

Program Meetings - Actions and Recommendations.doc

Note: These records are from the CWU Program Faculty annual review of the school counseling program. For information regarding recommendations from the PEAB, please see the annual review from the PEAB meetings.

Year	Meeting	Survey Reviews	Actions/Recommendations	Follow-up &/or
2002	December		Created Curriculum standards (CACREP) matrix	These will need to be evaluated each year against new standards
			Updated Program mission statement and objectives	Members passed the mission statement for the program.
2003	June 4		Begin self study for CACREP Accreditation	This will take several years but will be an important step toward national recognition.
			Initiated a 2 credit seminar on Professional Identity	It was suggested that community members be involved in teaching this class.
2004	June 7		Redesigned Psy 593B around assessment, case conceptualization, and treatment planning. Developed a Minority Recruitment Policy	Maintain contact with state and local tribal organizations and governments.
			Created a Mission Statement for the student clinic Created annual Program evaluations from students	Maintained an annual evaluation that documents how, where, and the extent to which program objectives are addressed in course syllabi
2005	June 6		Internship Sites will need an informed consent form.	Create a consent form, vet w. HSRC, add statement to #5 in Int. Orientation, that an informed consent form is avail.
			Syllabi were reviewed for inclusion of program objectives and approved.	

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			<p>1. Ideal: F/W/S 593 rather than W/S only; this should be advocated for.</p> <p>2. Distribute thesis hours</p> <p>3. Get schedules after advisement and update at yearly student reviews.</p> <p>4. Move 584 to Wtr yr 1, 573 to Wtr yr 2 where possible.</p> <p>5. Consider moving 593A practica later by 1 qtr to Wtr/Spr</p> <p>Washington State School Counseling Benchmarks and the courses that satisfy them. The alignment of school counseling state benchmarks and the classes determined to meet them was reviewed with the following conclusions:</p> <p>1) The courses assigned are appropriate to satisfy the benchmarks</p> <p>2) It may be helpful to designate which classes are primary and which are more supplemental in satisfying these and other standards in order to better guide the instructors of those courses.</p> <p>3) For benchmark 7-9, PSY 567 is an appropriate addition; for benchmark 11-2, PSY 593A-C would be appropriate additions.</p>	<p>Discuss with Gene Johnson the possibility of Wtr/Spr 593A and the subsequent shift of 593B</p> <p>Pass on these recommendations to the upcoming counseling program director and the Department Chair before Fall next year.</p>
			<p>Record keeping regarding placement of students and credentials of supervisors has greatly improved. However, The internship program needs better record keeping regarding potential sites, and current sites with whom we have affiliation agreements.</p>	<p>It is recommended that the incoming program director/internship supervisor work with the department chair to utilize comparisons with other internship programs (e.g., school psychology,</p>

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			<p>There are legal pressures to have affiliation agreements with sites in place before we place interns. These affiliation agreements are also very helpful in spelling out application and training requirements.</p>	<p>professional education training program) and input from the university's union representation to determine an appropriate geographic range for our internships and if the current credit assignment for the internship supervisor is appropriate.</p>
			<p>Thesis The thesis requirement has become less relevant as the program has increased its emphasis on accreditation and counselor professional identity and credentialing. The thesis load for specific faculty has become high and won't likely change during this period when we have several new faculty who are not yet able to supervise theses.</p>	<p>The counseling program committee should continue with the development of a proposal to require projects that focus more on the development of professional identity to substitute for the thesis requirement.</p>