



**Council for Accreditation of Counseling and Related Educational Programs**

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org  
*CACREP is a corporate affiliate of the American Counseling Association (ACA).*

January 14, 2010

Dr. Timothy S. Mescon  
Office of the President  
Columbus State University  
4225 University Avenue  
Columbus, Georgia 31907

Dear Dr. Mescon:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors met January 7-9, 2010 for the purpose of rendering accreditation decisions. Two programs housed in the Department of Counseling, Foundations, and Leadership at Columbus State University were reviewed under the 2001 Standards. The Board made the following decisions:

**Community Counseling (M.S. degree)**  
*Accredited: Eight-Year Period through October 31, 2017*

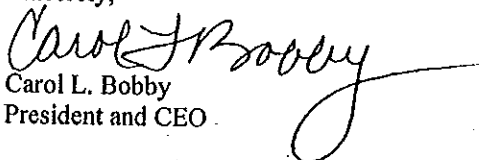
**School Counseling (M.Ed. degree)**  
*Accredited: Eight-Year Period through October 31, 2017*

The above accreditation decisions were based on the Board's extensive review of the self-study documents, the visiting team's report, and your institution's response to the visiting team's report. Please note that the accreditation cycle expiration date cited above includes the six-month extension of accredited status granted to the programs for completion of the current review process.

Programs receiving accreditation for an eight-year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations! Please note that a certificate of accreditation is enclosed with Dean Rock's copy of this letter.

On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided throughout the accreditation process. Administrative support is considered vital to the process of continuous improvement of higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

  
Carol L. Bobby  
President and CEO

Enclosure

cc: Dr. David Rock, Dean, College of Education and Health Professions  
Dr. Tom Hackett, Chair, Department of Counseling, Foundations, and Leadership  
Dr. Michael L. Baltimore, CACREP Liaison & Coordinator of the Counseling Programs

**CACREP Accreditation Process - Report Due Dates  
Columbus State University**

**REPORTS DUE:**

Interim Report: required when a program receives a two-year accreditation with conditions

Due by: n/a

Mid-Cycle Report: program will receive specific instructions on current mid-cycle reporting requirements at the same time the annual fee invoice is sent for the Fiscal Year in which report is due

Due by: **September 15, 2013**

Vital Statistics: programs are required to submit a Vital Statistics report each year

Due by: **September 15 each year**

**FEES DUE:**

Annual Fee: programs are required to submit an annual fee each year; invoices are mailed out April 15; new programs will receive a prorated invoice for the year in which accreditation is granted. A pro-rated fee invoice will be sent for new institutions following the January and July meetings.

Due by: **September 15 each year**

(Note: Annual fee submissions postmarked after the September 15 deadline will incur a \$200 late fee)

**Next Self-study due: Summer 2016**

Substantive Change Report: the following issues may necessitate submission of a Substantive Change Report

- changes in management, oversight, and/or ownership of the program, including merging with another program;
- changes in geographical setting, including moving a program to a new location, or establishment of a branch campus or an off-campus cohort program;
- establishing electronically offered degree programs after on-campus programs have been accredited;
- dropping or modifying programs to an extent that the program's mission is not being accomplished;
- adding or modifying courses that represent a significant departure in terms of either the content or method of delivery from those that were offered when the institution was most recently evaluated, such as distance learning or correspondence courses (here a substantive change is operationally defined as 25% or more of the credit hours of the accredited curriculum);
- significantly departing from the stated mission, population served, objectives, or educational programs operative at the time of the most recent evaluation;
- substantial turnover of core faculty, operationally defined as 51% or more within an academic year.



**Council for Accreditation of Counseling and Related Educational Programs**

---

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • [www.cacrep.org](http://www.cacrep.org)  
*CACREP is a corporate affiliate of the American Counseling Association (ACA).*

July 1, 2009

Dr. Timothy S. Mescon  
Office of the President  
Columbus State University  
4225 University Avenue  
Columbus, Georgia 31907

Dear President Mescon:

Enclosed is a copy of the report submitted by the on-site visiting team members detailing their June 21-24, 2009 accreditation review of two programs housed in the Department of Counseling, Foundations, and Leadership at Columbus State University. The team reviewed the School Counseling program (M.Ed. degree) and the Community Counseling program (M.S. degree).

The institution is allowed thirty (30) days in which to forward its response to the enclosed on-site review document. Therefore, four (4) copies of the Institutional Response are due in the CACREP office by August 5, 2009. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors will render accreditation decisions for these programs during its meeting scheduled for January 7-9, 2010.

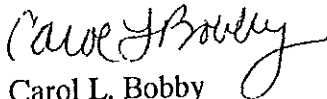
The Institutional Response should be clear, explicit, and standard specific. It should identify and address any standards that the site team indicated were not met and include any supplemental documentation necessary to clarify how the program meets the identified standard(s).

Please be advised that in rendering an accreditation decision, the CACREP Board of Directors will use only information from the institution's self-study, pertinent correspondence between the CACREP office and the Department, the on-site visitation team's report, and the institution's response to the team's report. In addition, please be advised that according to Board policy the institution has the right to withdraw any program from further review at any time during the accreditation process through written communication with the CACREP office.

Please ensure that a designated faculty member is available by telephone during normal working hours on the days of the January meeting. We would appreciate being informed ahead of time who the contact is and how to reach them should the review subcommittee members have any additional questions during the final review.

In closing, we look forward to receiving your response. If you or members of your faculty have questions, please do not hesitate to contact the CACREP office. Thank you for your continued support of the accreditation process.

Sincerely,



Carol L. Bobby  
Executive Director

cc: Dr. David Rock, Dean, College of Education  
Dr. Tom Hackett, Chair, Department of Counseling, Foundations, and Leadership  
Dr. Michael Baltimore, CACREP Liaison

**CACREP On-Site Visitation Team Report  
for**

**Columbus State University**

**INTRODUCTION**

- A. Name of Institution:** Columbus State University
- B. Academic Department:** Department of Counseling, Foundations and Leadership
- C. Visiting Team:**  
Courtland C. Lee, Team Chair  
Stephen Craig  
Virginia Magnus
- D. Date of Visit:** June 21-24, 2009
- E. Agenda for On-Site Team**

**Sunday, June 21**

**7:00 p.m.** Dinner with Program Faculty and meeting with Drs. Hackett and Baltimore regarding agenda

**Monday June 22**

- 8:00 a.m.** Site team working breakfast, Jordan Hall 324
- 9:00 a.m. – 10:00 a.m.** Meet with Counseling Faculty, Jordan Hall 103A
- 10:00 a.m. -11:00 a.m.** Meet with individual faculty in offices:  
Courtland Lee with Walter Breaux and Richard Long  
Stephen Craig with Michael Baltimore  
Virginia Magnus with Lenoir Gillam
- 11:00 a.m. – 11:30 a.m.** Meet with Practicum/Internship Coordinators
- 11:30 a.m. – 1:00 p.m.** Site team working lunch Jordan Hall 324
- 1:00 p.m. – 2:00 p.m.** Meet with Dr. David Rock, Dean College of Education,  
Jordan Hall 333

- 2:00 pm. – 2:40 p.m. Meet with Dr. Timothy Mescon, President CSU,  
Richards 112
- 2:45 p.m. – 3:30 p.m. Meet with Terry Norris, Interim VP Academic Affairs,  
Richards 315
- 3:45 p.m. – 4:30 p.m. Meet with Tom Hackett, Chair, Department of Counseling,  
Foundations and Leadership, Jordan Hall 103A
- 4:30 p.m. – 5:30 p.m. Meet with current students, Jordan Hall 361
- 7:00 p.m. - Site team working dinner

**Tuesday, June 23**

- 8:00 a.m. Site team working breakfast, Jordan Hall 324
- 10:30 a.m. – 12:30 p.m. Site visits:
- Arnold Magnet Middle School - Virginia Magnus with Dan Smith
  - CSU Counseling Center – Courtland Lee with Dr. Dan Rose, Director
  - Family Counseling of Columbus – Courtland Lee with Kathryn “Kibby” Taylor,  
Director
  - Family Life Center at Fort Benning - Stephen Craig with Chaplain Jeff Voyles
- 12:30 p.m. – 2:00 p.m. Site team working lunch, Jordan Hall 324
- 2:00 p.m. – 3:00 p.m. Tour of Library with Roberta Ford, Assistant Dean, Library (Lee)  
and Review of Records (Craig and Magnus)
- 3:00 p.m. - 4:00 p.m. Technology Overview, with Abraham George, Chief Information  
Officer, UITS, CCT 137
- 4:00 p.m. – 5:00 p.m. Meet with Alumni, Jordan Hall 361
- 7:00 p.m. - Site team working dinner

Wednesday, June 24

7:30 a.m. Site team working breakfast, Jordan Hall 324

9:00 a.m. - 10:00 a.m. Exit Interview, Jordan Hall 324

10:00 a.m. Depart

## **ENTRY-LEVEL PROGRAMS**

### **PROGRAM DESCRIPTIONS**

**Title:** School Counseling

**Degree Awarded:** M.Ed.

The M.Ed. School Counseling emphasis in the Counseling Program in the Department of Counseling, Foundations and Leadership in the College of Education at Columbus State University is a 48-credit hour program that provides preparation in elementary and secondary school counseling that leads to Georgia certification as a school counselor. The program serves a unique area of the Southeastern region of Georgia that includes Fort Benning.

**Title:** Community Counseling

**Degree Awarded:** M.S.

The M.S. emphasis in Community Counseling (48 semester hours) in the Counseling Program in the Department of Counseling, Foundations and Leadership in the College of Education at Columbus State University is designed to prepare professional counselors for positions in a variety of community based settings, including mental health centers, community agencies, hospitals, residential treatment centers, corrections, or other human service related programs. Graduates of the Community Counseling program are eligible for licensure as a professional counselor in Georgia or throughout the United States.

CACREP 2001 Standards  
**SECTION I**  
**The Institution**

STANDARD	MET	NOT MET
A. Regional/Institutional Accreditation	X	
B. Catalog/ Bulletin	X	
C. Academic Unit Responsibility	X	
D. Cooperative Relationships	X	
E. Sufficient Financial Support	X	
F. Faculty Encouragement	X	
G. Personal Counseling Services	X	
H. Library Access	X	
I. Information Systems/Data Analysis Support	X	

**Strengths:**

The Counseling Program enjoys significant support from the upper level administration including the President, Interim Vice President for Academic Affairs and the Dean of the College of Education.

The technology to enhance instruction within the College of Education along with the technological support available to faculty and students is a definite strength of the program. The site team heard from several sources that the Counseling Program is leading the campus in its use of technology.

**Suggestions: NONE**

**Specific Requirements: NONE**



CACREP 2001 Standards  
**SECTION II**  
**Program Objectives and Curriculum**

STANDARD	MET	NOT MET
A. Comprehensive Mission Statement		
1. Describes Program Factors	X	
2. Basis for Objectives/Curriculum	X	
3. Published and Available	X	
4. Reviewed	X	
B. Program Objectives		
1. Reflect Current Knowledge and Positions	X	
2. Reflect Pluralistic Society	X	
3. Reflect Input	X	
4. Related to Program Activities	X	
5. Can be Assessed	X	
C. 48/72 or 60/90 Hours	X	
D. Students Identify	X	
E. Small Group Activity	X	
F. Student Inappropriateness	X	
G. Program Flexibility	X	
H. Syllabi		
1. Objectives	X	
2. Content Areas	X	
3. Required Texts/Readings	X	

STANDARD	MET	NOT MET
4. Methods of Instruction	X	
5. Evaluation Criteria	X	
I. Application of Research Data	X	
J. History of Graduates	X	
K. Curricular Experiences		
1. Professional Identity		
a. History and Philosophy	X	
b. Roles, Functions and Relationships	X	
c. Technological Competence	X	
d. Professional Organizations	X	
e. Professional Credentialing	X	
f. Policy Processes	X	
g. Advocacy Processes	X	
h. Ethical Standards	X	
2. Social and Cultural Diversity		
a. Multicultural and Pluralistic Trends	X	
b. Attitudes, Beliefs and Understandings	X	
c. Working with Diverse Populations	X	
d. Counselor Roles	X	
e. Multicultural Counseling Trends	X	
f. Ethical and Legal	X	

STANDARD	MET	NOT MET
3. Human Growth and Development		
a. Life Span Development and Transitions	X	
b. Learning and Personality Development	X	
c. Human Behavior	X	
d. Facilitating Optimum Development		X
e. Ethical and Legal		X
4. Career Development		
a. Theories and Models	X	
b. Information Resources	X	
c. Program Planning	X	
d. Interrelationships	X	
e. Career And Educational Planning	X	
f. Assessment	X	
g. Technology-based Applications	X	
h. Processes, Techniques, and Resources	X	
i. Ethical and Legal	X	
5. Helping Relationships		
a. Characteristics and Behavior	X	
b. Interviewing and Counseling Skills	X	
c. Counseling Theories	X	
d. Systems Perspective	X	
e. Consultation	X	

STANDARD	MET	NOT MET
f. Integration of Technology	X	
g. Ethical and Legal	X	
6. Group Work		
a. Group Dynamics	X	
b. Leadership Styles	X	
c. Theories	X	
d. Methods	X	
e. Other Types of Groups	X	
f. Preparation Standards	X	
g. Ethical and Legal	X	
7. Assessment		
a. Historical Perspective	X	
b. Standardized and Nonstandardized Testing	X	
c. Statistical Concepts	X	
d. Reliability	X	
e. Validity	X	
f. Multicultural Factors	X	
g. Assessment Instruments	X	
h. Case Conceptualization	X	
i. Ethical and Legal	X	
8. Research and Program Evaluations		
a. Opportunities and Difficulties	X	

STANDARD	MET	NOT MET
b. Methods	X	
c. Use of Technology	X	
d.. Principles, Models, and Applications	X	
e. Use of Research	X	
f. Ethical and Legal	X	

Strengths:

Suggestions:

The program faculty is strongly encouraged to carefully review its current program mission statement with the goal of ensuring that the statement more clearly communicates the core principles of the counseling profession. The faculty is urged to consider a mission with a focus on one program that trains professional counselors in two specialties: School and Community Counseling

The site team, like the initial reviewers, had major concerns with how the curricular experiences for the program are presented in syllabi and other experiences. While it is the opinion of the team that most of the curricular experiences and demonstrated knowledge can be accounted for in course syllabi, this is not easily identifiable. Given this, the site team strongly recommends that the program faculty engage in a rigorous curriculum review with an emphasis on the following issues:

1. The program faculty is strongly encouraged to ensure that objectives presented in course syllabi reflect curricular experiences and demonstrated knowledge found in the CACREP common core areas. For example in the Counseling Skills course (COUN 6225) ensuring that the objectives reflect Standard II.K.5.a-g.
2. It is important that program students are socialized as professional counselors before they are exposed to counseling specialties. Therefore, within the context of the eight CACREP common core areas, it is strongly suggested that the program faculty develop a professional core consisting of the following courses:

COUN 6115 Ethics and Professional Issues in Counseling  
 COUN 6225 Counseling Skills 1  
 EDUF 6116 Educational Research Methods  
 COUN 6245 Individual Analysis

COUN 6118 Career Development  
COUN 6119 Human Growth and Development  
COUN 6155 Counseling Theory  
COUN 6175 Cultural Perspectives in Counseling  
COUN 6265 Group Techniques  
COUN 6415/6405 Applied Practice in School/Community Counseling  
COUN 6697/6698 Internship

3. The program faculty is discouraged from listing courses in core, program concentrations, or elective choices that are not currently offered.

**Specific Requirements:**

**II.K.3.d:** Ensure that strategies for facilitating optimum development over the life-span are included in COUN 6119: Human Growth and Development

**II.K.3.e:** Ensure that ethical and legal considerations are included in COUN 6119: Human Growth and Development

CACREP 2001 Standards  
**Section III**  
**Clinical Instruction**

STANDARD	MET	NOT MET
<b>A. Faculty Providing Supervision</b>		
1. Degree and/or Preparation	X	
2. Relevant Experience	X	
3. Relevant Training	X	
<b>B. Student Supervisors</b>		
1. Completed Clinical Experience	NA	
2. Supervision Preparation	NA	
3. Supervised by Faculty 1:5	NA	
<b>C. Site Supervisor</b>		
1. Masters Degree and Credentials	X	
2. Two Years Experience	X	
3. Knowledge of Program	X	
<b>D. Clinical Environment</b>		
1. Individual Counseling Settings	X	
2. Group Counseling Settings	X	
3. Technologies	X	
4. Observation/Interaction	X	
5. Confidentiality Procedures	X	
<b>E. Technical Assistance</b>	X	
<b>F. Provisions of Site Supervisors</b>	X	

STANDARD	MET	NOT MET
G. Practicum		
1. Direct Service	X	
2. Individual Supervision	X	
3. Group Supervision	X	
4. Student Performance Evaluation	X	
H. Internship		
1. Direct Service	X	
2. Individual Supervision	X	
3. Group Supervision	X	
4. Professional Activities	X	
5. Audio/Video Tape Access	X	
6. Professional Resources	X	
7. Student Performance Evaluation	X	
I. Individual Supervision Ratio	X	
J. Group Maximum 10 Students	X	
K. Diversity of Students	X	
L. Evaluation by Students	X	
M. Liability Insurance	X	



### Section III Clinical Instruction

#### Strengths:

Due to the students' skill development and training, internship site supervisors see them as true professional assets to community agencies and schools. Supervisors noted that interns had strong counseling skills. In addition, they seem to have exposure to multiple interventions with client and student populations and are open and receptive to feedback.

#### Suggestions:

In future record-keeping and reporting of site supervisors' credentials, it is recommended that the program faculty fully report a supervisor's degree, certification/license, and years of professional experience as a school or community counselor.

The faculty is strongly urged to work on further standardizing record keeping with respect to the documentation of practicum and internship requirements in the program. This is particularly important with respect to the documentation of practicum and internship service and supervision hours. The site team found the current documentation format to be complicated, cumbersome and confusing. For example, there appears to be no distinction made in the documentation of practicum and internship hours as well as direct and indirect hours. Additionally, the documentation of liability insurance was inconsistent across student files.

In addition to an orientation, assistance, and consultation, the program faculty is reminded that professional development opportunities need to be provided to site supervisors in the form of workshops, classes, etc. on a consistent basis.

Specific Requirements: **NONE**

CACREP 2001 Standards  
**Section IV**  
**Faculty and Staff**

STANDARD	MET	NOT MET
<b>A. Faculty Resources</b>		
1. Sufficient in Number	X	
2. 3 People and 3 FTE	X	
3. Doctoral Degrees	X	
4. Preparation and Experience	X	
5. Counseling Identification	X	
6. Curricula Authority	X	
<b>B. Academic Unit</b>		
<b>1. Academic Unit Leader</b>		
a. Coordination		X
b. Inquiries		X
c. 50% or More Assignment		X
d. Budget Recommendations		X
e. Release Time		X
f. Year Round Leadership		X
<b>2. Program Coordinator</b>		
a. Teaching Assignment	X	
b. Responsibilities	X	
c. Preparation and Experience	X	

STANDARD	MET	NOT MET
3. Clinical Coordinator		
a. Responsibility	X	
b. Inquiries	X	
c. Clearly Defined	X	
4. Facility Director		
a. Overall Operation	N/A	
b. Responsibilities	N/A	
c. Works with Clinical Coordinator	N/A	
C. Adjunct/Affiliate Faculty		
1. Graduate Degrees	X	
2. Preparation and Experience	X	
3. Counseling Identification	X	
4. Understand Program	X	
D. Faculty Participation		
1. Development/Renewal	X	
2. Research	X	
3. Service	X	
E. Adequate Faculty Support	X	
F. Appropriate Faculty Assignment	X	
G. Faculty Diversity	X	
H. Distance Learning Assistance	N/A	

CACREP 2001 Standards  
Section IV  
Faculty and Staff

Strengths:

Both current students and alumni commented on the level of dedication and support provided by the faculty both during the program and beyond.

The record of professional leadership activities on the part of the program faculty at the local, state and national levels provide important role modeling to students. This is particularly evident in advancing technology in counseling.

The level of outreach in the Columbus community, including Fort Benning, is also commendable. The faculty is to be applauded for the amount of *pro bono* service they provide. This also provides students with important professional role modeling and important career networks.

Suggestions: **NONE**

Specific Requirements:

**Section IV.B.1.a-f:** A core Counseling Program faculty member must be selected to serve as the clearly designated academic unit leader for the program. This person would be responsible for:

- \*The overall coordination of the Counseling Program (both School and Community specialties),

- \*Receiving inquiries regarding the Program,

- \*Making recommendations regarding the development of and expenditures from the budget,

- \*Providing or delegating year-round leadership to the operation of the Program.

This person would be assigned at least 50% to the Counseling Program and have release time from faculty member responsibilities to administer the program.

CACREP 2001 Standards  
Section V  
Organization and Administration

STANDARD	MET	NOT MET
A. Programs Descriptions Disseminated	X	
B. Inquiries Procedures	X	
C. New Students		
1. Orientation	X	
2. Student Handbook Disseminated		
a. Academic Appeal Policy	X	
b. Student Retention Policy	X	
c. Endorsement Policy		X
d. Professional Organization Information	X	
e. Mission/Objectives	X	
D. Information Dissemination	X	
E. FTE Ratio	X	
F. Teaching Loads		
1. Advising Research	X	
2. Scholarship/Service	X	
3. Administration	X	
G. Graduate Assistantships	X	
H. Recruitment Policy	X	

STANDARD	MET	NOT MET
I. Admissions		
1. Faculty Input	X	
2. Interpersonal Success	X	
3. Academic aptitude	X	
4. Goals	X	
5. Self Examinations/Development	X	
J. Selection Committee	X	
K. Financial Assistance		
1. Funds Monitoring	X	
2. Students Informed	X	
L. Program of Study		
1. Prerequisites	X	
2. Core Curriculum,	X	
3. Specialized Curriculum	X	
4. Clinical Experience	X	
5. Electives	X	

CACREP 2001 Standards  
Section V  
Organization and Administration

Strengths:

Suggestions:

It is strongly recommended that the program faculty conduct a comprehensive program-specific orientation for all incoming students at the start of each admissions cycle.

The program faculty is strongly encouraged to advocate with upper level College and University administration for more full-time faculty resources to ensure that the program student to faculty FTE ratio approaches the CACREP recommended 10:1. This suggestion is underscored by the program's consideration of a 60 hour training experience. The site team would urge the faculty to be mindful of future CACREP requirements related to the hiring of full-time faculty.

In reviewing the current student handbooks, the site team noted that while program objectives are published, there is no program mission statement evident.

It is strongly recommended that information about ACA and its divisions be more fully presented in the student handbooks. The information should include a full explanation of the nature of these associations along with the benefits of membership to professional counselors. It is important that along with such information accurate website links be provided in the handbooks as well.

The site team noted that some information in the student handbooks is out of date. The faculty need to update the handbooks on a yearly basis.

Specific Requirements:

**V.C.2.c:** The program endorsement policy must be included in the student handbooks.

CACREP 2001 Standards  
SECTION VI  
Evaluations in the Program

STANDARD	MET	NOT MET
A. Input for Program Review	X	
B. Student Progress	X	
C. Program Evaluation		
1. Program Objectives	X	
2. Offerings and Applicants	X	
3. Graduates Follow-up	X	
4. Employers/Supervisors Follow-up	X	
5. Program Modification	X	
D. Report Disseminated	X	
E. Student Evaluations	X	
F. Results to Faculty	X	
G. Faculty Evaluation Procedures	X	

Strengths:

Suggestions: **NONE**

Specific Requirements: **NONE**



CACREP 2001 Standards  
Standards for Community Counseling Programs

STANDARD	MET	NOT MET
<b>A. Foundations</b>		
1. History/Trends	X	
2. Roles and Credentials	X	
3. Policies and Laws	X	
4. Ethical and Legal	X	
5. Diversity Issues	X	
<b>B. Contextual Dimensions</b>		
1. Roles and Settings	X	
2. Institutional Dimensions	X	
3. Needs Assessment	X	
4. General Principles	X	
<b>C. Knowledge and Skill Requirements</b>		
1. Individual and Community Characteristics	X	
2. Program Development/Delivery	X	
3. Community Resources	X	
4. Assessment	X	
5. Diagnosis	X	
6. Advocacy	X	
7. Modalities	X	
<b>D. Clinical Instruction</b>	X	

CACREP 2001 Standards  
Standards for Community Counseling Programs

Strengths:

The collaboration between the Community Counseling Program and the Family Life Center at Fort Benning represents a unique and timely response to a specific and growing military population. It is evident to the team that this collaboration has an impact on a global level as participants in the Army Chaplain Program are assigned to military postings around the world. The faculty involvement in this collaboration is a strength of the Community Counseling program.

Suggestions:

Please refer to the suggestions related to curricular experiences and demonstrated knowledge in Section II as they relate to Community Counseling

Specific Requirements: NONE

CACREP 2001 Standards  
Standards for School Counseling Programs

STANDARD	MET	NOT MET
<b>A. Foundations</b>		
1. History	X	
2. Counseling and Other Programs	X	
3. Role, Function and Identity	X	
4. Leadership Strategies	X	
6. School Setting	X	
7. Issues	X	
8. Diversity Issues	X	
9. Opportunities and Barriers	X	
10. Technology	X	
11. Ethical and Legal	X	
<b>B. Contextual Dimensions</b>		
1. Advocacy	X	
2. Coordination	X	
3. School Counseling Program Integration	X	
4. Community Promotion	X	
5. Planning and Presenting	X	
6. Comprehensive School Counseling Programs	X	
7. Crisis Prevention and Intervention	X	
<b>C. Knowledge and Skills</b>		
1. Development, Implementation and Evaluation	X	

STANDARD	MET	NOT MET
a. School-based Data	X	
b. Comprehensive Programs	X	
c. Strategies	X	
d. Student Competencies	X	
e. Action Plan/Calendar	X	
f. Program Funding	X	
g. Technology	X	
2. Counseling and Guidance		
a. Individual and Small Group Approaches	X	
b. Individual, Group and Classroom	X	
c. Peer Facilitation	X	
d. Development Issues	X	
e. Educational Transition Points	X	
f. Partnerships	X	
g. System Theories	X	
h. Alcohol and Drug Use	X	
3. Consultation		
a. Teamwork	X	
b. Consultation/Change Processes	X	
c. Empowering	X	
d. Conducting Programs	X	
D. Clinical Instruction	X	

CACREP 2001 Standards  
Standards for School Counseling Programs

Strengths:

The site team noted the large number of school counselors in the Columbus area that are graduates of the CSU program. These program alumni form a strong peer consultation network that provides professional support among them. The alumni also provide an excellent supervision pool for current program interns. This alumni cohort is an obvious strength of this program.

Suggestions:

Please refer to the suggestions related to curricular experiences and demonstrated knowledge in Section II as they relate to the School Counseling program.

Specific Requirements: NONE