| Accreditation Standard | Dates |
|---|---|
| CACREP 2016 | - |
| Class | Program |
| | CMHC, School Counseling, Addictions Counseling, CMHC/School, CMHC/Addictions, Addictions/School |

Total Students Being Assessed: 126

| STANDARD LEVEL COUNTS | | |
|---|---|---|
| Standards | Meets* | Does Not Meet* |
| history and philosophy of the counseling professio<br>2.F.1.a | 46 | 0 |
| the multiple professional roles and functions of c<br>2.F.1.b | 21 | 0 |
| counselors' roles and responsibilities as members<br>2.F.1.c | 22 | 0 |
| The role and process of the professional counselor<br>2.F.1.d | 28 | 0 |
| Advocacy processes needed to address institutional<br>2.F.1.e | 3 | 0 |
| professional counseling organizations, including m<br>2.F.1.f | 21 | 1 |
| professional counseling credentialing, including c<br>2.F.1.g | 44 | 1 |
| current labor market information relevant to oppor<br>2.F.1.h | 21 | 1 |
| ethical standards of professional counseling organ<br>2.F.1.i | 45 | 0 |
| technology's impact on the counseling profession<br>2.F.1.j | 45 | 0 |
| strategies for personal and professional self-eval<br>2.F.1.q | | |

2.F.1.q    1   D                    q        1  ê  D              –              ª              !              ®              ª*

| STANDARD LEVEL COUNTS | | |
| --- | --- | --- |
| 2.F.1.l<br>The role of counseling supervision in the professi | 22 | 0 |
| 2.F.1.m<br>Multicultural and pluralistic characteristics with | 3 | 0 |
| 2.F.2.a<br>Theories and models of multicultural counseling, c | 27 | 0 |
| 2.F.2.b<br>Multicultural counseling competencies. | 27 | 0 |
| 2.F.2.c<br>The impact of heritage, attitude, beliefs, underst | 27 | 0 |
| 2.F.2.d<br>The effects of power and privilege for counselors | 3 | 0 |
| 2.F.2.e<br>Help-seeking behaviors of diverse clients. | 3 | 0 |
| 2.F.2.f<br>The impact of spiritual beliefs on clients' and co | 27 | 0 |
| 2.F.2.g<br>Strategies for identifying and eliminating barrier | 27 | 0 |
| 2.F.2.h<br>Theories of individual and family development acro | 43 | 2 |
| 2.F.3.a<br>Theories of learning. | 25 | 0 |
| 2.F.3.b<br>Theories of normal and abnormal personality develo | 46 | 1 |
| 2.F.3.c<br>Biological, neurological, and physiological factor | 43 | 2 |
| 2.F.3.e<br>Systemic and environmental factors that affect hum | 25 | 0 |
| 2.F.3.f<br>Effects of crisis, disasters, and trauma on divers | 19 | 2 |
| 2.F.3.g<br>A general framework for understanding | | |

| STANDARD LEVEL COUNTS | | |
|---|---|---|
| for pro 2.F.3.i | | |
| Theories and models of career development, counsel 2.F.4.a | 24 | 0 |
| Approaches for conceptualizing the interrelationsh 2.F.4.b | 24 | 0 |
| Processes for identifying and using career, avocat 2.F.4.c | 0 | 0 |
| Approaches for assessing the conditions of the wor 2.F.4.d | 0 | 0 |
| Strategies for assessing abilities, interests, val 2.F.4.e | 24 | 0 |
| Strategies for career development program planning 2.F.4.f | 24 | 0 |
| Strategies for advocating for diverse clients' car 2.F.4.g | 0 | 0 |
| Strategies for facilitating client skill developme 2.F.4.h | 24 | 0 |
| Method of identifying and using assessment tools a 2.F.4.i | 0 | 0 |
| Ethical and culturally relevant strategies for add 2.F.4.j | 0 | 0 |
| Theories and models of counseling. 2.F.5.a | 46 | 1 |
| A systems approach to conceptualizing clients. 2.F.5.b | 46 | 1 |
| Theories, models, and strategies for understanding 2.F.5.c | 23 | 1 |
| Ethical and culturally relevant strategies | | |

# Accreditation Standards - Group Analysis

| STANDARD LEVEL COUNTS | | |
|---|---|---|
| Counselor characteristics and behaviors that influ<br>2.F.5.f | 24 | 0 |
| Essential interviewing, counseling, and case conce<br>2.F.5.g | 24 | 0 |
| Developmentally relevant counseling treatment or i<br>2.F.5.h | 0 | 0 |
| Development of measurable outcomes for clients<br>2.F.5.i | 0 | 0 |
| Evidence-based counseling strategies and technique<br>2.F.5.j | 48 | 0 |
| Strategies to promote client understanding of and<br>2.F.5.k | 16 | 0 |
| Suicide prevention models and strategies<br>2.F.5.l | 0 | 0 |
| Crisis intervention, trauma-informed, and communit<br>2.F.5.m | 12 | 0 |
| Processes for aiding students in developing a pers<br>2.F.5.n | 22 | 1 |
| Theoretical foundations of group counseling and gr<br>2.F.6.a | 43 | 0 |
| Dynamics associated with group process and develop<br>2.F.6.b | 43 | 0 |
| Therapeutic factors and how they contribute to gro<br>2.F.6.c | 43 | 0 |
| Characteristics and functions of effective group l<br>2.F.6.d | 43 | 0 |
| Approaches to group formation, including recruitin<br>2.F.6.e | 43 | 0 |
| Types of groups and other considerations that affe<br>2.F.6.f | 19 | 0 |
| Ethical and culturally relevant strategies for des<br>2.F.6.g | 19 | 0 |

# Accreditation Standards - Group Analysis

| STANDARD LEVEL COUNTS | | |
|---|---|---|
| Direct experiences in which students participate a<br>2.F.6.h | 14 | 0 |
| Historical perspectives concerning the nature and<br>2.F.7.a | 0 | 0 |
| Methods of effectively preparing for and conductin<br>2.F.7.b | 24 | 0 |
| Procedures for assessing risk of aggression or dan<br>2.F.7.c | 24 | 0 |
| Use of assessments for diagnostic and intervention<br>2.F.7.e | 45 | 0 |
| Basic concepts of standardized and non-standardize<br>2.F.7.f | 0 | 0 |
| Statistical concepts, including scales of measurem<br>2.F.7.g | 24 | 0 |
| Reliability and validity in the use of assessments<br>2.F.7.h | 0 | 0 |
| Use of assessments relevant to academic/educationa<br>2.F.7.i | 0 | 0 |
| Use of environmental assessments and systematic be<br>2.F.7.j | 0 | 0 |
| Use of symptom checklists, and personality and psy<br>2.F.7.k | 0 | 0 |
| Use of assessment results to diagnose developmenta<br>2.F.7.l | 24 | 0 |
| Ethical and culturally relevant strategies for sel<br>2.F.7.m | 0 | 0 |
| The importance of research in advancing the counse<br>2.F.8.a | 23 | 1 |
| Identification of evidence-based counseling practi<br>2.F.8.b | 47 | 1 |
| Needs assessments<br>2.F.8.c | 23 | 1 |

| STANDARD LEVEL COUNTS | | |
|---|---|---|
| role of wellness and spirituality in the addiction<br>5.A.2.f | 0 | 0 |
| culturally and developmentally relevant education<br>5.A.2.g | 0 | 0 |
| classifications, indications, and contraindication<br>5.A.2.h | 0 | 0 |
| diagnostic process, including differential | | |

| STANDARD LEVEL COUNTS | | |
|---|---|---|
| specific to cl<br>5.C.1.e | | |
| roles and settings of clinical mental health couns<br>5.C.2.a | 22 | 0 |
| etiology, nomenclature, treatment, referral, and p | | |

| Standard | Distribution |
|---|---|
| history and philosophy of the counseling professio 1 <br> 2.F.1.a | 46 (100%) |
| the multiple professional roles and functions of c 1 <br> 2.F.1.b | 21 (100%) |
| counselors' roles and responsibilities as members 2 <br> 2.F.1.c | 22 (100%) |
| The role and process of the professional counselor 3 <br> 2.F.1.d | 28 (100%) |
| Advocacy processes needed to address institutional 4 <br> 2.F.1.e | 3 (100%) |
| professional counseling organizations, including m 2 <br> 2.F.1.f | 21 (95%)   1 |
| professional counseling credentialing, including c 1 <br> 2.F.1.g | 44 (98%)   1 |
| current labor market information relevant to oppor 5 <br> 2.F.1.h | 21 (95%)   1 |
| ethical standards of professional counseling organ 6 <br> 2.F.1.i | 45 (100%) |
| technology's impact on the counseling profession 3 <br> 2.F.1.j | 22 (100%) |
| strategies for personal and professional self-eval 7 <br> 2.F.1.k | 46 (100%) |
| self-care strategies appropriate | |
| supervision in the professi 4 <br> 2.F.1.m | 22 (100%) |
| Multicultural and pluralistic characteristics with 8 <br> 2.F.2.a | 3 (100%) |
| Theories and models of | 27 (100%) |

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# Accreditation Standards - Group Analysis

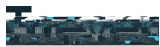| Standard | Distribution |
|---|---|
| Approaches for conceptualizing the interrelationsh 10 <br> 2.F.4.b | 24 (100%) |
| Processes for identifying and using career, avocat 1 <br> 2.F.4.c | |
| Approaches for assessing the conditions of the wor 1 <br> 2.F.4.d | |
| Strategies for assessing abilities, interests, val 11 <br> 2.F.4.e | 24 (100%) |
| Strategies for career development program planning 2 <br> 2.F.4.f | 24 (100%) |
| Strategies for advocating for diverse clients' car 2 <br> 2.F.4.g | |
| Strategies for facilitating client skill developme 12 <br> 2.F.4.h | 24 (100%) |
| Method of identifying and using assessment tools a 1 <br> 2.F.4.i | |
| Ethical and culturally relevant strategies for add 13 <br> 2.F.4.j | |
| Theories and models of counseling.  1 <br> 2.F.5.a | 46 (98%) · 1 |
| A systems approach to conceptualizing clients. 3 <br> 2.F.5.b | 46 (98%) · 1 |
| Theories, models, and strategies for understanding 3 <br> 2.F.5.c | 23 (96%) · 1 |
| Ethical and culturally relevant strategies for est 14 <br> 2.F.5.d | |
| The impact of technology on the the counseling pro 4 <br> 2.F.5.e | |
| Counselor characteristics and behaviors that influ 4 | 24 (100%) |

## STANDARD LEVEL DISTRIBUTION CHARTS

| | |
|---|---|
| 2.F.5.f | |
| Essential interviewing, counseling, and case conce 15 | 24 (100%) |
| 2.F.5.g | |
| Developmentally relevant counseling treatment or i 5 | |
| 2.F.5.h | |
| Development of measurable outcomes for clients 5 | |
| 2.F.5.i | |
| Evidence-based counseling strategies and technique 6 | 48 (100%) |
| 2.F.5.j | |
| Strategies to promote client understanding of and 6 | 16 (100%) |
| 2.F.5.k | |
| Suicide prevention models and strategies 10 | |
| 2.F.5.l | |
| Crisis intervention, trauma-informed, and communit 1 | 12 (100%) |
| 2.F.5.m | |
| Processes for aiding students in developing a pers 16 | 22 (96%)  1 |
| 2.F.5.n | |
| Theoretical foundations of group counseling and gr 1 | 43 (100%) |
| 2.F.6.a | |
| Dynamics associated with group process and develop 2 | 43 (100%) |
| 2.F.6.b | |
| Therapeutic factors and how they contribute to gro 17 | 43 (100%) |
| 2.F.6.c | |
| Characteristics and functions of effective group l 2 | 43 (100%) |
| 2.F.6.d | |
| Approaches to group formation, including recruitin 3 | 43 (100%) |
| 2.F.6.e | |
| Types of groups and other considerations that affe 3 | 19 (100%) |
| 2.F.6.f | |
| Ethical and culturally relevant strategies for des 4 | 19 (100%) |
| 2.F.6.g | |

# Accreditation Standards - Group Analysis

| STANDARD LEVEL DISTRIBUTION CHARTS | |
|---|---|
| Direct experiences in which students participate a 4 <br> 2.F.6.h | 14 (100%) |
| Historical perspectives concerning the nature and  5 <br> 2.F.7.a | |
| Methods of effectively preparing for and conductin 18 <br> 2.F.7.b | 24 (100%) |
| Procedures for assessing risk of aggression or dan 5 <br> 2.F.7.c | 24 (100%) |
| Use of assessments for diagnostic and intervention 6 <br> 2.F.7.e | 45 (100%) |
| Basic concepts of standardized and non-standardize 19 <br> 2.F.7.f | |
| Statistical concepts, including scales of measurem 6 <br> 2.F.7.g | 24 (100%) |
| Reliability and validity in the use of assessments 7 <br> 2.F.7.h | |
| Use of assessments relevant to academic/educationa 7 <br> 2.F.7.i | |
| Use of environmental assessments and systematic be 8 <br> 2.F.7.j | |
| Use of symptom checklists, and personality and psy 20 <br> 2.F.7.k | |
| Use of assessment results to diagnose developmenta 8 <br> 2.F.7.l | 24 (100%) |
| Ethical and culturally relevant strategies for sel 9 <br> 2.F.7.m | |
| The importance of research in advancing the counse 9 <br> 2.F.8.a | 23 (96%)  · 1 |
| Identification of evidence-based counseling practi 10 <br> 2.F.8.b | 47 (98%)  · 1 |

| | | |
|---|---|---|
| Needs ass... 2.F.8.c | 23 (96%) | 1 |
| Developm... measures... ...o 2 2.F.8.d | 23 (96%) | 1 |
| Evaluatio... interventi... ...21 2.F.8.e | 23 (96%) | 1 |
| Qualitativ... mixed res... ...nd 2.F.8.f | 47 (98%) | 1 |

# Accreditation Standards - Group Analysis

| STANDARD LEVEL DISTRIBUTION CHARTS | |
|---|---|
| importance of vocation, family, social networks, a 1<br>5.A.2.e | |
| role of wellness and spirituality in the addiction 1<br>5.A.2.f | |
| culturally and developmentally relevant education 4<br>5.A.2.g | |
| classifications, indications, and contraindication 2<br>5.A.2.h | |
| diagnostic process, including differential diagnos 4<br>5.A.2.i | |
| cultural factors relevant to addiction and addicti 1<br>5.A.2.j | |
| professional organizations, preparation standards, 26<br>5.A.2.k | |
| legal and ethical considerations specific to addic 2<br>5.A.2.l | |
| strategies for reducing the persisting negative ef 27<br>5.A.3.e | |
| strategies for helping clients identify the effect 3<br>5.A.3.f | |
| evaluating and identifying individualized strategi 28<br>5.A.3.g | |
| strategies for interfacing with the legal system a 4<br>5.A.3.h | |
| history and development of clinical mental health 29<br>5.C.1.a | 22 (100%) |
| theories and models related to clinical mental hea 5<br>5.C.1.b | 46 (98%)     1 |
| principles, models, and documentation formats of b 30 | 24 (100%) |

## STANDARD LEVEL DISTRIBUTION CHARTS

| Standard | Distribution |
|---|---|
| intake interview, mental status evaluation, biopsy 11 <br> 5.C.3.a | |
| techniques and interventions for prevention and tr 12 <br> 5.C.3.b | |
| strategies for interfacing with the legal system r 13 <br> 5.C.3.c | 12 (100%) |
| strategies for interfacing with integrated behavio 14 <br> 5.C.3.d | 12 (100%) |
| strategies to advocate for persons with mental hea 35 <br> 5.C.3.e | 12 (100%) |
| history and development of school counseling 15 <br> 5.G.1.a | 21 (95%)   1 |
| models of school counseling programs 2 <br> 5.G.1.b | 5 (100%) |
| models of P-12 comprehensive career development 3 <br> 5.G.1.c | 5 (100%) |
| models of school-based collaboration and consultat 36 <br> 5.G.1.d | 5 (100%) |
| school counselor roles as leaders, advocates, and 4 <br> 5.G.2.a | 5 (100%) |
| school counselor roles in school leadership and mu 5 <br> 5.G.2.d | 5 (100%) |
| characteristics, risk factors, and warning signs o 6 <br> 5.G.2.g | 1 (100%) |

# Accreditation Standards - Group Analysis

| STANDARD LEVEL DISTRIBUTION CHARTS | |
|---|---|
| counseling in school 38<br>5.G.3.f | |
| interventions to promote college and career readin 9<br>5.G.3.j | 4 (100%) |