



Council for Accreditation of Counseling and Related Educational Programs

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October 27, 2014

Dr. Elizabeth Haviland
Department of Psychology, MS 7575
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7575

Dear Dr. Haviland:

The initial review under the 2009 CACREP Standards of the Self Study submitted by Central Washington University to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) has been completed. Please verify that the program title and degree are correct.

<u>Program Name</u>	<u>Degree</u>	<u>CACREP Program</u>
Mental Health Counseling	M.S.	Clinical Mental Health Counseling

CACREP utilizes an initial review process prior to the conduct of a site visit. The purpose of the initial “paper” review is to identify areas of the Self Study for which additional clarification or documentation is necessary.

CACREP recognizes that a great deal of time and energy goes into the self-study process and appreciates the efforts that went into developing the Self Study document. Based on their initial review, the reviewers are recommending the program develop an Addendum to the Self-Study providing additional information prior to their making a determination about a site visit review. To submit an Addendum to the Self-Study, please follow the directions outlined in the section of the letter titled “Next Steps.”

The following are reviewer comments pertaining to the CACREP Standards and Policies.

Policies

Transition Policy #5

Reviewers were unable to locate a comprehensive assessment plan that addressed all the elements required in Transition Policy #5 (see comments under Standard I.AA).

Section I. The Learning Environment, Structure and Evaluation

Standard C

Please provide a current budget for the academic unit, excluding faculty salaries, and address the adequacy of the current budget in terms of ensuring continuity, quality, and effectiveness in all the program's learning environments.

Standard F

Reviewers noted that the narrative response addresses support the program receives from a library liaison. Please provide clarification and documentation demonstrating that the institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

Standard J

Please address the systematic efforts taken by the academic unit to attract, enroll, and retain a diverse student body.

Standard K

Please provide documentation to support the narrative response.

Standard N

Please provide a detailed overall calculation of (FTE) student to (FTE) faculty ratios, including a breakdown of the data used to determine figure.

Standard U

Please address the systematic efforts by the academic unit to retain a diverse faculty.

Standard V

Reviewers noted that the faculty's teaching load exceeds the full-time workload of 45-credit hours. Please provide further clarification on how the program's teaching loads compare to the other graduate programs as a whole.

Standard X.1&2

Please provide documentation to support the narrative response.

Standard Y

Reviewers noted in Table 2 of the application that the program includes three non-core faculty members. Please provide documentation demonstrating that these faculty members meet the criteria specified for this standard.

Standard AA.4

Please provide clarification on how the program utilizes the information and data from its review of student learning in relation to the program area standards for purposes of program evaluation and improvement.

Section II. Professional Identity

Standard B.2

Please provide documentation to support the narrative response.

Standard D.3

While a majority of the syllabi included all required content, reviewers noted that some of the syllabi were missing “Methods of Instruction”. Please review for inclusion.

Standard G.1-8

The program did not address this section with a level of detail that allowed for review. The Self Study included a table, but reviewers were unable to determine how the information taught in each course addressed each sub-standard. The program should provide specific information regarding where it is addressed in the required curriculum (e.g. course calendar).

Section III. Professional Practice

Standard C.1&2

Please provide a chart outlining the qualifications, professional experiences and training of current site supervisors for the programs in relation to the criteria specified in these standards.

Standards for Clinical Mental Health Counseling

The review of the CMHC Standards was complicated by the organization of this section, which made it difficult for the reviewers to navigate and determine that all the standards were covered. While reviewers were unable to locate documentation describing the CMHC standards, they were able to crosswalk “Courses by CACREP Standards” with the course syllabi to determine which assignments and assessments addressed the Student Learning Outcomes. While several of the syllabi are succinct, several of them do not clearly note which specific learning activities and assessment measures of student knowledge and/or skills address each standard. Reviewers requested further clarification and documentation on how the program meets the following Clinical Mental Health Counseling Standards: A.9, B.2, C.6, C.7, D.1-5, D.8, E.1-2, E.5, F.1-3, H.1, H.3-4, and J.2.

Finally, while not required, it is requested that the program provides a matrix as part of the response for this section detailing how the assignments and assessment activities are linked to specific standards to assist reviewers in conducting their review.

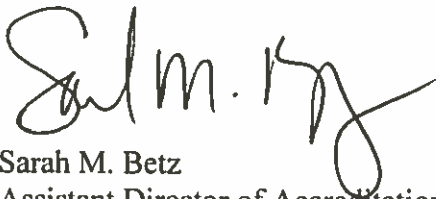
Next Steps

As indicated previously, the program is asked to submit an Addendum to the Self Study before a site visit can be recommended. In responding to the above cited standards, please include your rationale or

justification along with appropriate documentation to further clarify how the program meets the CACREP standards. In submitting the addendum, please forward four (4) electronic copies of the document, in read-only format on CDs, to the CACREP office by **April 27, 2015**. You may submit these materials at any point during this six-month period. The materials will be sent out for review as soon as they are received in the CACREP office.

Should you or your faculty have any questions or concerns at any time during the accreditation process, please do not hesitate to contact the office at (703) 535-5990. We look forward to working closely with you as your department continues in the accreditation process.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah M. Betz". The signature is fluid and cursive, with a large, stylized initial "S" and a long, sweeping tail.

Sarah M. Betz

Assistant Director of Accreditation and IRCEP Program Coordinator