Recommendations for the Program Director:

1. **Continue efforts to obtain and sustain CACREP accreditation.**
   
   *Response from Program Director:*
   
   The CACREP accreditation visit has been scheduled for April 3-5th 2011. I will include the CACREP team and board of director recommendations in devising improvements in the program to obtain and maintain accreditation status of the School Counseling program.

2. **Continue working on developing improved advisement strategies to help understand program requirements and the importance of taking courses in proper sequence.**
   
   *Response from Program Director:*
   
   In spring of 2010 the program faculty began a more intense and specific advisement session as a part of new student orientation. Program faculty send email announcements about Advisement Day each semester and personally track student progress throughout the program. The course sequence sheet was also updated to include new expectations for coursework taken in the first two semesters. The Program Director will monitor one-year follow up survey results for feedback about course sequencing and degree completion comments and suggestions from recent graduates.

3. **Work with faculty to review advantages of developing a course that addresses multicultural issues in counseling and to enhance the practicum experience to include more school counselor-related activities.**
   
   *Response from Program Director:*
   
   Feedback resulting from the CACREP accreditation campus visit will be carefully reviewed for recommendations and requirements related to the multiculturalism and field experience components of the School Counseling program. Faculty will develop a plan for implementing course-specific multicultural learning opportunities, readings, and classroom/course resources. In addition, the spring 2011 practicum experience was modified to include direct contact and observation with and supervision by a school counselor.

4. **Continue exploring feasibility of offering additional courses during the evening, on weekends, and/or in a hybrid format. In the event that additional evening/weekend courses are offered, assess the need for increased access to Library Learning Center resources, such as print media and equipment rental, outside of currently available**
library hours. Communicate and coordinate meeting this need with the Library Learning Center and the SOE Director and Dean.

Response from Program Director:
The core School Counseling faculty will continue to assess the feasibility of offering weekend sections of selected courses and identifying courses that could be offered in hybrid (online/classroom based combined) and online formats to meet the range of student needs. Availability of the alternative forms of delivery will be contingent on the availability of faculty with course expertise as well as how well counseling courses translate meaningfully to online and compressed time offering formats. The program director will work with LLC, the Department Chair, SOE Director and the CEHHS Dean to align new course format offerings with necessary resource access for students.

Program faculty have also had success working with library staff to open the library after hours for weekend courses and allow weekend students to check out materials for longer periods of time.

5. Develop a protocol for supporting students that do not pass the Praxis-II Exam which is a new graduation requirement.

Response from Program Director:
The program will meet and develop a structured method for students to participate if they do not pass the Praxis-II. This method will include identification of remedial coursework the student could complete. The program faculty will include in the development of a protocol for non-passing students advisement about academic and career options should s/he be unable to pass the exam after multiple attempts.

Recommendations for the Director, School of Education:

1. Work with the Dean, Program Director, and Registrar’s Office to identify classrooms with seating adequate for class sizes.
2. Consider working with the Dean and LTS to equip classrooms with needed technology (e.g., laptop, video, smart boards, Elmo).

Response from Director:
The Director will work closely with the SOE Coordinating Chair to identify classrooms that meet the seating and technology needs of the School Counseling program. They will also work with the Program Director to address issues of scheduling that affect the availability of classrooms, specifically scheduling two-three hour courses that meet once a week during the day (see Program Director recommendation 4). Offering such courses late afternoon, weekend, or in a hybrid format would increase the availability of classrooms that meet the size and technology requirements.
The Director will work with the Dean and LTS to continue to advance the technology in rooms utilized by SOE and all of CEHHS faculty and staff. The College of Education, Health and Human Sciences is committed to utilizing year-end or other resources to increase the number of smart boards or related technologies in classrooms used by the School of Education.

3. Work with the Program Director to develop a course for multicultural issues in counseling that may better meet students’ needs.

Response from Director:
The SOE Director and Program Director will carefully review the recommendations resulting from the on site CACREP review to inform a decision regarding multicultural content within the curriculum. It should also be noted that significant revisions are being made to the existing EDUC 336/536 Multiculturalism and EDUC 376/576 Multicultural Field Experience courses, which are minimum competency courses within the M.S. School Counseling program. Those changes will also inform decisions regarding revising or adding courses related to multicultural competencies.

4. If the program obtains CACREP accreditation, support program needs to maintain required student-to-faculty ratios, especially during Practicum and Internship.

Response from Director:
The SOE Director and Dean of CEHHS are committed to maintaining the required student-to-faculty ratios and will carefully monitor program enrollment and assure appropriate staffing. Enrollment in the program has declined somewhat in recent years so there are no immediate concerns regarding faculty/staff and student ratios.

5. Work with the Program Director and the Registrar’s Office to eliminate unnecessary roadblocks in the registration process.

Response from Director:
The SOE Director will continue to work closely with the Program Director, Dean and Registrar to identify, monitor and respond to registration concerns. The SOE Director will charge the Program Director with responsibility for obtaining feedback from new and continuing students regarding their experiences with registration.

6. Examine credentialing/licensing requirements for faculty, as part of the CACREP accreditation, and resulting continuing education requirements.
Response from Director:
The SOE Director will carefully review and respond to the CACREP response to standards related to credentialing/licensing requirement for faculty. If there are credentialing issues that arise, the SOE Director will work with the CEHHS Dean, SOE Coordinating Chair and faculty to ensure that professional development plans are developed and monitored to achieve compliance with credentialing/licensing requirements. Depending on the issues identified, the SOE Personnel Committee may also need to become involved in monitoring faculty professional development during renewal and post-tenure review.

Recommendations for the Dean of the College of Education, Health and Human Sciences (CEHHS):

1. Continue to support the Program Director’s efforts to obtain CACREP accreditation. If the program is accredited, it will need institutional support for maintaining appropriate faculty-to-staff ratios.

Response from the Dean:
As evidenced by the CEHHS Strategic Plan, the Dean is fully committed to supporting the efforts to obtain and maintain CACREP accreditation. To date, efforts to ensure that the program is positioned to obtain and maintain accreditation have included implementing a revised workload policy that meets CACREP expectations, providing support to faculty to revise the curriculum to meet accreditation requirements, and supporting the hiring of faculty with the credentials needed for accreditation.

2. Work with the Director of SOE and the Registrar’s Office to ensure availability of adequate classrooms.

Response from the Dean:
Please see the Response from the Director. While the Dean is fully committed to ensuring adequate classrooms, the faculty may need to consider scheduling adjustments to facilitate the assignment of appropriate classrooms.

3. Work with Director of SOE and LTS to ensure that classrooms are equipped with the technology instructional staff required.

Response from the Dean:
The Dean and Associate Dean will continue to auger for university support supplemented by CEHHS funding as needed to ensure appropriate and cutting edge technology in classrooms used by the program.
4. Support the program’s efforts to add or revise courses to provide students a sound foundation in multicultural issues of counseling.

Response from the Dean:
The Dean is strongly committed to all students enrolled in CEHHS programs to have a sound theoretical and experiential foundation in multicultural knowledge, skills and dispositions. If a revision is made to the curriculum it will be informed by a variety of inputs including the review of the program by DPI and CACREP, advisory committee input, and follow-up studies of program graduates.

5. Examine credentialing/licensing requirements for faculty, as part of the CACREP accreditation, and resulting continuing education requirements.

Response from the Dean:
The Dean will carefully review the CACREP response to standards related to credentialing/licensing requirement for faculty. If there are credentialing issues that arise, the Dean will work with the SOE Director and SOE Coordinating Chair to ensure that professional development plans are developed to address those concerns.