also constitute a process involving responsible and professional peer judgments with reference to program effectiveness.

The Verification Process
Team chairs are encouraged to remind the other team members that the purpose for the visit is to conduct a verification of the Program's Self Study Document. The Self Study document is where the program faculty show how they are meeting the CACREP Standards. The team visit is conducted to verify the accuracy of the report and to assess if the standards are being met. It is stated in the mission that CACREP promotes professional counselor competence; the team should be reminded that the mission should be the underlying component of the verification process. Reminding the team and the program faculty that the visit is intended to be a *verification and not an investigation* can sometimes help set a more cooperative mood for the visit.

Professionalism among Team Members
The team chair should assist team members in understanding that while on a visit they serve as ambassadors not only for CACREP but for the counseling profession as well. Professionalism during visits includes:

- Dressing professionally
- Functioning as a part of a team
- Keeping discussions of issues and questions among the team
- Working for consensus among team members
- Acting ethically and judging program's on its own merits and not in comparison to other programs
- Abiding by CACREP's "conflict of interest" policy

  > "A conflict of interest is defined as a circumstance in which an individual's capacity to make an impartial or unbiased accreditation decision may be affected because of prior, current, or anticipated instructional affiliation(s), other significant relationship(s) or association(s) with the institution under review".

- Treating everyone with whom the team interacts with on campus with dignity and respect
- Communicating between the team and the program faculty through the team chair and Program Liaison

In essence, team members should be reminded that they are guests of the institution and ambassadors for CACREP. They should not view themselves as "investigators." Their goal is to attest that the CACREP standards are met in spirit rather than attempting to document, in a literal sense every nuance of the standards.

Team Chair Responsibilities - Prior to the Visit

The team chair is responsible for the organization, conduct and conclusion of the on site evaluation. Responsibilities include planning and making contact with the CACREP Liaison before the site visit, maintaining the on-site decorum, ensuring that costs incurred during site visit are appropriate, scheduling the overall agenda and maintaining the schedule during the visit, preparing the exit presentation, and writing and submitting the team report to CACREP.

Initial Communication with the Program Liaison

The Program Liaison serves as the primary point of contact between the team chair and the program as well as between CACREP and the program. Whenever the dates of the visit have been selected, the team chair should contact the Program Liaison (via e-mail saving copies of all transmissions) as soon as possible to begin planning the schedule.

In addition to beginning the schedule planning process, the team chair should get answers to questions like the closest airport, the lodging arrangements being planned for the team, and transportation of team members during the visit. The team chair needs to let the Program Liaison know that it is the institution's responsibility to send the copies of the self-study and addenda (if applicable) to all of the team members [Note: If the Liaison indicates an Addendum is being developed and will be sent when completed, the team chair should notify the Liaison that four copies of the Addendum will also need to be submitted to the CACREP office]. It may be helpful to reiterate for the Liaison that the site team can request additional information and documentation from the program up to and throughout the visit.

The team chair should also collect the preferred mailing addresses and cell phone numbers of the team members and forward them to the Program Liaison when the information is available. It is helpful to get the Liaison's cell phone number as well.

CACREP Contact Information

Telephone Number	703-535-5990
Web site	www.cacrep.org
Address	CACREP 500 Montgomery Street, Suite 350 Alexandria, VA 22314

Travel Agency Contact Information

FCM Travel Solutions	1-866-749-7533 Emergency # 866-821-9634

Airports/Transportation to the Visit

Prior to contacting the other team members, it will be helpful to have information about the forms of transportation to the institution to share with them. Usually team members will be flying; however, sometimes they will take a bus, train or use their car. When possible, it is convenient for all team members to use the same airport and arrive at about the same time. In most instances, the institution will have arranged for transportation to the hotel and institution for the team members. The renting of cars by team members for transportation during the site visit should be avoided. If special circumstances exist which may warrant the rental of a car during the visit, the team chair must contact the CACREP office to see whether pre-approval can be obtained. The team chair should inform team members that once they have made their travel arrangements, any changes to flights are at their personal expense unless there are valid extenuating circumstances. The individual team member should contact the CACREP office prior to making any such changes that he wants approved for reimbursement.

Hotels

The team chair's primary responsibilities in terms of lodging for the visit are to ensure that the institution is arranging suitable lodging for the team and to provide fiscal oversight for expenses. This includes ensuring that the cost of the lodging is not excessive for the area and that additional charges (e.g., hotel meeting rooms, upgrades) are not added to the standard lodging expenses.

> **Team chairs should not arrange for conference rooms for team work in the hotel.** Hotels currently charge high fees for the use of these rooms.

The team chair should consult with the Program Liaison as to where the institution will reserve rooms for the team members. Each team member should be reserved a private room. It is best if the hotel has free internet so that team members can access the CACREP website as needed and can address personal or other professional issues during downtimes. The Liaison may select a hotel that has an arrangement with the institution. In these cases, often the hotel will direct bill the institution which will then send the charges to CACREP for processing. Otherwise, team members pay for hotel lodging out-of-pocket and then submit for reimbursement to CACREP following the visit. Incidental expenses (e.g., mini-bar food, movies) other than internet are the responsibility of the individual team member. Another consideration for lodging in proximity to restaurants or the availability of transportation (e.g., taxi's) so that the team can go out for meals.

Transportation of Team Members during the Visit

The team chair should make the Program Liaison aware of the need to transport the team members to/from the airport (or other stations) and to/from the hotel on the day of the visiting team members' arrivals/departures. In addition, there will be transportation needs to/from the institution and the hotel on the second, third and fourth days of the visit. The institution will also be responsible for transporting team members to the selected practicum and internship sites.

Visit Schedule

The team chair will work with the Program Liaison to tentatively make the visiting team schedule. The sample memo below outlines a general process for developing the schedule. Please note, however, that a visit may be scheduled much differently depending on the style preferences of the team chair (e.g., scheduling or not scheduling a planning dinner with Liaison, type of access to records and amount of records available) and such factors as multiple sites considerations, the administrative structures of the institution, curriculum delivery methods, number and type of program areas under review, issues noted by the team during the pre-visit review of materials, and team composition.

Planning Memo Sample

To: Program Liaison
From: Visiting Team Chair
Date: _________________
RE: Guidelines developing the schedule for the CACREP on-Site Evaluation visit to Your Institution on _________

Liaison,
Below is a suggested set of guidelines to help you put a schedule together for the CACREP Visiting Team. I know this will be a lot of work and I really appreciate

your help with this. The term suggested is accurate; I understand that reality can sometimes require my suggestions to take a back seat.

BASIC PLANNING - Items you need to have available for the team to review are: (1) 10 graduation records for students from each program area (the purpose for this is to check that they graduated and completed the curriculum from the program area submitted for review and that the degree title awarded clearly conveys the program area and a clear counseling identity for the program); (2) completed logs from 10 practicum students from each program; (3) completed logs from 10 internship students from each program (the purpose for having logs available is to check that faculty reviewed that students completed the requirements); (4) a team room of some kind for the team to meet and use on campus; (5) internet access in the team room; (6) parking/transportation arrangements and escort for the team while on campus; (7) copies of minutes from CnEd Program Faculty meetings for the past three years; (8) any other meeting minutes you think are relevant (sub-committees, advisory committees?); (9) a copy of the Program's most recent Assessment Plan; (10) some informational assistance to the team to help us keep track of the names of everyone with whom we will be meeting-especially in the group interviews (knowing in advance the names of people we will interview will be helpful).
(11) Submit a tentative schedule to the team about two weeks prior to the visit so we will have time to consult about the schedule.

Escorting - We need someone to pick up the team at the airport and bring them to the hotel. We will also need someone to return the team to the airport after the exit meeting. The team will need to be picked up at the hotel and taken to campus on day 2 and day 4. The team will need to be escorted from the campus back to the hotel on the evenings of day 2 and day 3. Team members will need to be escorted to internship sites the morning of day 3 and returned to campus. The team will also need on-campus escorts to and from meetings such as with administration, librarian, etc. *(In cases where programs are offered at multiple sites)* One additional issue with this visit will be the need to visit all campuses and meet with representatives, students, site supervisors etc. from all campuses.

<u>Day 1</u> (Sunday night) - The team will meet at the hotel about 5 p.m. We would like to meet with you about 7 p.m. to have dinner and finalize the schedule [Note: The Liaison may indicate the institution would like other individuals to attend this meeting (e.g., program faculty, department chair). The team chair should consider the pros and cons of different formulations of this meeting in terms of achieving goals for the initial planning meeting and discourage meeting formulations that do match her style preferences or seem non-conducive to the team's goals for meetings.] This will include clarification of who is making visits and where people will be going. It also gives us a chance to review how we will handle last minute changes or emergencies. An individual team member will

look specifically at each program area; it will be helpful if you can help us determine which faculty can be most informative to us about each program area.

[Note: Unless indicated otherwise, the team member(s) will meet with specified individual without any other program faculty, students, or administrators present.]

Day 2 – The team will arrive on campus about 8:45 a.m.
9:00 a.m. - I know that if faculty have evening classes they may not want to arrive early in the morning but it is important for the team to meet with the faculty as a whole early in the process. We should meet with the entire faculty about 9 a.m. This will give us a chance to let the faculty know what our purpose will be and learn from them if there is information or concerns we should bring to the administration.
9:45-10:15 a.m. - meeting with President and/or Academic Vice President [Note: This and the following meetings may vary depending on administrative structure of the institution.]
10:30-11:00 a.m. - meeting with the Dean of the College
11:15-11:45 a.m. – meeting with the Dean of the Graduate School
11:45 a.m. – 1:00 p.m. – team lunch (please recommend a place where we can have lunch and meet)
1:00-3:00 – The members of the team will be divided and meet individually with faculty members in their offices. The amount of time will be determined by the number of faculty.
3:00-4:00 p.m. - meeting with adjunct and affiliate faculty
4:00-5:00 p.m. – meeting with site supervisors (if possible, 5 supervisors representing each program area and representative of both practicum and internship-please include doctoral site supervisors if doctoral students complete any part of this off-campus)
5:00-6:00 p.m. – meeting with students from each program area (it would be good to have at least five students from each program area who are in or just completed Practicum and five additional students from each program area who are in or just completed internship-other students who are at various stages of their training is helpful). It would be helpful if separate meeting places for each program area can be secured.
[Note: It may be helpful, if feasible, for the team to visit a class to conduct the student group interview. However, some team chairs and/or members may prefer to meet with students representative of each program area separately.
About 6:00 P.M. we will have a debriefing with you and return to the hotel.

Day 3 – 9:00-11:30 a.m. please arrange for a team member to visit two current internship sites for each program area for a tour and meeting with the site supervisor. What would be most helpful is to have a faculty member, or someone familiar with the sites, to pick up their respective team member at the hotel and proceed directly to the first site and then take the team member to the second site and then back to campus. These site visits are usually about 30-45 minutes. The team members should be brought to campus by NOON.

During this morning time period, if one team member does not have to visit sites, a member of the team may come to campus to review student files, practicum/internship logs, and meeting minutes
Noon-1:15 p.m. – Team lunch
1:30-3:00 p.m. - The team will have a group meeting with appropriate student services representatives (career services, counseling center, writing lab, technology services etc.). These should be selected by you and the purpose for the meeting is to verify that CnEd students received the same services as the rest of the students on campus; we especially need to verify that personal counseling is available to counselor education students and that the counseling is not conducted by other CnEd students or Program Faculty.
3:45-4:30 p.m. – a team member will tour the library (please arrange for a library staff person familiar with the resources available to CnEd students and faculty to meet with the team member)
4:45-5:45 p.m. – Meeting with alumni representing all program areas; divide the group by masters' programs alumni and doctoral program alumni.
About 6:00 P.M. we will have a debriefing with you and return to the hotel to complete the Exit Report.

Day 4 – 9:00 am - ? [Note: The Exit Interview should be scheduled early enough for the team members to make it to the airport early enough to make their flights.] The team will make an exit report to the faculty and any administrators you wish to be present. This is a highlight of the teams' findings. It is a presentation versus a question and answer session and it will not include the team's final recommendation to the Board concerning accreditation. At the conclusion of the exit report, the team will depart. The written and edited Site Team Report will be sent to you by the CACREP office within two weeks following the visit.

Initial Communication with Team Members
As soon as the other team members are identified, the team chair should contact the other team members via e-mail and notify them of the following:

* All communications among the team prior to the visit should be sent via e-mail and cc all team members.
* Primary communication about the visit with the Liaison should be through the team chair.
* All team members need to review all of the documents including the self-study, initial review letter(s), and any addenda. If any documents were not received, the team member should notify the team chair and the CACREP office * All information is confidential.
* Team members should use ___ airport and team members should book their tickets as soon as possible.
* Team members usually pay for their hotel and meals while on site and then are reimbursed by CACREP at the completion of the visit and submission of an expense report form.
* Receipts are required for the hotel.
* Receipts are not required for meals if per diem is claimed. Per diem is the easiest way to get reimbursed and no receipts are required. CACREP requests, however, that you claim meal per diem costs only for those meals that you eat at your expense. There are times when an institution hosts a meal for the team to meet with faculty or students. When this is the case and the university has paid, you should not submit a per diem request for that meal. If you decide to use receipts, your costs per meal should be within the per diem rates quoted on the CACREP web site.
* CACREP will reimburse for travel expenses to and from the site including taxis to the airport, luggage fees, airport parking fees, and airfare when the CACREP travel agent is not used. Team members who drive their personal vehicles to the location of the on-site visit may put in for mileage at the rate set by the federal government. If, however, the distance is such that it is cheaper to fly than drive, CACREP will only reimburse up to the cost of an advance economy air fare ticket. In all cases, a Mapquest or other mapping

program results page should be submitted to document the mileage being claimed.

* Team members may not rent cars at CACREP's expense without prior approval from the CACREP Staff. In almost all circumstances, site teams should not rent cars. Sometimes a rental car may be necessary when the airport is so far away from the institution that it would be a hardship on faculty to provide this transportation. The team chair will make a preapproval request to the CACREP office if it appears that a rental car for the team may be necessary.
* Team members should contact the CACREP travel agency to make flight arrangements. Airlines have the lowest prices for flights from 3-6 weeks prior to departure.
* Team members should arrive at the hotel by mid-afternoon on Sunday for the pre-visit planning meeting.
* Team members should inform team chair of any room preferences (i.e., non-smoking room, king size bed, pillow allergies) so this information can be provided to the Liaison.
* Information to help the team members schedule return flights (please note that CACREP doesn't reimburse for change fees for taking earlier flights home). In addition, team members should be aware that they need to be present for the entire visit, including the exit presentation.

Program Areas

The entire team is responsible for looking at the whole self-study to include the general standards and the program area standards. If the institution has only one program area being reviewed, the entire team can focus on the program area. In the case where there are multiple program areas, the team chair needs to identify which team member will focus on a specific program area. This team member will give an extra review of the program standards addressed for that area and make sure to meet with the students, faculty, and site supervisors representing that program area.

Overview of the Process

The team chair should provide all of the team members with an overview of the process. This includes:

Accreditation is a voluntary process;
The work of the team is only one phase of the process;
The team's work is to verify the entire self-study;
The team will generate a report of its findings;
The Institution will be able to respond to any of the team findings by correcting or refuting the issue; and,
The CACREP Board makes the final decision about accreditation.

Team Conduct
Team members should be informed of the need to be professional. This includes dressing professionally. Ethically, it is expected that team members will give a fair and honest assessment of the self-study during the visit. Team members should not become confrontational. If problems arise during the visit, the team chair should provide leadership and take responsible action to resolve the issue.

It is always helpful to keep reminding the team members that the purpose for the visit is to gather information to verify what is in the self-study and their evaluation should be based on the standards and accreditation policies.

Team chairs should also remind the team members that information gathered during the visit should only be discussed among the team members and not with the program faculty. All communication from the team should be between the team chair and the Program Liaison. The purpose of this is to insure that communication will be uniform.

Use of Initial Review Letters
CACREP conducts an initial ‘paper’ review prior to the site visit. The purpose of the initial review is to identify potential areas of concern, missing information, and areas for which additional clarification and documentation would be helpful. The program often will respond to many of these issues in an Addendum to the Self-Study and, thus, many of the issues will be addressed prior to the visit. In some instances an Addendum is required of the institution. This would be noted in the initial review letter. In such instances, the team chair should ensure that the institution sends all team members a copy of the Addendum in addition to the original self-study.

Although the team members receive copies of the initial review letter(s) prior to the visit, the team should never regard these letters as the sole outline for what the team reviews onsite. The function of the site team is validate that ***all*** of the information in the self-study is accurate and to review across all the standards. There may, however, be particular items noted in the letters that will point the site team to focus in on key issues (e.g., professional identity of the program).

Sample Memo to the Team Members

Hi Team Members,

Thank you for your willingness to serve on the CACREP Visiting Team to _____

Please follow the directions in the letter from CACREP to make your travel reservations through FCM Travel Solutions. The lowest prices for flights are between 6-3 weeks prior to departure. Try to get flights that can get us in about 2:30 PM so that we can facilitate the transportation of all of us to the hotel at the same time. We can meet by baggage claim. Please let me know your flight plans.

We will be staying at the ____ hotel. The institution made reservations in all of your names. Please be prepared to pay for the room and be reimbursed by CACREP. You will need to pay for any incidental charges (e.g., mini-bar food charges, , movies). We will make determinations on internet access when we first meet. We will check in on _______ and leave _______.

I want us to have a meeting about 5 PM on the first evening. This will help us plan our time and clear up last minute schedule issues.

For the return home, please plan a flight sometime after 1 PM. We should be finished with the visit by 11 AM on the last day. It is about an hour trip to the airport with New York airport traffic.

____ requested the School Counseling program area and _____ will review the CMHC program area. Please send me your preferred mailing address to have the institution send the self-study and addendum. I also need to know your cell phone number and flight itinerary.

I'm looking forward to meeting you and working with you.

Thanks,
Team Chair

Team Chair Responsibilities - During the Visit

During the Visit

During the visit, the team chair will:

Lead the team in the validation of the self-study and other data presented to the CACREP Board by gaining an understanding of those aspects of the program that could not be fully evaluated from the documentation supplied by the institution and those standards that were highlighted by the initial review team to be attended to on the visit;

1. Serve as the spokesperson for the team. If necessary, the team chair may contact the CACREP office during the visit to seek clarification on the standards, policies, or any issue related to the on-site visit;
2. Meet periodically with the team to exchange data and opinions and to plan for the further business of the visit;
3. Divide the tasks of writing the final report among the team members. The final meeting between team members will be a time to formulate impressions, recommendations and requirements in order to prepare the final team report; and,
4. Conduct the exit presentation with the team members present and appropriate university officials and faculty prior to departing the site. The team should provide general impressions but does not reveal its recommendations regarding accreditation decisions.

Conducting the Visit

The First Meeting

At the first meeting on the first day the team chair will review the agenda with the other team members emphasizing the importance of maintaining the schedule. In addition, consider the following items:

* Establish a process for dealing with schedule changes;
* Discuss what information is needed when conducting interviews;
* Re-emphasize the importance of maintaining confidentiality with all of the information

* Reiterate that the decisions of whether or not a standard is met should be based on the standard itself and not an assessment based on the policies or practices seen at other institutions; and,
*Emphasize that decisions should be made by consensus.

The team chair will make a decision about whether or not a representative (usually the institution's Program Liaison) should participate in dinner on the first evening. If the Liaison is invited it is usually to discuss the schedule and transportation of team members during the visit. [Note: The Liaison may indicate the institution would like other individuals to attend this meeting (e.g., program faculty, department chair). The team chair should consider the pros and cons of different formulations of this meeting in terms of achieving goals for the initial planning meeting and discourage meeting formulations that do match her style preferences or seem non-conducive to the team's goals for meetings.]

Site Visit Challenges
The team chair should be alert to various onsite visit challenges. Because every on-site visit will be different, this point cannot be overemphasized nor should it be overlooked. Please make yourself aware of these problems so that you have the ability to avoid and/or correct them. The challenges come from many sources:
* The uniqueness of each institution along with the individuality of the program(s) under review;
* The changing composition of the visiting teams sent to the institutions;
* The clarity, comprehensiveness, and organization of the self-study materials (or the lack of these characteristics);
* The interactions between the team chair and the Program Liaison in preparation for conducting the on-site visit;
* The interactions between the team members and all parties involved in the on-site visit; and,
* Individual interpretations by team members in attempting to operationally determine when a standard is met or not met.

Mentoring
Part of the team chair's role is mentoring of the team members. This role has two purposes: to insure that the team members understand their roles and to provide motivation to team members to become future team chairs. The team chair should:
* Know the CACREP standards and policies and use them in preparing members to complete their tasks;
* inform the team where the standards and policy statements can be located on the CACREP web-site;
* Delineate team member expectations clearly;
* Maintain a friendly atmosphere that respects each individual;
* Praise the team and provide private constructive criticism with an individual

when needed and provide special encouragement for first time team members;

* Inform the other team members about the reimbursement policies and Procedures;
* Inform the other team members about completing the evaluation forms of the team chair and the other team members; and,
* Submit evaluation forms with the expense reimbursement form.

Team Visit Rules

* Maintain the schedule as much as reasonably possible.
* Early in the process discuss with the Program Liaison about where the Exit Presentation will be made. Consideration should be given as to whom will attend the Exit Presentation.
* Be clear with the Program Liaison that the visit fee covers the cost of the team members' meals. If snacks or any meals are provided by the institution, it is voluntary on their part.
* At every interview session, make sure that everyone is introduced and the purpose for the meeting is stated (sample interview questions are listed below).
* The program faculty should be the first group to meet with the team so that they can give input on issues or concerns that the team can discuss with administrators.
* Practicum/Internship sites should be visited at the same time and represent each program area (It is recommended that team members should visit at least two sites for each program area).
* Keep the Program Liaison informed about any issues or concerns that the team is considering. Any issues discussed at the exit presentation should not come as a surprise.
* Make sure to have discussions among team member during the day and prior to leaving campus. This will provide the team chair with information and time to discuss with the Liaison if there are any issues or concerns that the Liaison can address during the visit.
* Maintain a list of everyone who was interviewed.
* The team should have a debriefing meeting each evening to discuss the day's activities and begin preparing to write the report.

Interview Questions

Interviewing the various faculty, staff, students, supervisors and administrators should be information gathering within a stimulating environment. Using facilitating skills you should come to the forefront during the interviews. Sample questions are outlined below, but other questions can be developed to obtain answers specific to team concerns for each individual program area. The team will have an opportunity to review the initial review letter(s) sent to the Program Liaison by the CACREP office and through this review will gain some insight into specific areas that the team has been asked to address. These questions should be discussed and delegated during the team planning time.

SAMPLE QUESTIONS FOR FACULTY:
1. Describe your department's method for conducting practica (or internships) including one-to-one supervision, site selection, on-site supervision, and the classroom component.
2. How do you feel about the institution's support of the department? Please explain your answer.
3. What process does the department utilize for curriculum changes, program evaluation and/or development?
4. What do you believe are the major assets of your training program? Major weaknesses?
5. How does your department assess teaching effectiveness?
6. Explain your department's relationship with the library and/or the computing center.
7. How does your department's acquisition of resource materials compare with other departments?
8. Explain how information processing resources are integrated into the department in order to accomplish its goals and objectives.
9. How does the computer network system on campus affect your overall performance?
10. How would you describe your familiarity with the campus/departmental information processing resources?
11. For adjunct faculty: What opportunities do you have to participate in faculty in-service/professional development? How do you feel about your relationship with the full-time faculty?

SAMPLE QUESTIONS FOR ADMINISTRATORS:

1. What do you believe are the major strengths and weaknesses of each of the Counselor Education programs?
2. How do the department's resources compare with other departments? Please explain your answer relative to staff size, budget, facilities, graduate assistants, and information processing resources.

3. Standard I.F. states that "The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g. professional travel, research, offices held). How does your institution meet this Standard?
4. What are the institution's contributions to the department's faculty and students regarding statistical consultation, computer assistance, and funds for data analyses?

SAMPLE QUESTIONS FOR STUDENTS:

1. Was the process of admissions into the program clearly explained in the institution's catalog and program brochures? Explain.
2. Explain the department's process in disseminating materials regarding the program's objectives, courses, etc. Were the materials clearly stated?
3. Explain whether you feel you receive adequate evaluation regarding your development of the knowledge, skills, and attitudes related to the counseling profession.
4. Please describe some of the curricular experiences you have had in the program which have enhanced your personal development.
5. Explain how access to the library, computer equipment, and counseling facilities affects your overall performance in the program.
6. What are your perceptions regarding the helpfulness in obtaining information from departmental faculty, staff, library assistants, computer center personnel, etc.?
7. Please describe your understanding of the program's retention policy and the advising process.

SAMPLE QUESTION FOR DOCTORAL STUDENTS:

1. Please describe how the curricular experiences you have had at the Doctoral level have increased your knowledge and skills in academic and clinical instruction, clinical supervision, leadership, research, program evaluation and consultation.
2. Please describe the opportunities within your program for developing an area of expertise.
3. Please describe the opportunities within the program for developing collaborative relationships with program faculty in relation to research and scholarship.
4. Please describe your doctoral practicum experience.
5. What messages you received and observed in your program about counselor professional identity?
6. What are your perceptions about the department's approach to preparing doctoral students to be effective researchers, teachers, supervisors, and counselors?

SAMPLE QUESTIONS FOR PROGRAM GRADUATES:
1. Now that you are employed as a counselor, what do you think were the major strengths and weaknesses of the program?
2. Explain how the program's ongoing evaluation of your academic performance, professional development, and personal development provided insight into how you would perform in your chosen field?
3. Explain what resources/support the institution provided you in your job hunt. Were they satisfactory?
4. In what ways did the entry level program provide you with adequate curricular experiences in the core areas?
5. Explain how advisement and curricular experiences during your doctoral program helped in the completion of your dissertation.

SAMPLE QUESTIONS FOR PRACTICUM/INTERNSHIP SUPERVISORS:
1. What is your evaluation of the students' preparation for the practicum/internship? What strengths to you see? Weaknesses?
2. Describe the communication that occurs between you and the program prior to the start of the practicum/internship.... during? and/or near the end of the clinical experience?
3. What preparation have you received from the program in order to host and supervise an intern or practicum student?
4. When vacancies have occurred in your organization, has your counseling center/school hired graduates of this program? If no, why not?
5. Describe the program's expectations for the student's activities during the practicum/internship.
6. Please indicate the number of hours of direct client service you require during the practicum internship.
7. How often do you meet with the practicum/internship student on a one-to-one supervisory basis?

SAMPLE QUESTIONS FOR LIBRARY, COMPUTER CENTER STAFF:
1. How does library usage by the Counseling Department faculty and students compare with other department? Explain how you derived this conclusion.
2. Explain the computer network(s) on this campus. How do the computer systems match in the library and the departments?
3. How does the informational resource budget for the Counseling programs compare with other departments? How does the department utilize this money?
4. How many and which acquisition committees do Counseling program faculty serve on?
5. Explain the library's policies regarding accessing off-campus information.

Developing the Team Report

The team chair needs to keep track of all the information gathered during the on-site visit; this will help in developing the team report. One of the primary purposes for making the on-site visit is to provide the CACREP Board of Directors with information that will facilitate their accreditation decisions regarding the programs. Writing a clear report helps the board members during their deliberations regarding the decision. On the third evening of the on-site visit, the team engages in final deliberations on each standard to determine if it is met or not-met. If the team report has not been completed prior to the end of the on-site visit, it is strongly advised that the team discuss prior to the exit interview the specifics regarding the completion of document and plans for e-mailing the final copies to each team member for review and/or additional changes. REMEMBER, the CACREP office should receive an original copy of the team report within two (2) weeks after the completion of the on-site visit. A report template is divided by sections that correspond to the sections in the CACREP Standards. The team report addresses both the general and program area standards. Following each section is an area for the team to identify “specific requirements”, “suggestions”, and “strengths”.

After submitting the report, ensure that the form labeled “Team Recommendation” is emailed to the CACREP office as well.

Report Format
The format for the report consists of the following:

* The report begins with a listing of the University and the Counselor Education program areas the school is requesting to be evaluated by CACREP. There is also an area for providing a narrative context of the institution and program.
* The report should include a narrative/table summary of the on-site evaluation process. This includes a summary of activities and a listing of the names of the persons who were interviewed during the process.
* The essence of the report will be the listing of all the standards citing if the team determined that the standards are met or not met.
* At the end of each section of the standards is an area for the team to comment, if applicable, on any specific strengths and suggestions regarding the program or the program area.
* There is also an area labeled "specific requirements" where the visiting team will state why, if applicable, a standard is not met and include a citation of the standard. For every standard cited as not met, there must be a corresponding specific requirements statement in the report.
* The team should come to consensus on the content of the report. The team chair writes the final report.
* The team will make a recommendation on each program area to deny accreditation, to give two year accreditation, or to give eight year accreditation. The recommendation should be clearly explained.
* There is a two week period from the end of the on-site visit to the time when the report must be submitted to CACREP.

Specific Requirements Section of the Report
It is important to describe any standard that is not-met under the Specific Requirements heading that is listed after each section of the report. The description should include which standard is cited, a statement of what the team observed and a statement of why the team believes the standard is not met. It; it should also include the number of the standard.

If there are no "specific requirements" for any section, indicate NONE on the report. Examples of Specific Requirements statements are listed below:

Examples
Specific Requirements

1. **Standard I.J** The current efforts by the Counselor Education faculty to address diversity in the student body is to identify minority candidates who may be interested in enrolling in the program; there is no formal plan in place that addresses how the program faculty makes **systematic** efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

2. **Standard I.U** While the institution has established faculty diversity as a goal, the Counselor Education faculty has not developed a formal plan regarding **systematic** efforts to recruit, employ, and retain a diverse faculty.

Suggestions Section of the Report
When making a suggestion it should be clear that this is a suggestion for improving the program. Suggestions should be stated in a way that the program faculty understands the intent and how this can improve the program. In addition, the wording of the standard should be clear to the CACREP Board that it is a suggestion and not confuse the Board by having them ask why a particular standard is marked as met when the information in the suggestion suggests it is not met. For example, a suggestion such as “the team suggests that the program faculty insure that the practicum faculty-student ratio should always be 1-6” makes a Board member wonder if the 1 faculty per 6 student ratio standard is met. If the visiting team does not have any suggestions for any given area, omit this from the report or leave blank; please do not state that there are no suggestions. An example of a suggestion statement is listed below:

Example
Suggestion

The team recognizes that the ACA ethical standards are the code of ethics accepted by the State licensure board. The team notes that most of the emphasis is to prepare students to learn and understand the ACA Code of Ethics and only introduces them to specialty ethical codes. The team suggests that the faculty also encourage more in depth experiences with other counseling codes of ethics for the purposes of discussion and comparison.

Strengths Section of the Report
When citing program strengths, the team should focus on exceptional aspects of the program. Simply stating that the program meets a standard is not an exceptional achievement unless it exceeds the expectations. If the visiting team does not have any

strength to list for any given area, omit this from the report or leave blank; please do not state that there are no strengths. Examples of strengths statements are listed below:

Examples
Strengths

1. Administrative support for the program and accreditation is excellent. The provost, other vice-presidents and the Dean of the School all expressed pride in the program and faculty and clearly documented their support for the program.

2. There is an excellent system of orientation, induction and continuous support provided to the adjunct faculty. Each adjunct faculty member is given opportunities to express concerns, attend faculty meetings to allow them to collaborate with other faculty and provided with on-going consultation and supervision.

The Exit Presentation

The first three days of any on-site visit includes reviewing data, visiting clinical sites, and interviewing students, alumni, faculty and other administrative staff. During this time, the team has become involved with the program and its faculty, staff, students, and alumni. Much information has been obtained and energy has been expended. The exit presentation is conducted on the morning of the fourth day of the on-site visit and serves as a debriefing time to present the team's impressions, recommendations, and potential requirements with the program chair(s) and other administrative personnel. Deans and sometimes CEOs wish to be involved in this process as well. Offer the option of inviting the president, vice-president, provost and deans. This may help the program avoid dealing with a surprised administrator's reaction when the team report arrives. It may also give the program added credibility when it requests funds, faculty, staff, etc. Lastly, their inclusion in the exit presentation may give the institutional group an opportunity to discuss the visit immediately after the exit presentation.

This time frame is for a summary presentation, not interviewing, as all the team's questions should have been asked prior to this time. The key to the exit presentation is style; therefore, team members need to confer with each other and plan for this important meeting. Even though team members will be departing, professional attire is necessary during the presentation. The Team Chair serves as the spokesperson throughout the meeting. The meeting does not need to be lengthy - 30 minutes may be plenty of time to present the information.

It should not be a surprise to the host institution if the team has found any not-mets; likewise, suggestions and statements of strengths should not come as a surprise. The university personnel may wish to probe a little before you leave their campus, and if your departure is swift, you can avoid this situation

Preparing for the Exit Presentation

In preparing for the Exit Presentation, the team chair should make plans with the Program Liaison about who should attend and where the meeting should be held. Giving the Program Liaison a preview of the content of the report may help the Liaison decide who should attend the presentation. The team chair will make the presentation and it would be helpful to review the content with the other team members prior to the actual presentation. Other items to consider in preparing for the exit presentation are selecting a place conducive for communication with the audience, and making sure the team chair knows who will be attending.

Tips for the Exit Presentation

1. The team chair thanks everyone for their participation and help completing the review. This is a good time to remind everyone that accreditation is a voluntary process and the school requested this review.
2. State that the team discussed issues during the on-site visit and that the program was given opportunities to address the issues prior to the exit.
3. Preface your comments with a statement indicating that this is not a discussion session, but rather a presentation of the first attempt by the team to compile the information for a report.
4. State that the program and administration will receive an official report from CACREP. They will have the opportunity to respond to the report with factual information. They should not respond based on information they perceive from the Exit Presentation.
5. Explain that the information provided in the presentation will be in the report; these are the Strengths, Suggestions, and Specific Areas that are not met citing the standard both by item number and wording.
6. Including preparatory statements indicating which programs were reviewed and how the information will be presented both in the exit presentation and in the team's report to the CACREP Board of Directors would be helpful information and set the tone for the final review.
7. The program(s) should be appraised of the team's view of both strengths and weaknesses. These comments should be stated clearly, concisely, and with reference to specific standards. During the Exit presentation it is ok to state that there are no "Specific Requirements" (standards not met); but if there are no suggestions or strengths to be stated in any area you should not make any comment about them.
8. Comments should focus on the components of the program(s) in general. Be certain to present these statements in a manner which distinguishes the core standards from the program area standards.
9. Be honest about the problems you perceive. If the team believes that any program or program area cannot achieve accreditation, they may want to inform the program that they have strong reservations based on the weaknesses that they have found. This will give the faculty an opportunity to determine if it wants to continue with the process. CACREP policy states that the "application for accreditation can be withdrawn by an institution any time prior to a decision of the Board."

10. If the attendees request "in your best judgment" a prediction for the Board's decisions, simply inform those present that you cannot anticipate the Board's actions.
11. At the conclusion of the presentation, thank everyone again.
12. Remind the other team members that when they return home from the on-site visit, their knowledge about the program gained from the experience must remain confidential at all times before and after the accreditation decision is made.

Below is an example of a formally stated preface:

> **Sample Preface to Exit Presentation**
> At the Exit Presentation, the team will try to summarize its observations from the visit to the school. The exit presentation is only a summary and a first attempt to pull together and express the team's analysis of its on-site evaluation to the institution. The team will prepare a Team Report, and that Report will be sent to you from the CACREP Office in the near future. It is important that you review the Report carefully and use the opportunity to respond to the Report, disputing or correcting, with factual support, any of the findings. The Report is the best and most complete expression of the team's on-site verification process. You should not ignore or downplay anything in the Report based on the exit presentation, the Report takes precedence. The CACREP Board, of course, makes the final decision about whether the school is in compliance with accrediting standards.

Concluding the On-Site Visit
At the conclusion of the on-site visit, the team chair should thank each of the other team members for their assistance with the visit and provide constructive information to them to assist them prior to serving on future visiting teams. You can also provide information to them on becoming a team chair.

Explain the process of submitting for reimbursement of travel expenses (e.g., hotels, meals, transportation) while on-site. Team members should also submit their evaluations of other team members with their reimbursement request.

Upon completion of the "draft" report, the team chair will submit it to the other team members for review and comment. The report is then submitted to CACREP by the team chair. The institution receives the final report from CACREP.

Reimbursement
Reimbursement requests should be submitted within 30 days following the completion of the visit. Current reimbursement rates (e.g., mileage, per diem) and the reimbursement form and instructions are available on the CACREP website for team members. Team members should submit original receipts for expenses. It is recommended that the individual maintain copies of all items submitted until

reimbursement has occurred. If there are any unique elements to reimbursement requests (e.g., an unexpected team expense during visit), please submit a brief explanatory note with your reimbursement request.

Program Contact Following Visit

While a rare occurrence, periodically a team chair may receive a follow-up contact from a program after the conclusion of the visit or after receipt of the team report. Should this occur, the team chair should notify the Program Liaison that the team's involvement in the process ends upon submission of the team report and that any inquiries or request for information should be directed to the CACREP office. In addition, the program may respond to any perceived inaccuracies in the report in its Institutional Response to the team's report.

SAMPLE

CACREP ON-SITE TEAM
ON-SITE TEAM EVALUATION REPORT
Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Blue Steel University

Programs

Community Counseling

School Counseling

Marriage and Family Counseling

Dates

April 24-27, 2020

CACREP Liaison Contact Information

Bluestone the Great

Vasquez Castle

CACREP On-Site Team Members

Dr. Velma Dinkley, Chair

University of Scooby Snacks

Dr. Norville Rogers, Team Member

Shaggy University

Dr. Scoobert Doo, Team Member

Ruh-Roh College

D. Dates of Visit **April 24-27, 2011**

E. Agenda for On-Site Team **See agenda below.**

Chronology of On Site Visit

SUNDAY

All team members arrived in Airport and transported to Funland Courtyard Hotel by Counseling Faculty.

4:30 – 6:10 p.m.	Team met to review initial impressions of the Self-Study, discuss standards, designate the team member(s) who will attend each of the meetings scheduled for Monday, and identify questions that needed to be discussed.
6:30 – 8:00 p.m.	Team met with Dr. Mr. Wickles (Provost), Dr. Black Knight (College of Education Dean), Dr. Captain Cutler (Chair), Dr. Miner Fortyniner (Community Counseling Program Coordinator), and Dr. Witch Doctor , Dr. Buck Masters , and Dr. Elias Kingston (Counseling Faculty), for an Orientation Dinner with team.
8:00 p.m.	Team retired for evening.

MONDAY

7:10 – 7:30 a.m.	Team met for breakfast and planned for the day's interviews.
7:30 – 8:00 a.m.	The Visiting Team travels to campus by car. Upon arrival on campus, the Team was shown to the on-site work room.
8:00 – 8:15 a.m.	Team oriented to workroom and attached printer.
8:15 – 9:25 a.m.	Team met with faculty. Members present were: Dr. Witch Doctor, Dr. Buck Masters, Dr. Elias Kingston, and Dr. Uncle Stuart

9:25 – 10:20 a.m.	Faculty interviews
	Team Member Dinkley met with Dr. Witch Doctor
	Team Member Rogers met with Dr. Buck Masters
	Team Member Doo met with Dr. Elias Kingston and Dr. Uncle Stuart
10:40 – 11:30 a.m.	Team met with Dr. Harry the Hypnotist (President) and Dr. Pietro the Puppeteer (Provost)
11:40 – 12:00 p.m.	Toured the Counseling Program lab and teaching facilities.
12:00 – 1:00 p.m.	Team met with program alumni over lunch. Present were:
	Zombie, Swamp Witch, Zeke, Zeb, “Big Bob” Oakley, Dracula, Frankenstein’s Monster, Werewolf, Henry Bascombe, Redbeard’s Ghost
1:15 – 1:50 p.m.	Team met in work room to discuss observations.
1:50 – 2:00 p.m.	Team met with Dr. Witch Doctor to discuss visit procedure.
2:00 – 3:10 p.m.	Team met with Dr. Black Knight (College Dean).
3:10 – 3:50 p.m.	Team met with Dr. Captain Cutler (Department Chair).
3:10 – 3:50 p.m.	Team Member met with Dr. Witch Doctor (Liaison)
4:00 – 5:00 p.m.	Team met with current students. Present were:
	Spooky Space Kook, Mummy of Anka, Ghost Clown, Evil Puppeteer, Snowghost, Mr. Greenway, Dr. Jekyll, Ghost of Mr. Hyde, Mr. Fong, Caveman, Creeper, Mr. Carswell, Penrod Stillwall
5:00 – 5:30 p.m.	Team met with Dr. Witch Doctor and Dr. Captain Cutler to discuss Tuesday’s schedule and additional questions.
5:30 – 6:00 p.m.	Team returned to the hotel.
6:30 – 8:30 p.m.	Team met in the provided hotel room to work on the site team’s report.
8:30 – 9:45 p.m.	Team met for dinner.
9:45 – 11:00 p.m.	Team met in the provided hotel room to work on the site team’s report.
11:00 p.m.	Team retired for evening.

TUESDAY

7:15 – 7:30 a.m.	Team met for breakfast and planned for the day's interviews.
7:30 – 8:00 a.m.	The Visiting Team travels to campus by car.
8:00 – 8:15 a.m.	Team met in the work room and reviewed files and student portfolios.
8:15 – 8:25a.m.	Team Member met with Dr. Witch Doctor to discuss schedule issues.
8:25 – 9:00 a.m.	Team Member met with Dr. Miner Fortyniner to follow up with several standard questions.
8:25 – 9:00 a.m.	Team Member met with Dr. Elias Kingston to follow up with several standard questions.
8:25 – 9:15 a.m.	Team Member met with Dr. Uncle Stuart to follow up with several standard questions.
9:00 – 10:20 a.m.	Team Member visited Asa Shanks at Haunted House, a practicum and internship site.
9:15 – 11:00 a.m.	Team Member visited C. L. Magnus at Ghost Ship, a practicum and internship site.
9:15 – 9:50 a.m.	Team Member met with Graduate Assistants
10:00 – 10:30 a.m.	Team Member met with the administrative assistant
10:45 – 11:15 a.m.	Team Member met with Mr. Mano Tika Tia (Registrar).
11:00 – 11:50 a.m.	Team Member met with Dr. Black Knight (Dean) and Dr. Wax Phantom (Associate Dean).
11:00 – 11:50 a.m.	Team Member met with Ms. Sarah Jenkins (Library Director).
11:30 – 11:50 p.m.	Team Member reviewed documents.
12:00-1:00 p.m.	Team met for a working lunch with site supervisors. Those present:
	Don Knotts, Jerry Reed, Cass Elliot, Jonathan Winters, Sandy Duncan, Tim Conway, Dick Van Dyke, Sonny, Cher
1:00 – 2:00 p.m.	Team met in work room to discuss observations and review documents.
2:10 – 2:30 p.m.	Team Member met with Dr. Vincent Van Ghoul (Adjunct Faculty).
2:10 – 2:35 p.m.	Team Member met with Ms. Swamp Witch (Office of Financial Aid).

2:10 – 2:40 p.m.	Team Member met with Mr. Greenway (Graduate Admissions Counselor).
2:40 – 3:00 p.m.	Team Member met with Dr. Black Knight (Dean) to follow up with several issues.
2:40 – 3:00 p.m.	Team Member met with Dr. Miner Fortyniner to follow up on several issues.
3:00 – 3:45 p.m.	Team Member met with Dr. Zen Tuo (Director of the Counseling Center)
3:00 – 3:45 p.m.	Team Member met with Dr. Meadowlark Lemon (Associate Provost) and Mr. Curly Neal (Director of Institutional Research and Assessment).
3:10 – 3:45 p.m.	Team Member met with Ms. Najib (Teaching Support Center).
3:45 – 4:30 p.m.	Team met with Dr. Miner Fortyniner and Dr. Black Knight to discuss additional questions.
4:30 – 5:00 p.m.	Team returned to hotel.
5:45 – 6:30 p.m.	Team met in the provided hotel room to work on the site team's report.
7:30 – 8:45 p.m.	Team met for dinner.
8:45 – 12:00 a.m.	Team met in the provided hotel room to work on the site team's report.

WEDNESDAY

8:30 – 8:45 a.m.	Team met and checked out of hotel.
8:45– 9:00 a.m.	Team traveled to the campus.
9:30 – 10:00 a.m.	Team Chair led the Exit Interview session with faculty and administration.
10:00 a.m.	The site visit was completed. Team Members were transported to departure points.

Entry Level Programs

I. Program Emphasis Area Descriptions

A. Community Counseling

II. Evaluation

Section I: The Institution		Met	Not Met
Standard A:	Regional/Institutional Accreditation	X	
Standard B:	Catalog/Bulletin	X	
Standard C:	Academic Unit Responsibility	X	
Standard D:	Cooperative Relationships	X	
Standard E:	Sufficient Financial Support	X	
Standard F:	Faculty Encouragement	X	
Standard G:	Personal Counseling Services	X	
Standard H:	Library Access	X	
Standard I:	Information Systems/Data Analysis Support	X	

Strengths:

Standard A: The team recognizes and wishes to commend the President, Provost, Dean and Chair for their support of the accreditation process. It is very evident that the administration believes in aligning the counseling program with national standards and recruiting for and maintaining quality programs.

Standard H: The counseling program is to be commended for its development of a Library Guide which identifies potential web-based and database-oriented resources relevant to counseling. The Library Guide reflects the variety of resources available at Library and provides user-friendly recommendations and instructions for graduate students in the program. Such a resource evidences the program's ongoing commitment to student learning.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Section II: Program Objectives and Curriculum		Met	Not Met
Standard A:	Comprehensive Mission Statement		
1.	Describes Program Factors	X	
2.	Basis for Objective/Curriculum	X	
3.	Published and Available	X	
4.	Reviewed	X	
Standard B:	Program Objectives		
1.	Reflect Current Knowledge and Positions	X	
2.	Reflect Pluralistic Society	X	
3.	Reflect Input	X	
4.	Related to Program Activities	X	
5.	Can be Assessed	X	
Standard C:	48/72 or 60/90 hours	X	
Standard D:	Students Identify	X	
Standard E.	Small Group Activity	X	
Standard F:	Student Inappropriateness	X	
Standard G:	Program Flexibility	X	
Standard H:	Syllabi		
1.	Objectives	X	
2.	Content Areas	X	
3.	Required Texts/Readings	X	
4.	Method of Instruction	X	

5.		Evaluation Criteria	X	
Standard I:		Application of Research Data	X	
Standard J:		History of Graduates	X	
Standard K:		Curricular Experiences		
1.		Professional Identity		
	a.	History and Philosophy	X	
	b.	Roles, Functions, Relationships	X	
	c.	Technological Competence	X	
	d.	Professional Organizations	X	
	e.	Professional Credentialing	X	
	f.	Policy Processes		X
	g.	Advocacy Processes	X	
	h.	Ethical Standards	X	
2.		Social and Cultural Diversity		
	a.	Multicultural and Pluralistic Trends	X	
	b.	Attitudes, Beliefs, Understandings	X	
	c.	Working with Diverse Populations	X	
	d.	Counselor Roles	X	
	e.	Multicultural Counseling Theories	X	
	f.	Ethical and Legal	X	
3.		Human Growth and Development		
	a.	Life Span Development and Transitions	X	
	b.	Learning and Personality Development	X	
	c.	Human Behavior	X	
	d.	Facilitating Optimum Development	X	
	e.	Ethical and Legal	X	

4.		Career Development	
	a.	Theories and Models	X
	b.	Information Resources	X
	c.	Program Planning	X
	d.	Interrelationships	X
	e.	Career Educational Planning	X
	f.	Assessment	X
	g.	Technology-based Applications	X
	h.	Processes, Techniques, and Resources	X
	i.	Ethical and Legal	X
5.		Helping Relationships	
	a.	Characteristics and Behaviors	X
	b.	Interviewing and Counseling Skills	X
	c.	Counseling Theories	X
	d.	Systems Perspective	X
	e.	Consultation	X
	f.	Integration of Technology	X
	g.	Ethical and Legal	X
6.		Group Work	
	a.	Group Dynamics	X
	b.	Leadership Styles	X
	c.	Theories	X
	d.	Methods	X
	e.	Other Types of Groups	X
	f.	Preparation Standards	X
	g.	Ethical and Legal	X

7.		Assessment		
	a.	Historical Perspectives	X	
	b.	Standardized and Nonstandardized Testing	X	
	c.	Statistical Concepts	X	
	d.	Reliability	X	
	e.	Validity	X	
	f.	Multicultural Factors	X	
	g.	Assessment Instruments	X	
	h.	Case Conceptualization	X	
	i.	Ethical and Legal	X	
8.		Research and Program Evaluations		
	a.	Opportunities and Difficulties	X	
	b.	Methods	X	
	c.	Use of Technology	X	
	d.	Principles, Models and Applications		X
	e.	Use of Research	X	
	f.	Ethical and Legal	X	

Strengths:

Standard H: The program is to be commended on the format and presentation of course syllabi. The course objectives are clearly stated and aligned with standards. There is a consistent line of objective assessment delineated through the curriculum.

Current students and alumni report that diversity issues are taught across curricular experiences.

Current students report and value the emphasis placed upon personal understanding and reflection and the faculty's commitment therein throughout the curriculum.

The Chi Sigma Iota chapter is active and encourages students to join and connect with other counseling students. Also, alumni are encouraged to maintain connections with the chapter. This is to be commended.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

Standard E: The program currently has a small group activity that is facilitated by Counseling Psychology doctoral students. The team is cognizant that with the phasing out of this program, the faculty are preparing to develop an alternative small group activity. The program faculty are encouraged to secure the appropriate approval and funds to facilitate the small group activity in way that is consistent with professional literature and practice.

Standard K.2.c: While the site team believes that this standard is met, the faculty should increase their efforts to consistently teach couples, family and community strategies when working with diverse populations. This could be addressed with an enhancement of Multi-Cultural Counseling and/or Family Systems and Counseling.

Standard K.7.h: The team recommends that the course Abnormal Psychology be evaluated with the intent of changing the name to reflect a more consistent counselor identity. The site supervisors suggested an increased focus on treatment planning that could also enhance this course. An appropriate name may be Psychodiagnosis and Treatment Planning.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Standard K.1.f.: The visiting team could not verify that public and private policy processes are consistently taught as distinct from the content related to advocacy. Therefore, it is required that the counseling faculty integrate this standard into the core curriculum, most likely in COU Introduction to Professional Counseling.

Standard K.8.d: The visiting team could not verify that needs assessment is consistently taught beyond program evaluation. Therefore, it is required that the counseling faculty integrate this standard in the core curriculum.

Section III: Clinical Instruction		Met	Not Met
Standard A	Faculty Providing Supervision		
1.	Degree and/or Preparation	X	
2.	Relevant Experience	X	
3.	Relevant Training	X	
Standard B	Student Supervisors		
1.	Completed Clinical Experience	N/A	

2.	Supervision Preparation	
3.	Supervised by Faculty 1:5	
Standard C	Site Supervisor	
1.	Masters Degree and Credentials	X
2.	2-Years Experience	X
3.	Knowledge of Program	X
Standard D	Clinical Environment	
1.	Individual Counseling Settings	X
2.	Groups Counseling Settings	X
3.	Technologies	X
4.	Observation/Interaction	X
5.	Confidential Procedures	X
Standard E	Technical Assistance	X
Standard F	Provisions to Site Supervisors	X
Standard G	Practicum	
1.	Direct Service	X
2.	Individual Supervision	X
3.	Group Supervision	X
4.	Student Performance Evaluation	X
Standard H	Internship	
1.	Direct Service	X
2.	Individual Supervision	X
3.	Group Supervision	X
4.	Professional Activities	X
5.	Audio/Video Tape Access	X
6.	Professional Resources	X

7.	Student Performance Evaluation	X
Standard I	Individual Supervision Ratio	X
Standard J	Group Maximum 10 Students	X
Standard K	Diversity of Clients	X
Standard L	Evaluation by Students	X
Standard M	Liability Insurance	X

Strengths:

Site supervisors report that there are strong relationships, consistent contact, and professional collaboration with the university program faculty.

The faculty should be commended for the clarity of the practicum and internship logs and the division of direct and indirect hours.

Standards G.4 and H.7: The program makes significant efforts to incorporate validated assessments of supervisee competence into the evaluation process.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

Standard D.5: Due to its proximity to student work space, the counseling lab facilities need to be evaluated, reviewed, and updated to more adequately protect confidentiality. This could include sound dampening equipment and/or sound proofing and signage.

Standard D.3 and G.2: The team determined that practicum and internship students do use video and audio taping during their counseling supervision. There appeared to be some inconsistency in this expectation. The faculty are encouraged to review the Clinical Handbook to clarify the ongoing expectations to video and audio tape.

Standard H: Many students, alumni, and site supervisors report concern related to the clinical course sequencing. Some report that a significant amount of time exists between COU Counseling Skills and Techniques, and the field based experiences. The team suggests that the course sequence should be critically evaluated to connect skill development to the field experience. A systematic developmental process should be implemented to allow continuity of the practical based coursework and internship.

Standard G: The 2001 CACREP standards require a 1:5 ratio in the practicum courses. The 2009 CACREP standards allow for a 1:6 ratio using triadic supervision. It appears that this ratio is met the vast majority of the time. However, in the spring of 2008, the number of students in practicum was eight. The practicum supervision groups need to be closely monitored to verify that the ratios of 1:5 or 1:6 are maintained.

Standard M. While the program meets the standard related to liability insurance in that students are covered by an institutional policy provided by University, the team recommends that the program faculty actively communicate to counselor trainees the benefits of ACA membership and counseling-focused professional liability insurance. The program faculty members do communicate and encourage students to secure personal liability insurance in the Clinical Handbook, yet this encouragement has not permeated the culture of student expectations. This suggestion is even more relevant for the program, now that professional liability insurance is a complimentary benefit of student membership in ACA.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Section IV: Faculty and Staff		Met	Not Met
Standard A	Faculty Resources		
1.	Sufficient in Number	X	
2.	3 People and 3 FTE	X	
3.	Doctoral Degrees	X	
4.	Preparation and Experience	X	
5.	Counseling Identification	X	
6.	Curricula Authority	X	
Standard B	Academic Unit		
1.	Academic Unit Leader		
a.	Coordination	X	
b.	Inquiries	X	
c.	50% or More Assignment	X	
d.	Budget Recommendations	X	
e.	Release Time	X	
f.	Year Round Leadership	X	
2.	Program Coordinator		

a.	Teaching Assignment	X
b.	Responsibilities	X
c.	Preparation and Experience	X
3.	Clinical Coordinator	
a.	Responsibility	X
b.	Inquiries	X
c.	Clearly Defined	X
4.	Facility Director	
a.	Overall Operation	N/A
b.	Responsibilities	
c.	Works with Clinical Coordinator	
Standard C	Adjunct/Affiliate Faculty	
1.	Graduate Degrees	X
2.	Preparation and Experience	X
3.	Counseling Identification	X
4.	Understand Program	X
Standard D	Faculty Preparation	
1.	Development/Renewal	X
2.	Research	X
3.	Service	X
Standard E	Adequate Faculty Support	X
Standard F	Appropriate Faculty Assignment	X
Standard G	Faculty Diversity	X
Standard H	Distance Learning Assistance	X

Strengths:

The team would like to recognize the successful contributions of Dr. , Dr. , Dr., and Dr. and recognize that they are dedicated, accessible, and helpful faculty. This is reported by graduates, students and practicum and internship site supervisors. Further their dedication to the counseling program was evident to the site team.

The faculty members are very active in regards to professional publications. Many of these publications include the contributions and collaborative work of counseling students and other professional colleagues. This is impressive, and the team would like to commend the faculty on this.

Faculty and administration report and the team observed that the department's administrative assistant provides effective and ongoing support for department and professional functioning.

The Teaching Support Center provides innovative and exemplary support for program faculty. The faculty should be commended for their participation in this center.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

Standard C: The Counseling Program began, developed and grew in the Department of Psychology. This happened largely due to the professional identity, dedication and hard work of the current counseling program coordinator. He, with the support of the university administration, was able to bring three more equally dedicated and hard working counselor educators into the counseling program. This has had the effect of establishing a strong counselor education identity core faculty. This group of four make up the Counseling Program's core faculty, and it would be expected that this core faculty have and maintain control (within the university structure and interdisciplinary approval process) of the functions of the counseling program, including curriculum, admissions, enrollment, advising, strategic planning and evaluation. With the core counseling faculty intact and functioning in regards to programmatic decisions, the team believes that additional adjunct and affiliate faculty from allied mental health professions, who have been determined to have specific expertise in a subject area and will complement and not distract from a professional counselor identity, can be used to train counseling students. For example, an appropriately trained social statistician teaching a statistics course, an educational researcher teaching a research course with appropriate professional counseling literature, or a recognized practitioner with significant expertise in a counseling modality or population such as substance abuse, couples and family counseling, or psychopharmacology could be used to teach a course within the counseling program. It would be expected that these adjunct or affiliate faculty would work closely with the counseling program coordinator and the core counseling faculty to maintain the course objectives, maintain students' counselor identity, and verify that accreditation standards regarding course content are strictly adhered to.

The team is cognizant of the efforts that the university administration and program have made to recruit a diverse faculty and student body. It is encouraged that these efforts continue.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Section V: Organization and Administration		Met	Not Met
Standard A	Program Descriptions Disseminated	X	
Standard B	Inquiries Procedure	X	
Standard C	New Students		
1.	Orientation	X	
2.	Student Handbook Disseminated		
a.	Academic Appeal Policy	X	
b.	Student Retention Policy	X	
c.	Endorsement Policy	X	
d.	Professional Organization Information	X	
e.	Mission/Objectives		X
Standard D	Information Dissemination	X	
Standard E	FTE Ratio	X	
Standard F	Teaching Loads		
1.	Advising Research	X	
2.	Scholarship/Service	X	
3.	Administration	X	
Standard G	Graduate Assistantships	X	
Standard H	Recruitment Policy	X	
Standard I	Admissions		
1.	Faculty Input	X	
2.	Interpersonal Success	X	

3.	Academic Aptitude	X
4.	Goals	X
5.	Self Examination/Development	X
Standard J	Selection Committee	X
Standard K	Financial Assistance	
1.	Funds Monitoring	X
2.	Students Informed	X
Standard L	Program of Study	
1.	Prerequisites	X
2.	Core Curriculum	X
3.	Specialized Curriculum	X
4.	Clinical Experience	X
5.	Electives	X

Strengths:

The faculty to student ratios are well within standard guidelines.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

Standard C.2.b: The Student Handbook contains a Retention Policy and effective remediation is clearly evident in student files; however, the procedure in the handbook is less clear. The faculty are encouraged to update the Retention Policy in the handbook to include a specific procedure for student remediation and dismissal.

Standard J: The team is aware that there is an admissions process and committee. It is suggested that the function of this committee be enhanced and formalized to include a systematic procedure of student recruitment and selection procedures that includes multiple faculty interviews and selection decisions.

Standard L.1: Program prerequisites are indicated in the graduate catalog. The faculty may wish to consider outlining the prerequisites on the program of study.

Standard L: Student advising is required prior to registration each semester. The current registration process is paper-based, requiring advisor signature. The university registrar noted that advisors may approve registration online and that prerequisite, department approval, or instructor permission notations may be built into the online registration system, thus ensuring students' course sequencing. Online registration would expedite the registration process for students and continue to enhance technology competencies.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Standard C.2.e.: While the counseling program has objectives that are assessed in the program evaluation plan, these objectives are not outlined in the Student Handbook. Therefore, the counseling faculty are required to outline program objectives as they relate to each of the core content areas and disseminate them in the Student Handbook.

Section VI: Evaluations in the Program		Met	Not Met
Standard A	Input for Program Review	X	
Standard B	Student Progress	X	
Standard C	Program Evaluation		
1.	Program Objectives	X	
2.	Offerings and Applicants	X	
3.	Graduates Follow-up	X	
4.	Employers/Supervisors Follow-up	X	
5.	Program Modification	X	
Standard D	Report Disseminated	X	
Standard E	Student Evaluations	X	
Standard F	Results to Faculty	X	
Standard G	Faculty Evaluation Procedures	X	

Strengths:

Standard C: The institutional commitment to strategic planning and evaluation has had a positive impact on the counseling program assessment and evaluation procedures. Further, there is evidence that the assessment outcomes are used to enhance the curriculum.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Community Counseling

Curricular Experiences

Standards for Community Counseling Programs		Met	Not Met
Standard A	Foundations		
1.	History/Trends	X	
2.	Roles and Credentials	X	
3.	Policies and Laws	X	
4.	Ethical and Legal	X	
5.	Diversity Issues	X	
Standard B	Contextual Dimensions		
1.	Roles and Settings	X	
2.	Institutional Dimensions	X	
3.	Needs Assessment		X
4.	General Principles Management	X	
Standard C	Knowledge and Skills Requirements		
1.	Individual and Community Characteristics	X	
2.	Program Development/Delivery	X	
3.	Community Resources	X	
4.	Assessment	X	
5.	Diagnosis	X	
6.	Advocacy	X	
7.	Modalities	X	
Standard D	Clinical Instruction	X	

Strengths:

Standard C.3. The counseling program provides students significant opportunities to access and utilize community resources.

Suggestions: (Not necessarily related to a specific Standard, but for program enhancement or improvement)

The team believes that an effective way to promote a clear understanding of the Community Counseling standards is to develop an additional, separate and distinct course to address the needs of counselors working in community based agencies. This would also be helpful as the faculty consider the issues required in the process of meeting the 2009 CACREP standards.

Students, alumni and site supervisors report a desire for additional courses in specialty areas such as Substance Abuse, Play Therapy and Crisis Counseling. The faculty are encouraged to develop a regular rotation for these courses and advertise them to current counselors, supervisors, and students.

Specific Requirements: (Specify Standard for each requirement not met). Please note that if a program has requirements, only 2-year accreditation can be recommended. If program does not adequately address the requirements in this report, these requirements may become conditions.

Standard B.3: As reported in standard Section II. K.8.d., the visiting team could not verify that needs assessment is consistently taught beyond program evaluation. Therefore, it is required that the counseling faculty integrate this standard in the core curriculum.