



# CACREP Site Review Team Report

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**Name of Institution:**

University of Toledo

**Academic Department:**

School of Intervention and Wellness

**CACREP Program Liaison:**

John M. Laux, PhD, PCC, LICDC

**Site Review Team Chair:**

Suzanne Maniss, Ph.D. University of Texas Rio Grande Valley

**Site Review Team Members:**

Deborah Drew, Ed.D. Husson University

L'Tanya Fish, Ph.D. Winston-Salem University

**Date of Site Review:**

February 21, 2021 - February 23, 2021

**Multiple Sites/Delivery Methods**

No

## Agenda for Site Review Team

<b>Day 1 – February 21, 2021</b>		
<b>Time</b>	<b>Event Description</b>	<b>Location</b>
9:00 - 9:45	Site visit team meeting and review of documents	Virtual - Team Chair's Zoom room
10:00 - 10:30	All Counselor Educator faculty and site visit team meet for introductions and to set tone for visit	Virtual - Team Chair's Zoom room
10:45 - 11:00	One-to-one meetings with individual faculty members Maniss – Laux Fish – Long Drew – Mahon	Virtual - Individual team members' Zoom rooms
11:00 - 11:15	One-to-one meetings with individual faculty members Maniss – Clark Fish – Walker Drew - Dari	Virtual - Individual team members' Zoom rooms
11:30 - 12:00	Team debrief and review of files	Virtual - Team Chair's Zoom room
12:15 - 12:45	Team meeting with Advisory Board Jill Lipinski, Bryce Roberts, Hannah Tipett, Leah Reed, Joshua Vance LaTasha Sullivan	Virtual - Team Chair's Zoom room
1:00 - 1:30	Team debrief and review of files	Virtual - Team Chair's Zoom room
2:45 - 3:15	Drs. Drew and Fish met with Dr. Susan Long, Clinical Coordinator Dr. Maniss worked on report and reviewed files	Virtual - Dr. Drew's Zoom room Virtual - Team Chair's Zoom room
2:00 - 2:30	Team meeting with Practicum/Internship Site Supervisors Kelsie LaValley (CMHC) Kristin Bruce (CMHC) Renee Stack (SC)	Virtual - Team Chair's Zoom room
3:45 - 4:00	Team Debrief and review of files	Virtual - Team Chair's Zoom room
4:30 - 4:45	Team meeting with CACREP liaison and Program Director	Virtual - Team Chair's Zoom room
4:45 - 5:00	Team debrief and review of files	Virtual - Team Chair's Zoom room
4:00 - 4:30	Drs. Fish and Drew met with masters level students in Dr. Walker's Multicultural Class Dr. Maniss worked on review of files and report	Virtual - Dr. Fish's Zoom room

<b>Day 2 – February 22, 2021</b>		
<b>Time</b>	<b>Event Description</b>	<b>Location</b>
9:00 - 10:00	Team preparation and review of files	Virtual - Team Chair's Zoom room
10:15 - 10:45	Team meeting with College Librarian and Student Tech Support Representatives Kyle Parsons Gerald Natal	Virtual - Team Chair's Zoom room
11:00 - 11:30	Team meeting with alumni Mary Scott (SCH) Clark Ausloos (SCH, PhD) Robin Dufresne (CMH, PhD) Meagan McBride (PhD) Allison Arnekrans (CMH, PhD) LaTasha Sullivan (PhD) Hussam Aldawsari (PhD)	Virtual - Team Chair's Zoom room

	Stephanie McGuire Wise (PhD) Delaney Carnes (SCH) Charles Artino (SCH) Heather Delaney (CMH)	
11:30 - 2:00	Lunch Break Team Debrief, review of files, and report writing	Virtual - Team Chair's Zoom room
2:15 - 2:45	Team meeting with administration Dean Mark Merrick Provost Karen Bjorkman School Director Eric Longsdorf	Virtual - Team Chair's Zoom room
3:00 - 3:45	Team Debrief, review of files, and report writing	Virtual - Team Chair's Zoom room
4:00 - 4:30	Drs. Fish and Maniss met with Doctoral Students Dr. Drew worked on review of files and report	Virtual - Dr. Fish's Zoom room
4:30 - 6:00	Team meeting with CACREP liaison and Program Director Team Debrief, review of files, and report writing	Virtual - Team Chair's Zoom room
10:00 - 10:30	Exit Report: Team, Administrators, and Faculty Team Dean Merrick Provost Bjorkman School Chair Dr. Longsdorf CACREP liaison Dr. Laux Program Director Dr. Clark Dr. Walker Dr. Long Dr. Mahon Dr. Dari	Virtual - Team Chair's Zoom room

### Entry-Level Specialty Areas

CACREP Program Title	Degree Awarded	Program Name
Clinical Mental Health Counseling	M.A.	Counselor Education
School Counseling	M.A.	Counselor Education

### Doctoral-Level Programs

CACREP Program Title	Degree Awarded	Program Name
Counselor Education and Supervision	Ph.D.	Counselor Education

### Specialty Area/Program Description(s)

The Master of Arts Degree in Counselor Education with the Clinical Mental Health Counseling concentration prepares students for exciting careers in therapeutic programs involving the prevention, treatment, and rehabilitation of mental and emotional disorders. Graduates can be licensed as Professional Counselors, Professional Clinical Counselors, or Chemical Dependency Counselors, and work in a wide variety of community agencies, government mental health services, hospitals and clinics, or private practices providing individual and group counseling, case management, professional consultation, and supervision. Clinical Mental Health Counselors provide treatment for clients with mental and emotional disorders, substance abuse, family and marital difficulties, career development, and rehabilitation needs.

The Master of Arts Degree program in Counselor Education with the School Counseling concentration prepares students for careers as school counselors in the public or parochial schools. School counselors assist students' growth and adjustment with academic, career, personal, and social issues through individual and group counseling, testing, guidance and advising, and consultation with parents, teachers, and other professionals. School counselors work in elementary,

middle, junior high, and high schools. Counselor Education faculty are committed to training counselors who are able to help youth and adolescents meet the complex challenges they face in today's schools and society.

The Doctorate in Counselor Education program is a nationally-recognized and regionally preeminent program in Northwest Ohio and Southeast Michigan consistent with the public metropolitan mission of the University of Toledo. Toward this end, the Program offers student-centered programs that integrate learning, discovery, and engagement, so that both traditional and nontraditional students may achieve their highest potential in an environment that embraces and celebrates human diversity, respect for the individual, and freedom of expression. The Program commits itself to achieving excellence through direct service to students, distance learning opportunities, research contributions to the professional knowledge base, and partnerships with community schools, agencies, and healthcare providers.

## Section 1: The Learning Environment

### THE INSTITUTION

Standard	Response
A. Academic Unit Responsibility	MET
B. Institutional Media	MET
C. Sufficient Financial Support	MET
D. Graduate Assistantships	MET
E. Faculty Support	MET
F. Learning Resources	MET
G. Technical Support	MET
H. Personal Counseling Services	MET
I. Counseling Instruction Environments	MET

### THE ACADEMIC UNIT

Standard	Response
J. Degree Credit Hour Requirements	MET
K. Student Diversity Efforts	MET
L. Admissions Decisions	MET
M. New Student Orientation	MET
N. Student Handbook	MET
O. Retention, Remediation, and Dismissal Policy	MET
P. Academic Advisor	MET
Q. Faculty Diversity Efforts	MET
R. Core Faculty Resources	MET
S. Core Faculty Credit Delivery	MET
T. FTE Ratio	MET
U. Faculty Work Loads	MET
V. Clerical Assistance	MET

### FACULTY & STAFF

Standard	Response
W. Core Faculty Education Requirements	MET
X. Core Faculty Professional Identity	MET
Y. Core Faculty Program Authority	MET
Z. Non-Core Faculty	MET
AA. Non-Core Faculty Orientation	MET
BB. Faculty Preparation and Experience	MET
CC. Academic Unit Leader	MET
DD. Practicum and Internship Coordinator	MET

### Strengths:

University administration (the Provost, Dean, & School Chair) was commended by stakeholders (including university employees) for the manner in which academic continuity was ensured and decisions were made during the onset of the COVID pandemic. Administrators were praised for

balancing the unique needs of individual programs against budget constraints and for their transparency in decision-making. Faculty expressed an appreciation for the open-door/open communication that they experience with university administrators.

As the program has experienced transitions in leadership and faculty composition, it has benefited from the experience and institutional knowledge of the Associate Dean, a member of program faculty. His mentorship is obvious and appreciated. Students praised the program's quick adaptation to online instruction. The efforts of individuals such as the College of Health and Human Services' Librarian and Student Tech Support representatives were instrumental in providing access to laptops and other technology needs as the pandemic necessitated a change in instructional modality. Additionally, tech support for platforms such as Blackboard was readily accessible and helpful. Online learners recognized a special effort to include them and meet their needs.

The program emphasis on social justice and value for diversity was evident and appreciated by all groups of stakeholders. Examples cited as illustrating these values were the welcoming environment for all students and a mentorship effort to connect faculty of color in the program with other faculty of color at the university.

Stakeholders from all groups noted the collaborative and supportive mentorship of students by program faculty which focused on providing them with the best tools, support, and curriculum for professional development. The learning environment was described as one that values a balance between professional and personal responsibilities. Students appreciated feedback that was tough but constructive and that encouraged self-reflection and discovery.

The graduate assistantships available for doctoral students provide excellent opportunities for professional development through opportunities to teach, work with accreditation and other program processes as well as assist faculty with scholarship.

### **Suggestions:**

The current Clinical Coordinator manages a large amount of responsibility in addition to her faculty responsibilities. The team encourages the university to pursue acquisition of data management software (e.g., Tevera) that will simplify creation and storage of the requisite documents for accreditation and student licensure/certification. Furthermore, she would benefit from having an assigned graduate assistant or staff for additional clerical support.

The site visit team recommends a syllabus template for consistency among syllabi that will enable faculty to ensure that all relevant and required information is provided and that will also help students locate information they need more quickly and easily.

### **Specific Requirements:**

None

## Section 2: Professional Counseling Identity

### FOUNDATION

Standard	Response
A. Mission Statement and Objectives	MET
B. Program Objectives	MET
C. Student Professional Identity	MET

### COUNSELING CURRICULUM

Standard	Response
D. Syllabi	MET
E. Counseling-related Research	MET
F. Common Core Areas	MET

### F.1 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Standard	Response
F.1.a History and Philosophy	MET
F.1.b Role, Functions, and Relationships	MET
F.1.c Community Outreach and Emergency Teams	MET
F.1.d Advocacy for the Profession	MET
F.1.e Advocacy Processes	MET
F.1.f Professional Counseling Organizations	MET
F.1.g Professional Counseling Credentialing	MET
F.1.h Current Labor Market Information	MET
F.1.i Ethical Standards	MET
F.1.j Impact of Technology	MET
F.1.k Self-Evaluation	MET
F.1.l Self-Care Strategies	MET
F.1.m Counseling Supervision	MET

### F.2 SOCIAL AND CULTURAL DIVERSITY

Standard	Response
F.2.a Multicultural and Pluralistic Characteristics	MET
F.2.b Theories of Multicultural Counseling and Identity Development	MET
F.2.c Multicultural Counseling Competencies	MET
F.2.d Impact of Heritage, Attitudes, Beliefs, and Experiences	MET
F.2.e Effects of Power and Privilege	MET
F.2.f Help-Seeking Behaviors	MET
F.2.g Impact of Spiritual Beliefs	MET
F.2.h Eliminating Barriers, Prejudices, and Processes Of Oppression	MET

### F.3 HUMAN GROWTH AND DEVELOPMENT

Standard	Response
F.3.a Theories of Individual and Family Development	MET
F.3.b Theories of Learning	MET
F.3.c Theories of Personality Development	MET

F.3.d Theories of Addictions and Addictive Behaviors	MET
F.3.e Biological, Neurological, and Physiological Factors	MET
F.3.f Systemic and Environmental Factors	MET
F.3.g Effects of Crisis, Disasters, and Trauma	MET
F.3.h Differing Abilities and Differentiated Interventions	MET
F.3.i Promoting Resilience, Optimum Development, and Wellness	MET

#### **F.4 CAREER DEVELOPMENT**

Standard	Response
F.4.a Theories of Career Development, Counseling, and Decision Making	MET
F.4.b Interrelationships Between Work and Life Roles	MET
F.4.c Identifying and Using Career Informational Resources	MET
F.4.d Work Environment and Clients' Life Experiences	MET
F.4.e Assessment of Contributing Factors to Career Development	MET
F.4.f Program Planning, Implementation, and Evaluation	MET
F.4.g Advocacy Strategies	MET
F.4.h Facilitating Client Skill Development	MET
F.4.i Assessment Tools and Techniques	MET
F.4.j Ethical and Culturally Relevant Strategies	MET

#### **F.5 COUNSELING AND HELPING RELATIONSHIPS**

Standard	Response
F.5.a Theories and Models Of Counseling	MET
F.5.b Systems Approach to Conceptualizing Clients	MET
F.5.c Theories of Consultation	MET
F.5.d In-Person and Technology-Assisted Relationships	MET
F.5.e Impact of Technology	MET
F.5.f Counselor Characteristics and Behaviors	MET
F.5.g Interviewing, Counseling, and Case Conceptualization Skills	MET
F.5.h Treatment or Intervention Plans	MET
F.5.i Measurable Client Outcomes	MET
F.5.j Evidence-Based Counseling	MET
F.5.k Community-Based Resources	MET
F.5.l Suicide Prevention	MET
F.5.m Crisis Intervention	MET
F.5.n Personal Model of Counseling	MET

#### **F.6 GROUP COUNSELING AND GROUP WORK**

Standard	Response
F.6.a Theoretical Foundations	MET
F.6.b Group Dynamics	MET
F.6.c Therapeutic Factors	MET
F.6.d Effective Group Leaders	MET
F.6.e Group Formation	MET
F.6.f Types of Groups	MET
F.6.g Designing and Facilitating Groups	MET
F.6.h Small Group Experience	MET



### **F.7 ASSESSMENT AND TESTING**

Standard	Response
F.7.a Historical Perspectives	MET
F.7.b Initial Assessment Meetings	MET
F.7.c Assessment of Risk to Self and Others	MET
F.7.d Identifying and Reporting Trauma and Abuse	MET
F.7.e Diagnostic and Intervention Planning	MET
F.7.f Testing and Assessment Concepts	MET
F.7.g Statistical Concepts	MET
F.7.h Reliability and Validity	MET
F.7.i Academic/Educational, Career, Personal, and Social Development	MET
F.7.j Environmental Assessments and Behavioral Observations	MET
F.7.k Symptom Checklists and Testing	MET
F.7.l Using Assessment Results to Diagnose	MET
F.7.m Assessment Selection, Administration, and Interpretation	MET

### **F.8 RESEARCH AND PROGRAM EVALUATION**

Standard	Response
F.8.a Importance of Research	MET
F.8.b Evidence-Based Counseling	MET
F.8.c Needs Assessments	MET
F.8.d Outcome Measures	MET
F.8.e Evaluating Interventions and Programs	MET
F.8.f Research Methods	MET
F.8.g Research and Program Evaluation Designs	MET
F.8.h Statistical Methods	MET
F.8.i Analysis and Use of Data	MET
F.8.j Reporting Research and Program Evaluation Results	MET

#### **Strengths:**

Program faculty make concerted efforts to help students develop a strong professional identity through activities such as attending and presenting at professional conferences. Moreover, the program's chapter of Chi Sigma Iota is active and provides a variety of professional activities including opportunities for CEUs for local clinicians.

#### **Suggestions:**

Stakeholders requested that more examples, case studies, and opportunities for application of content related to school counseling be provided in the core courses for School Counseling students.

#### **Specific Requirements:**

None

### Section 3: Professional Practice

#### ENTRY-LEVEL PROFESSIONAL PRACTICE

Standard	Response
A. Professional Liability Insurance	MET
B. Recordings and/or Live Supervision	MET
C. Formative and Summative Evaluations	MET
D. Professional Activities and Resources for Students	MET
E. Group Leadership or Co-Leadership	MET

#### ENTRY-LEVEL PROFESSIONAL PRACTICE

Standard	Response
F. Practicum Duration	MET
G. Direct Service with Clients	MET
H. Individual/Triadic Supervision	MET
I. Group Supervision	MET

#### INTERNSHIP

Standard	Response
J. Internship Duration	MET
K. Direct Service Hours	MET
L. Individual/Triadic Supervision	MET
M. Group Supervision	MET

#### SUPERVISOR QUALIFICATIONS

Standard	Response
N. Faculty Supervisor Qualifications	MET
O. Student Supervisor Qualifications	MET
P. Site Supervisor Qualifications	MET
Q. Orientation, Consultation, and Professional Development	MET
R. Supervision Agreements	MET

#### PRACTICUM AND INTERNSHIP COURSE LOADS

Standard	Response
S. Course Load and Ratio for Individual/Triadic Supervision	MET
T. Course Load and Ratio for Group Supervision	MET
U. Group Supervision Ratio	MET
V. Course Load and Ratio for Supervision of Student Supervisors	MET

#### Strengths:

Site supervisors expressed appreciation and satisfaction with the support and communication they received from the program and Clinical Coordinator especially in regards to managing the extensive paperwork needed for practicum and internship courses.

### **Suggestions:**

Stakeholders commented that additional preparation for transitioning from graduate school to employment (e.g., licensure, certification, private practice) would be beneficial and appreciated. The site visit team suggests tweaking the weekly supervision form to include more specific school counseling skills to better served School Counseling students.

### **Specific Requirements:**

None

## Section 4: Evaluation in the Program

### EVALUATION OF THE PROGRAM

Standard	Response
A. Systematic Evaluation Plan for Program Objectives	MET
B. Use of Data in Program Evaluation	MET
C. Use of Program Evaluation Data to Inform Program Modifications	MET
D. Development, Posting and Notification of Annual Report	MET
E. Annual Posting of Data	MET

### ASSESSMENT OF STUDENTS

Standard	Response
F. Systematic Assessment of Individual Student Progress	MET
G. Systematic Assessment of Individual Student Dispositions	MET
H. Process for Use of Data for Retention, Remediation and Dismissal	MET

### EVALUATION OF FACULTY AND STUDENTS

Standard	Response
I. Written Procedures for Student Evaluation of Faculty	MET
J. Student Evaluation of Faculty	MET
K. Student Evaluation of Supervisors	MET

### Strengths:

None listed

### Suggestions:

None

### Specific Requirements:

None

## Section 5.C. Clinical Mental Health Counseling

### 5.C.1. FOUNDATIONS

Standard	Response
5.C.1.a History and Development	MET
5.C.1.b Theories and Models	MET
5.C.1.c Case Conceptualization and Treatment Planning	MET
5.C.1.d Addiction and Co-Occurring Disorders	MET
5.C.1.e Tests and Assessments	MET

### 5.C.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.C.2.a Roles and Settings	MET
5.C.2.b Mental and Emotional Disorders	MET
5.C.2.c Mental Health Service Delivery	MET
5.C.2.d Diagnostic Process	MET
5.C.2.e Potential to Mimic and/or Co-Occur	MET
5.C.2.f Crisis and Trauma	MET
5.C.2.g Biological and Neurological Mechanisms	MET
5.C.2.h Psychopharmacological Medications	MET
5.C.2.i Legislation and Policy	MET
5.C.2.j Cultural Factors	MET
5.C.2.k Professional Organizations, Standards, and Credentials	MET
5.C.2.l Legal and Ethical Considerations	MET
5.C.2.m Practice and Management Issues	MET

### 5.C.3. PRACTICE

Standard	Response
5.C.3.a Treatment Planning and Caseload Management	MET
5.C.3.b Techniques and Interventions	MET
5.C.3.c Interfacing with Legal System	MET
5.C.3.d Interfacing with Health Care Professionals	MET
5.C.3.e Advocacy Strategies	MET

#### Strengths:

None listed

#### Suggestions:

Several groups of stakeholders commented that students would benefit from additional case formulation, note-taking, and treatment planning practice.

#### Specific Requirements:

None

## Section 5.G. School Counseling

### 5.G.1. FOUNDATIONS

Standard	Response
5.G.1.a History and Development	MET
5.G.1.b School Counseling Program Models	MET
5.G.1.c P-12 Career Development Models	MET
5.G.1.d Collaboration and Consultation	MET
5.G.1.e P-12 Assessments	MET

### 5.G.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.G.2.a Leadership and Advocacy	MET
5.G.2.b Consultation	MET
5.G.2.c College and Career Readiness	MET
5.G.2.d School Leadership and Multidisciplinary Teams	MET
5.G.2.e Emergency Management Plans	MET
5.G.2.f School Counseling Advocacy	MET
5.G.2.g Risk Factors and Warning Signs	MET
5.G.2.h Psychopharmacological Medications	MET
5.G.2.i Substance Abuse	MET
5.G.2.j Leadership Styles	MET
5.G.2.k Community Resources and Referral Sources	MET
5.G.2.l Professional Organizations, Standards, and Credentials	MET
5.G.2.m Legislation and Policy	MET
5.G.2.n Legal and Ethical Considerations	MET

### 5.G.3. PRACTICE

Standard	Response
5.G.3.a Mission Statement and Objectives	MET
5.G.3.b Design and Evaluation	MET
5.G.3.c Curriculum Design, Lesson Planning, and Classroom Management	MET
5.G.3.d Academic Development	MET
5.G.3.e Career Counseling Interventions and Assessments	MET
5.G.3.f Personal/Social Counseling	MET
5.G.3.g School and Postsecondary Transitions	MET
5.G.3.h Academic Achievement	MET
5.G.3.i Promotion and Graduation Rates	MET
5.G.3.j College and Career Readiness Interventions	MET
5.G.3.k Promoting Equity	MET
5.G.3.l Collaboration and Teamwork	MET
5.G.3.m Peer Intervention Programs	MET
5.G.3.n Accountability Data	MET
5.G.3.o Program and Student Advocacy	MET

**Strengths:**

The expansion of the 48-credit hour School Counseling specialization to a 60 credit hour program of study with additional content and experiences related to School Counseling strengthens the degree and offers specific coursework designated primarily for this specialization. School Counseling graduates will be much better prepared to address the needs of P-12 students.

**Suggestions:**

None

**Specific Requirements:**

None

## **Section 6. Doctoral program in COUNSELOR EDUCATION & SUPERVISION**

### **A. The Doctoral Learning Environment**

#### **THE PROGRAM**

Standard	Response
6.A.1 Degree Credit Hour Requirements	MET
6.A.2 Extend, Prepare, Support, and Equip	MET
6.A.3 Admission Criteria	MET
6.A.4 Admissions Evaluation of Curricular Experiences	MET
6.A.5 Dissertation Research	MET
6.A.6 Core Faculty Requirements	MET
6.A.7 Doctoral Committee	MET

#### **Strengths:**

The doctoral program's strength, excellence, and innovation has been recognized by North Central ACES. 95% of doctoral students complete their degree.

#### **Suggestions:**

None

#### **Specific Requirements:**

None



## B. Doctoral Professional Identity

### COUNSELING

Standard	Response
6.B.1.a Counseling Theories	MET
6.B.1.b Theories Integration	MET
6.B.1.c Client Conceptualization	MET
6.B.1.d Evidence-based Practices	MET
6.B.1.e Evaluating Effectiveness	MET
6.B.1.f Ethical and Culturally Relevant Counseling	MET

### SUPERVISION

Standard	Response
6.B.2.a Purposes of Clinical Supervision	MET
6.B.2.b Frameworks and Models	MET
6.B.2.c Roles and Relationships	MET
6.B.2.d Skills	MET
6.B.2.e Personal Style	MET
6.B.2.f Assessment	MET
6.B.2.g Modalities and Technology	MET
6.B.2.h Administrative Procedures	MET
6.B.2.i Evaluation, Remediation, and Gatekeeping	MET
6.B.2.j Legal and Ethical Issues	MET
6.B.2.k Culturally Relevant Strategies	MET

### TEACHING

Standard	Response
6.B.3.a Roles and Responsibilities	MET
6.B.3.b Pedagogy and Teaching Methods	MET
6.B.3.c Adult Development and Learning	MET
6.B.3.d Instructional Design, Delivery, and Evaluation	MET
6.B.3.e Online Instruction	MET
6.B.3.f Screening, Remediation, and Gatekeeping	MET
6.B.3.g Assessment of Learning	MET
6.B.3.h Ethical and Culturally Relevant Strategies	MET
6.B.3.i Mentoring in Counselor Education	MET

### RESEARCH AND SCHOLARSHIP

	Response
6.B.4.a Research Designs	MET
6.B.4.b Univariate and Multivariate Research Designs	MET
6.B.4.c Qualitative Designs and Data Analysis	MET
6.B.4.d Emergent Practices and Processes	MET
6.B.4.e Instrument Design	MET
6.B.4.f Program Evaluation	MET
6.B.4.g Research Questions	MET

6.B.4.h Writing for Publication	MET
6.B.4.i Conference Proposals	MET
6.B.4.j Research Proposals	MET
6.B.4.k Grant Proposals	MET
6.B.4.l Ethical and Culturally Relevant Strategies	MET

### **LEADERSHIP AND ADVOCACY**

Standard	Response
6.B.5.a Theories and Skills	MET
6.B.5.b Organizational Leadership	MET
6.B.5.c Educational Leadership	MET
6.B.5.d Accreditation	MET
6.B.5.e Organizational Leadership, Management, and Administration	MET
6.B.5.f Crises and Disasters	MET
6.B.5.g Consultation	MET
6.B.5.h Current Issues	MET
6.B.5.i Professional Advocacy	MET
6.B.5.j Client Advocacy	MET
6.B.5.k Leadership Strategies	MET
6.B.5.l Ethical and Culturally Relevant Practices	MET

### **Strengths:**

Alumni of the doctoral program value the opportunities afforded them to teach during their training and were appreciative of the teaching mentorship provided by faculty.

### **Suggestions:**

After an extensive review of syllabi, the site visit team suggests adding greater detail to weekly assignments or scheduled topics to clearly delineate the content or standards to be covered. This is particularly important for assignments in classes such as Practicum and Internship (but not limited to those classes) such as case presentations, reflections, etc. when those assignments are being used to address specific standards. The addition of rubrics that include points for the specific standards to be evaluated will ensure that students address the content in an obvious and measurable manner and that their understanding and mastery can be evaluated.

### **Specific Requirements:**

None

## C. Doctoral Level Practicum and Internship

### PRACTICUM

Standard	Response
6.C.1 Practicum Duration, Experiences, and Direct Service	MET
6.C.2 Supervisors	MET
6.C.3 Supervisor Qualifications	MET
6.C.4 Individual/Triadic Supervision	MET
6.C.5 Group Supervision	MET
6.C.6 Liability Insurance	MET

### INTERNSHIP

Standard	Response
6.C.7 Internship Duration, Experiences and Liability	MET
6.C.8 Individual/Triadic Supervision	MET
6.C.9 Group Supervision	MET

### Strengths:

None listed

### Suggestions:

Stakeholders expressed the hope that the program might eventually establish an on-site clinic to serve community clients while also providing a learning environment for both masters and doctoral students.

### Specific Requirements:

None