

**2022 CACREP Mid-Cycle
Accreditation Report Summary
Department of Counseling
Idaho State University**

Program Contacts:

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Introduction

The Idaho State University Department of Counseling was created in 1958, awarded its first degrees in 1960, and became the first counseling program in the United States to be CACREP accredited in 1981. The principal mission of the Department of Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings; Marriage, Couple and Family Counselors; Clinical Mental Health Counselors; and Clinical Rehabilitation Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers. Our most recent CACREP re-accreditation was in Fall of 2018, and we currently operate under the 2016 CACREP standards.

We currently offer a master's degree (MCOUN) in counseling and a doctorate (Ph.D.) in Counselor Education & Counseling. Both 60-hour programs are housed in the Department of Counseling within the College of Health (COH), under the Kasiska Division of Health Sciences (KDHS). We have five counseling specialties for students to select from: Clinical Mental Health Counseling; Clinical Rehabilitation Counseling (not yet accredited); Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs Counseling. Both our masters and doctoral programs boast a consistent 100% job placement rate for our graduates. In addition, we offer an Animal Assisted Intervention Certificate, and an Education Specialist degree in counseling (Ed.S.).

The Department of Counseling's Masters of Counseling program objective is to prepare students to be professional counselors with strong professional identity, a rich knowledge base, and expertise in the skills of counseling are essential to functioning as a professional in each counseling setting. As members of the counseling profession, and members of the American Counseling Association, we actively support our profession's efforts to promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally-inclusive practices that protect those using counseling services. In addition, we prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty members.

We believe it is also our mission to:

- Instill a strong sense of professional identity in students,
- Help students gain an appreciation of the rich knowledge base in the profession of counseling,
- Develop student expertise in the skills of counseling,
- Aid students to become licensed and/or certified,
- Aid students/graduates in their initial job placement,

- Teach and perform research applicable to the practice of counseling, counselor education and supervision,
- Aid students in understanding the diversity of views and cultures within our profession and the environment in which counselors practice.

The Department of Counseling also has a mission within the Kasiska Division of Health Sciences, College of Health, which is to represent the mental health perspective within the Division and to consult with Division faculty and departments encouraging a holistic perspective for health care services.

Current Accreditation Information

Currently, 5 out of our 6 specialty areas are CACREP accredited. The Clinical Rehabilitation Counseling (CRC) Program is **not** currently accredited under the 2016 Standards. The Idaho State University Department of Counseling developed and implemented the CRC Program in the Fall of 2020 in response to the discontinuation of the University of Idaho’s CRC Program. ISU’s creation of the CRC program ensures that graduate counseling programs specifically for CRC students continue to be offered in the state of Idaho.

The ISU Department of Counseling curriculum is offered at two (2) sites/locations: Main Campus in Pocatello, Idaho, and at a campus in Meridian, Idaho. Although curriculum is offered at both sites, the Department of Counseling remains a singular, unified program. Specialties offered by each site are below:

Site	Program/Specialties Offered
Pocatello	<ul style="list-style-type: none"> ● Clinical Mental Health Counseling ● Marriage, Couple & Family Counseling ● College Counseling & Student Affairs ● School Counseling
Meridian	<ul style="list-style-type: none"> ● Clinical Mental Health Counseling ● Marriage, Couple & Family Counseling*

** Department Chair, Dr. David Kleist, is currently working with the CACREP Board to seek approval to identify Meridian as a campus from which we offer the MCFC specialty.*

At both the Pocatello and Meridian sites, all curriculum is offered in-person, with some use of distance learning technology between campuses. The ISU Department of Counseling’s distance learning technology allows students at Pocatello and Meridian sites to share the same classroom in real time. Aside from temporary adjustments to delivery methods necessitated by the COVID-19 pandemic, no significant changes occurred in the program delivery method since the last site visit.

SECTION I: CHANGES IN PROGRAM OPERATION

Changes in Organizational Structure

Current department organizational structure is detailed in the chart below. Regarding significant changes since our last site visit in 2018, we added the associate chair role to Dr. Liz Horn so that the Meridian campus would have access to an in-person point of contact for faculty, students, and the public for inquiries about the program.

Current Departmental Organization Chart
Chair
Dr. David Kleist
Associate Chair
Dr. Elizabeth Horn
Full Professors
Dr. Steve Moody, Dr. Chad Yates
Associate Professor
Dr. Leslie Stewart
Assistant Professors
Laura Boddicker, Dr. Jennifer Hightower, Dr. Renee Howells
Clinical Directors
Dr. Shawn Parmanand, Dr. Anna James Krzemienieke
Administrative Assistants
Lori Medellin, Angie Walling, Noni Scherer

Changes in Budget/Funding Support

Since our last site visit in 2017, our departmental budget increased from \$1,014,723 to \$1,424,883. The addition of 2 new tenure track faculty lines and the approval of additional administrative assistant lines necessitated a budget increase, which was supported by ISU administration.

Student Enrollment

Since the most recent site visit, overall enrollment in the Masters of Counseling program increased by approximately 16%. The ISU Department of Counseling’s development and addition of the Clinical Rehabilitation Counseling specialty necessitated the addition of two new tenure-track core faculty lines since the time of our last site visit in 2017. At the time of this report, our counseling program has 10 full time tenure track faculty lines (6 full-time tenure track faculty on our campus in Pocatello, 4 full time tenure track faculty on our Meridian campus), and then 1 non-tenure track line in Meridian at .75 FTE serving as Clinic Director for our Meridian Counseling Clinic, and 1 non-tenure track line

in Pocatello at .5 FTE serving as Clinic Director for our Pocatello Counseling Clinic). These two non-tenure track staff (titled as Clinical Assistant Professors in ISU’s system) serve as adjunct faculty as needed, such as this present year (i.e., the Meridian non-tenure track fulfilling the equivalent of a .5 FTE beyond their clinic director duties).

Changes in Technology

No significant changes in technology occurred since the last site visit in 2017.

New Non-Accredited Specialty Areas or Certificate Programs

Our department offers 1 new non-accredited specialty area and 1 new certificate program since the time of our last site visit in 2017. We created the Clinical Rehabilitation Counseling (CRC) specialty area in 2020. To support the creation of this new specialty, ISU administration approved 2 new tenure track core faculty lines. We plan to seek CACREP accreditation for the new Clinical Rehabilitation Counseling Program within the year.

SECTION II: FACULTY

Faculty Makeup

At the time of our last site visit in 2017 the ISU Department of Counseling employed eight (8) Core Faculty. Presently, the ISU Department of Counseling currently has 10 tenure-track core faculty lines. Since the creation of the Clinical Rehabilitation Counseling Program in 2020, two (2) new tenure-track core faculty lines were added to the department. We have since filled both new lines. One of our tenure-track lines is vacant as of Fall 2022. We are actively engaged in a search to fill this position for the Fall of 2023.

Site	# Core Faculty	# Non-Core Faculty
Pocatello	5 (plus active search for 6 th)	2
Meridian	4	1

Since the time of our most recent site visit in 2018, we experienced several changes in faculty makeup. Three core faculty present during our last site visit in 2018 left our department. Dr. Judith Crews retired in the spring of 2019, Dr. Christian Chan left in spring 2020, and Dr. Randy Astramavich left in spring 2022. In 2020, we hired Dr. Ne’Shaun Borden and Dr. Bryan Austin for tenure track positions. Both Dr. Austin and Dr. Borden left in Spring 2021. We hired Dr. Logan Lamprecht for a clinical assistant professor position in summer 2019, and he later left in summer 2021. As we navigated the aforementioned changes in faculty makeup since 2018, ISU administration offered continuous support to fill vacant positions during the next respective hiring season. In fall

2021, we hired Dr. Ngoni Mpofu (new CRC faculty line) and Dr. Jenifer Hightower (Dr. Chan's faculty line) for tenure-track positions and Dr. Renee Howells (Dr. Borden's line) for a tenure-track position in summer 2021. In fall 2022, we hired Dr. Laura Boddicker for a tenure-track position (Dr. Austin's faculty line) and Dr. Anna James-Krzemienieke for a clinical assistant position (replacing Dr. Howells who had taken over the clinical director line upon Dr. Lamprecht's departure).

New Core Faculty Members

Since the time of our last site visit in 2018, the department hired four (4) new Core Faculty.

Name	Employment Year	Degree/Major	Professional Memberships	Licenses/Certifications
Renee Howells	Fall 2022	Ph.D. Counselor Education & Supervision	American Rehabilitation Counseling Association American Deafness and Rehabilitation Association Association for Multicultural Counseling and Development Association for Counselor Education and Supervision Chi Sigma Iota American Counseling Association	Licensed Professional Counselor (Idaho) National Certified Counselor (NCC)
Laura Boddicker (New CRC Faculty Line)	Fall 2022	Ph.D. Counselor Education (expected 11/22)	Assc. For Spiritual, Ethical, and Religious Values in Counseling Assc. for Counselor Education and Supervision American Rehabilitation Counseling Association, April	Certified Rehabilitation Counselor July 2016-Present Licensed Mental Health Counselor (LMHC), Iowa September 2019-Present

			<p>The Society for Collegiate Leadership & Achievement</p> <p>Chi Sigma Iota</p> <p>American Counseling Association American Legion, Military Veteran Member</p>	
<p>Ngonidzashe Mpfu (New CRC Faculty Line)</p>	<p>Fall 2021</p>	<p>Ph.D. Counselor Education & Supervision</p>	<p>American Counseling Association (ACA)</p> <p>Australian Society of Rehabilitation Counsellors (ASORC)</p> <p>Chi Sigma Iota</p> <p>Idaho Association for Counselor Education and Supervision (IACES)</p> <p>International Sociological Association (ISA), Research Committee 42: Social Psychology</p> <p>The National Council on Rehabilitation Education</p>	<p>Certified Rehabilitation Counselor (CRC)</p> <p>National Certified Counselor (NCC)</p> <p>Certified Clinical Mental Health Counselor (CCMHC)</p> <p>Certified Tele-mental Health Counselor (BC-TMH)</p>
<p>Jennifer Hightower</p>	<p>Fall 2021</p>	<p>Ph.D. Counselor Education</p>	<p>American Counseling Association</p> <p>Association for Counselor Education and Supervision</p> <p>Association for Assessment and Research in Counseling</p> <p>Society for Sexual, Affectional, Intersex, and Gender Expansive</p>	<p>National Certified Counselor (NCC)</p>

			Identities Chi Sigma Iota Rocky Mountain Association for Counselor Education and Supervision Idaho Counseling Association	
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New Non-Core Faculty Members

Name	Employment Year	Degree/Major	Professional Memberships	Licenses/Certifications
Anna James Krzemieniecki	Fall 2022	Ph.D. Counselor Education & Supervision	<ul style="list-style-type: none"> ● American Counseling Association ● Association for Counselor Education & Supervision 	Licensed Professional Counselor (LPC), Idaho
Shawn Parmanand	Fall 2019	Ph.D Counselor Education & Supervision	<ul style="list-style-type: none"> ● American Counseling Association ● Association for Counselor Education & Supervision ● International Association of Marriage and Family Counselors ● Chi Sigma Iota ● Idaho Counseling Association ● Idaho Association of Marriage and Family Counseling ● Idaho Association for Counselor Education and Supervision 	Licensed Clinical Professional Counselor (LCPC), Idaho National Certified Counselor (NCC)

Net Impact of Faculty Changes

Overall, we have maintained the 8 tenure-track lines we had during our 2017 site visit, and secured 2 more tenure-track lines and 1 more adjunct line.

Faculty Credit Hour Ratios

Aggregate Credit Hour Ratio Figures – Both Sites

Semester	Total Credit Hours	Core Faculty %	Non-Core Faculty %
Spring 2022	102	82%	18%
Summer 2022	30	96%	4%
Fall 2022	117	82%	18%

Credit Hour Ratio Figures by Site - Pocatello

Semester	Total Credit Hours	Core Faculty %	Non-Core Faculty %
Spring 2022	55	98%	2%
Summer 2022	24	100%	N/A
Fall 2022	62	78%	22%

Credit Hour Ratio Figures by Site – Meridian

Semester	Total Credit Hours	Core Faculty %	Non-Core Faculty %
Spring 2022	47	81%	19%
Summer 2022	6	84%	16%
Fall 2022	55	80%	20%

Delivery Method Figures

Semester	Total Credit Hours	In-Person	Online
Spring 2022	102	98%	2%
Summer 2022	30	88%	12%
Fall 2022	117	100%	0%

Faculty-to-Student Ratios

2021-2022 Aggregate Core Faculty-to-Student Ratios			
Semester	Core Faculty	Students	Ratio
Fall 2022	10	116	1:11.6
Summer 2022	10	116	1:11.6
Spring 2022	8	94	1:9.4
Fall 2021	8	83	1:10.3

Core Faculty FTE Totals

The ISU Department of Counseling's intention for growth is directly tied to the number of full-time core faculty, and part time adjunct faculty who deliver our program. At the time of this report, our counseling program has 10 full time tenure track faculty (6 full-time tenure track faculty on our campus in Pocatello, 4 full time tenure track faculty on our Meridian campus), and then 1 non-tenure track line in Meridian at .75 FTE serving as Clinic Director for our Meridian Counseling Clinic, and 1 non-tenure track line in Pocatello at .5 FTE serving as Clinic Director for our Pocatello Counseling Clinic). These two non-tenure track staff (titled as Clinical Assistant Professors in ISU's system) serve as adjunct faculty as needed, such as this present year (i.e., the Meridian non-tenure track fulfilling the equivalent of a .5 FTE beyond their clinic director duties). During the AY22-23 we have a tenure track faculty opening in Pocatello as a faculty left mid semester in March 2022. This person's full time teaching load is presently being filled via adjunct faculty (1 being the Meridian part time person, and then another outside hire). We are presently advertising for this faculty opening and expect to hire in AY 22-23 a new tenure track faculty to be program coordinator for our school counseling program and teach in our masters and doctoral programs. Thus, we have a maximum of 126 full time equivalent students that we can have in our program (10 full time faculty and the .5 FTE adjunct, for a total of 10.5 FTE faculty presently teaching).

As of this fall, we have a total of 116 full time equivalent students (17 doctoral students of which 9 are in Pocatello and 8 in Meridian; and 99 Masters students, 46 in Meridian and 54 in Pocatello). Our overall program goal for each year, given our present staffing, is for 18 doctoral students (we presently have 17 as stated prior), and 108 masters students (i.e., roughly speaking, a goal of 32 in Pocatello, and 24 in Meridian for each fall incoming cohort). We do not set admittance caps, or ceilings, nor minimums for each separate specialty program. Said differently, we do not utilize a quota system per specialty program. We identify as a department of counseling, not a department comprised of counseling specialty programs. Broadly speaking, since adding two new faculty lines since our last re-accreditation and now having 6 tenure track lines in Pocatello, and 4 in Meridian, we focus on keeping full time counseling student equivalent numbers to below 126, given our likely use of a .5 FTE adjunct. To speak directly to the faculty to student ratio on the Meridian campus, we have 4.5 FTE faculty and 54 FTE students, or 1:12.

SECTION III: CURRICULUM

Course Changes

Since the time of our last site visit in 2017, we added a 1-credit course in Human Growth & Development at the master's level, and a 2-credit course in Leadership & Advocacy at the doctoral level. The addition of these courses allowed us to deliver coverage of CACREP standards relevant to both topics in a stand-alone course, rather than by integrating elements of those standards within other core courses. We believe that this decision supports our goal of continuously striving towards excellence by allowing us to ensure that the spirit of these standards are even more thoroughly covered and assessed.

We also added another credit hour to COUN 6624 Cultural Foundation class to better address CACREP standards relevant to cultural foundations.

SECTION IV: CLINICAL INSTRUCTION

Supervision Ratios for Practicum/Internship

No significant changes occurred in supervision ratios in practicum/internship since the last site visit. During practicum, our students are required to have 1 hour per week of individual/triadic supervision with their site supervisor and their faculty supervisor, totaling 2 hours of individual/triadic supervision per week. During internship, our students are required to have 1 hour per week with their site supervisor (s) and their doctoral student supervisors. Our doctoral students provide faculty-supervised individual/triadic supervision for our internship students. Internship students are typically required to have 2 internship sites, meaning that they receive 3 hours of individual/triadic supervision per week. Additionally, internship students participate in 90-minute weekly group supervision labs, which are facilitated by doctoral students under supervision. Our doctoral students facilitate lab groups, and all groups are overseen by program faculty. Each semester, we offer multiple sections of internship lab so none of the lab groups exceed the 1:12 ratio of students per doctoral supervisors.

Clinical Instruction

No significant changes occurred in clock hour requirements, supervisors' qualifications and requirements, or practicum and internship site placements since the last site visit. We continue to exceed the CACREP Standard of a 600-hour internship with a 900-hour internship and a 100 hour practicum. This ensures that our graduates are eligible to apply for the Idaho Licensed Professional Counselor (LPC) credential upon graduation.

SECTION V: PROGRAM ASSESSMENT & EVALUATIONS

The ISU Department of Counseling believes that a holistic approach to program evaluation is essential to ensuring that we meet and potentially exceed our program objectives and overall quality. As such, we use multiple metrics and sources of data to assess the achievement of program objectives, including: an annual faculty review meeting, surveys to stakeholders, national counselor examination scores, student disposition assessments, grade point average, clinical performance evaluations, attainment of student learning objectives, and an assessment of curricular offerings. While each of these individual sources of data is informative, we believe that it is important to understand the overall picture that the relationship between the combined data sources creates in order to assess our program from a holistic perspective.

Annual Faculty Review Meeting

In addition to continuously assessing program objectives throughout each year in bi-weekly faculty meetings, The ISU Department of Counseling holds a formal annual review meeting in the late spring of each semester. During Annual Faculty Review

Meetings, we holistically assess program objectives, make program adjustments, and review the progress and dispositions of each student in both our masters and doctoral programs.

Survey to Stakeholders

Each year, our department holds a meeting with our departmental Advisory Board. During this annual meeting, we update advisory board members about progress and changes in our program since the previous year's meeting. We also elicit feedback and recommendations from advisory board members on any changes or improvements they think are necessary for our department and our program. We also elicit feedback from employers of our graduates regarding the quality of our graduates' preparation, skills, and dispositions, and professional comportment. Results of those surveys may be seen in our Annual Program Report Summary.

National Counselor Examination

Another metric used to determine the quality of the program's preparation are the scores achieved by students on the national counselor examination. This exam is required of all master's students in the spring quarter of their second year. Scores for students are compared to the national average. ISU's students have consistently been within a standard deviation of mean scores across the nation. Their pass rates are reflected in the following table:

Academic Year	% Pass
2016-2017	100%
2017-2018	100%
2018-2019	95.6%
2019-2020	100%
2020-2021	96%
2021-2022	100%
Average	98.6%

Assessment of Students

The ISU Department of Counseling implements a multifaceted process of continuous advisement and assessment throughout a student's enrollment in the program. The continuous review process is both formal and informal. Formal processes involve semester-by-semester assessment of core dispositions, supervisor midterm and final evaluations, semester grades, and clinical skill review (i.e., ICRF) during clinical track semesters. Formal processes also include the measurement of students' mastery of the

CACREP standards that are part of each KPI. Evaluations of these KPIs are tracked through Taskstream, an electronic assessment management and performance-based instruction tool. Informal processes involve attention to day-to-day interactions within the Department, with peers, clients, and faculty. Both students and faculty members are provided with many opportunities to assess the student's compatibility with our program and the student's progress toward completing our graduate program.

In addition to continuous assessment and evaluation of student classroom/academic performance and clinical performance as listed below, the department also continuously evaluates students on certain non-academic conditions that are essential to counselor development and competency in the counseling profession. Such conditions include professional comportment, professional dependability, and operationalized core dispositions. The ISU Department of Counseling's core dispositions are comprised of 7 operationally defined areas that provide a framework for student educational experiences and evaluation throughout the program. Core Dispositions include: Cultural Humility, Mindfulness, Engagement, Reflexivity, Curiosity, Integrity, and Empathy.

Faculty, site supervisors, and doctoral students systematically discuss and evaluate students' progress in the program. When impediments are identified the student will be informed verbally and in writing. Impediments may include, but are not limited to, those offered by Frame and Stevens-Smith (1995):

1. inability to be open, flexible, positive, and cooperative
2. unwilling to accept and use feedback
3. unaware of impact on others
4. inability to deal with conflict and accept personal responsibility
5. inability to express feelings effectively and appropriately

Class Performance

The ISU Department of Counseling requires all students to meet continuation standards related to academic competence. In addition to maintaining a cumulative average GPS of 3.0 (B) or above, masters students must also earn a B or higher in three (3) clinical track classes in order to continue in the program:

- COUN 6696 Prepracticum Counseling Techniques
- COUN 6621 Counseling Ethics
- COUN 6624 Cultural Counseling

Masters students earning a B- or lower in any of the aforementioned specific courses or a B- or lower in 6 credits *or* overall GPA will be dismissed from the program and must petition and gain approval from the graduate faculty in the department in order to continue in the program. The department follows the Appeal Process detailed in the Appeals and Dismissal section of the ISU Graduate Catalogue.

Clinical Performance

The ISU Department of Counseling requires students to meet continuation standards related to clinical competence. Students must earn a grade of B or higher in both Practicum and Internship in order to remain in the program. In both Practicum Lab and Internship Lab, students earning an Unsatisfactory grade will incur a penalty to their overall letter grade in and will be placed on a Professional Progression Plan (PPP), which serves as our departmental remediation plan. Earning 2 Unsatisfactory grades in Practicum or Internship will result in dismissal from the program.

To evaluate clinical skill performance, the department uses the ICRF and the Counseling Competencies Scale from site and lab supervisors every semester, at mid-term and at the last supervision session of the semester.

Attainment of Student Learning Objectives (SLOs)

Student learning objectives that align with the 2016 CACREP standards are associated with designated Key Performance Indicator (KPI) assignments within each course for both masters and doctoral students. These assignments are submitted via the learning management system (Taskstream) each semester, then graded/evaluated using department-developed KPI rubrics. Each KPI rubric includes a designated evaluative section for each CACREP standard assessed.

In the Masters of Counseling Program, students are required to complete a Capstone Poster Presentation demonstrating their ability to conceptualize their work with a current client through the theoretical lens of their choosing, while simultaneously attending to relevant legal, ethical, and multicultural considerations, treatment planning, clinical documentation, and client assessment. Poster content requirements vary slightly as appropriate to specialty area:

- School Counseling to include ASCA National Model and elements of data-driven school counseling activities or other focus as approved by major program director.
- Clinical Mental Health Counseling to include individual clinical case.
- Marriage, Couple, and Family Counseling to include clinical or educational family or couple case.
- Clinical Rehabilitation Counseling to include an individual case relevant to a rehabilitation counseling setting.
- Student Affairs Counseling to include case relevant to student affairs setting.

All students presenting for their oral exam poster are required to attend the full event. Each student will be assigned a designated time period to deliver their presentation and will present their poster to a review committee comprised of the student's committee chair, one additional faculty member, and a doctoral student. This committee will engage in assessment and critique of the student's work. Following the student's formal presentation, the committee will assign a passing or not passing grade. The grade must be passing for the student to complete this program requirement. In the event that a student's oral exam poster is judged to be not passing, the committee will develop a remediation

plan to be approved by the faculty. The student's committee chair, with guidance from the faculty, will determine the timeline for the oral exam poster remediation.

In the Doctoral Program, students are required to participate in a comprehensive exam experience that includes an oral and a written component. The Comprehensive Exam process lasts five (5) days and is scheduled in early February of a student's second year.

An oral exam, lasting approximately 60 minutes, is scheduled with the student and all faculty members. Questions posed by the faculty during the oral examination will serve to evaluate the student's knowledge of CACREP standards, including teaching, supervision, research, and leadership/advocacy. Students will not have access to the oral examination questions or content prior to the scheduled meeting.

Successful completion of the oral examination is based upon a vote of the faculty. A "pass" grade on the oral exam requires a pass vote of at least 75% of the faculty present for the exam. If the student receives a "conditional pass" (a vote of passing by a majority of the faculty present for the exam, but less than 75%), the student will be provided a prompt for the written exam (developed by their Department doctoral committee) designed to remediate their knowledge of CACREP standards rather than one being focused on the student's scholarly agenda. If the student fails the oral comprehensive examination (determined by a fail vote by the majority of faculty present for the exam), the student's Department doctoral committee will develop a Professional Progression Plan (PPP) providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.

Upon the successful completion of the oral examination, the student will be approved to sit for the written component of the comprehensive examination.

For the written exam, students will receive one written prompt (developed by their Department doctoral committee) that will be used to guide the student's development of a conceptual counseling journal article. The written exam is to be the student's own, solo-authored work. Upon submission of the written comprehensive examination, a faculty editorial board (comprised of two or more faculty, but not the student's doctoral advisor) will review the student's manuscript. If the student receives a "pass" on the written exam, the student will be required to address all suggestions made by the faculty editorial board and then submit the completed manuscript to a journal agreed upon by the student and their doctoral advisor. Students will share verification of submission with their Department doctoral committee members. A student who receives a "conditional pass" on the written exam will be required to revise and resubmit their work to their Department doctoral committee within a one-week period from notification of the results. If after the revise and resubmission process the student's work is considered incomplete or contains significant content, editing, or formatting concerns, the student's Department doctoral committee will develop a PPP providing a formal remediation plan that could result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated. If the student receives a "fail" on the written exam, the student's Department doctoral committee will develop a PPP providing a formal remediation plan that could

result in dismissal from the doctoral program if the PPP requirements are not fulfilled as stipulated.

Assessment of Curricular Offerings

Program faculty review all curricular offerings during the Annual Faculty Review Meeting and the Annual Advisory Board Meetings to assure adherence to CACREP standards and relevance to the profession. Excluding the new Clinical Rehabilitation Counseling Program, no major changes occurred to CACREP standard course objectives as defined on the syllabus of each course since the last site visit in 2017.

SECTION VI: PROGRAM IMPROVEMENT & INNOVATION

Since our last visit in 2017, program innovation includes the addition of the 2-year Clinical Rehabilitation Counseling program. Currently, our focus as a department is on preparing to seek accreditation for the new CRC program as well as to expand our affiliated internship sites in relation to that specialty program. We also implemented a dedicated day during doctoral student orientation to cover the ethics, policies, and procedures relevant to a doctoral student supervisor's responsibility to participate in the early identification and remediation of concerns with master's level supervisees. Since the implementation of this training during orientation, early identification of masters student academic and dispositional concerns and subsequent communication to of those concerns program faculty have increased, thus increasing successful student remediation efforts.