

CACREP Mid-Cycle Report
September 2011
East Tennessee State University

I. CHANGES IN FACULTY

Current Counseling Program faculty:

Dr. James Bitter, Ed. D., 1975, Idaho State University

Dr. Rebekah Byrd, Ph.D., 2010, Old Dominion University (CACREP)

Dr. Graham Disque, Ph.D., 1992 Virginia Polytechnic Institute and State University

Dr. Clifton Mitchell, Ph.D., 1992, Indiana State University

Dr. Brent Morrow, Ph.D., 1986, Texas Tech University

Dr. Patricia Robertson, Ed. D., 1990, University of North Carolina at Greensboro (CACREP)

Dr. Janna Scarborough, Ph.D., 2002, University of Virginia (CACREP)

There have been changes in faculty within the Counseling Program over the last 4 years. Dr. Kimberly Desmond was a member of the faculty when the last accreditation report was submitted in 2006. However, by the site visit in the fall of 2006 Dr. Desmond had left the institution. Drs. Janna Scarborough and Teah Moore joined the faculty in August 2006 and were present for the site visit. In July 2009, Dr. Moore left the institution. During the 2009-2010 school year while we were conducting the search for a new faculty member we met program and teaching needs as follows:

- 1) Fall 2009 – Dr. Jim Bitter taught a one course overload and we hired an adjunct to assure course coverage.
- 2) Spring 2010 – Dr. Amanda Healey (2009 graduate from Old Dominion University, Counselor Education and Supervision) was hired as a full-time temporary instructor and taught four courses.
- 3) Dr. Moore's advisees were redistributed to other program faculty members.

After a faculty search during the 2009-2010 year, Dr. Rebekah Byrd was hired and she joined the counseling faculty in August 2010. During the 2010-2011 fall and spring semesters, Dr. Byrd taught a standard load of 3 courses per semester. Dr. Byrd is a tremendous addition to our faculty. She has experience in working with a variety of clients and specialization with children, play therapy and school counseling. Dr. Byrd's vita is included (Document 1).

II. CHANGES IN CURRICULUM

We have not made any substantial changes in curriculum at this time. We are currently engaged in a program update process that will involve changes in curriculum within each program (including modification and adding of courses). We have elected to transform all concentrations to 60-credits

III. CHANGES IN CLINICAL INSTRUCTION

We have not made any changes in clinical instruction.

IV. CHANGES IN PROGRAM OPERATIONS

Overall program operations have remained consistent although we have had some changes within the Human Development and Learning Department. In January 2011 the Chair of HDAL, Dr. Patricia Robertson, stepped down and back into a full-time teaching faculty for the Counseling Program. As such she moved from a 40% time counseling program faculty member to 100%. Also in January 2001, Dr. Janna Scarborough assumed a role as Acting Associate Chair of the HDAL Department. She remains Counseling Program coordinator and continues to teach in the program and is 80% time. Our FTE for faculty has generally remained the same.

In Fall 2010, four additional faculty members were added to the Human Development and Learning Department (including counseling program faculty, Dr. Rebekah Byrd) without additional university support in terms of budget. However, HDAL has continued to be able to fund travel, technology, and support through the use of monies generated from cohort creations (off-site educational programs) offered through other HDAL programs (e.g., Special Education, Early Childhood Education) and indirect costs from grant generation. As such, there has been no disruption in program operations.

Within the counseling program we have maintained our student enrollment figures through limitations we set on admissions (i.e., we admit approximately 50-60% of those who apply to the program). Our matriculation rates have also been maintained.

Our FTE student to faculty ratio for Fall 2010-Summer 2011 is 8.02 (Student FTE 60.17/Faculty FTE 7.5).

V. PROGRAM EVALUATIONS

We conducted an extensive program review during the 2010-2011 year. We sent evaluations to alumni, site supervisors, and employers in spring 2011. Our next review is planned for 2013-2014 at the latest. Please see the enclosed Counseling Program Evaluation forms, results, and the Executive Summary of the Counseling Program Evaluations (Documents 2-8). In addition to this larger scale review, we have developed and incorporated a pending graduate exit evaluation which has been distributed each semester since 2009. However, we had failed to have many surveys returned and therefore revamped our process of soliciting the evaluation forms in fall 2010 which later to a greater return rate. In addition, we meet with the counseling program advisory committee on at least a yearly bases to discuss their views and experiences as well as offer our evaluation results and program ideas for their consideration and feedback. Our June 2011 minutes from this meeting are also included (Document 9).

In the past we have used our evaluation results to make changes in practicum and internship placement processes and course content and delivery. We have incorporated our responses and ideas for improvements within the executive summary. We will continue to examine these results throughout our program update process as we move toward our next reaccreditation cycle.

Please also note that although our Marriage and Family Concentration is not CACREP accredited at this time, we will be seeking to accredit this concentration in alignment with our reaccreditation cycle for our 3 accredited concentrations: community agency (changing to clinical mental health), higher education (changing the college counseling and student affairs), and school counseling.

VI. PROGRAM IMPROVEMENT AND INNOVATION

Beginning in Fall, 2010 the counseling program faculty began an extensive program update process. The purpose of this process is to update the counseling program in line with current standards of practice in counselor education and professional counseling and the most up-to-date accreditation standards as well as maintain our quality of excellence.

As a result of our initial meetings, we have made two critical decisions. The first is to seek CACREP accreditation for our couples, marriage, and family concentration (currently not accredited) and the second is to transform each of our four concentrations to 60 credit degree programs. We have initial endorsement from our department and college for these plans and are currently engaged in the process of identifying our core and concentration courses. As part of this process, we will be doing an extensive course review to assure professional standards are being addressed throughout the curriculum. We also anticipate the revision of some courses and creation of others during this process. We will be identifying key assessments throughout courses that will be utilized to assess student learning and performance on program based standards. As we make changes, we will be attending to college, university, and state level curriculum processes as well as licensure board requirements. In addition, we will continue to monitor our FTE. We have received preliminary approval to add a faculty line which will enable us serve more students and address the increases in credit hours for our concentrations.

In other areas, we are planning to update our Community Counseling Clinic (our counseling lab) with new technology and record keeping processes. We are currently examining our admissions process and are making plans for a revision. Enclosed is a projected timeline associated with our program update process (Document 10). Although there will be a great deal of work involved, we are taking the opportunity of our upcoming CACREP accreditation update to examine our program, make adjustments to strengthen the program, as well as maintain our quality of counselor preparation.

VII. ISSUES AND QUESTIONS

- 1) We are wondering about the need for substantial change reports for 60 credit conversion to school counseling and college counseling and student affairs (we understand that the change from Community Agency (48) to Clinical Mental Health (60) does not require a substantive change report). We will have this conversion completed prior to the next CACREP reaccreditation submission. Based on criteria and the anticipated changes in curriculum, it seems that a substantive change report may be required. Could you please verify this for us?
- 2) We are anticipating going through a reaccreditation process under the 2009 standards for 3 of our concentrations as well as the process for initial accreditation of the couples, marriage, and family concentration. We appreciate any guidance on this process.

Respectfully Submitted on behalf of the East Tennessee State University Counseling Program,

Janna L. Scarborough, Ph.D., NCC, NCSC
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Associate Professor, Counseling Program