Mid-cycle reporting is required to maintain CACREP accredited status. Through mid-cycle reporting, programs inform CACREP of any program-related changes that have occurred since the most recent full accreditation review and demonstrate continued adherence to the CACREP Standards.

The Mid-cycle Report must include responses to each of the seven (7) items listed below. Responses must include the following: 1) a narrative description of the changes that have occurred, 2) a discussion of the impact of the changes on the program, and 3) relevant documentation demonstrating continued compliance with the CACREP Standards. **Please note, if the program is offered across multiple sites (e.g., different campus locations) and the changes being reported are site specific, please be certain to include information as to which sites are being referenced.**

Four (4) separate copies of the Mid-cycle Report must be submitted in an electronic, read-only, and easily navigable format on labeled CDs or USB drives no later than September 15, 2016. Failure to submit a Mid-cycle Report may result in suspension of your program’s accreditation (Policy 6.f).

I. CHANGES IN FACULTY
(Standards I.M, N, W-Y and CES Standards I.H)

Changes in faculty:

Three faculty retirees: Dr. Kenneth Maroney, Dr. Kaye Nelson, and Dr. Mary Lou Holt
Faculty hired to replace above positions: Dr. Richard Balkin, Dr. Lisa Wines, Dr. Michelle Hollenbaugh
Faculty moving from Clinical status to Tenure Track: Dr. Mary Alice Fernandez
Faculty accepting appointments at another university: Dr. Lisa Wines, Dr. Manuel Zamarripa, and Dr. Richard Balkin
Faculty hired to replace above: Dr. Kimberly Frazier, Dr. Stephen Lenz, and Dr. Joshua Watson

If new faculty members have been hired to fill open or new positions, please submit their names, teaching assignments, and copies of their current vitae. Include a discussion of how the addition affects the program(s):

(Neither the faculty load or teaching assignments have been affected by changes
All hired faculty have graduated from CACREP accredited programs and were specifically hired in areas of need, teaching the same number of classes and in the same areas of expertise as faculty they replaced)

Please indicate how your program is continuing to meet the requirements of Standard I.M – Core Faculty Credit Delivery and I.N – Full-time Equivalent (FTE) Student to FTE Faculty Ratio:
By replacing retirees and faculty taking university positions elsewhere with graduates of CACREP accredited programs we continue to meet Standard I.N. The core full time faculty teach the vast majority of courses offered in the CNEP program.

We maintain our FTE student to FTE faculty ratio by limiting enrollment of masters’ students to the accepted ratio of our FTE faculty.

Please provide an FTE student to faculty ratio for Fall 2015 and Spring 2016 and include the detailed calculations. If the program is taught on multiple campus sites, please calculate FTE for each site and across campus sites.

- The CNEP Department houses 9 fulltime faculty and 6 FTE adjunct faculty (calculated on a three course load) equaling 15 FTE faculty.
- The credit hour production per department is calculated by the university each semester.
- Three credit hours are equated to one course (all courses are three credit hours).
- Three courses are equated to one FTE student (most students take three courses per semester)
- FTE STUDENTS/FTE FACULTY provides the calculation of our ratio.

Fall 2015 Student/Faculty ratio: 136 student FTE/15 faculty FTE = 9.06.

Spring 2016 Student/Faculty ratio: 126.66 student FTE/15 faculty FTE = 8.47.

II. CHANGES IN CURRICULUM
(Standards II.G.1-8; Program Area Standards; CES Standards II.B-C; CES Section IV)

For each program area accredited, please explain any changes in the curriculum that may have occurred since your last on-site visit. Comment on any required courses dropped, revised significantly, or added to the program. Rationales for the changes should be provided as well as evidence that the curricular Standards continue to be met. For revised or new courses, please include all the relevant syllabi.

We have initiated the process of revising courses to meet 2016 standards.

Master’s Program curriculum changes include:
CNEP 5304 Introduction to Counseling: significant revisions
CNEP 5312 Introduction to Addictions Counseling: significant revisions
CNEP 5327 Ethical and Legal Issues in Counseling: new course
CNEP 5328 Abnormal Human Development & Behavior: new course
CNEP 5375 Clinical Mental Health Counseling Strategies: significant revisions
CNEP 5324 Counseling Couples: significant revisions
CNEP 5326 Family Counseling with Children and Adolescents: significant revisions

Rationale and evidence that standards continue to be met:

The faculty created a new stand-alone Ethical and Legal Issues in Counseling course (5327; syllabus attached) to better address legal and ethical issues in counseling and meet
new Texas LPC licensing board regulations. This change affected *Introduction to Counseling* (5304), where ethics standards were previously met, and allowed revision of this course to expand focus on other critical areas as counselor identity, introduction to the field, and advocacy. In addition, the syllabus has been changed to reflect CACREP 2016 Standards. The syllabus is attached and includes assignments and rubrics.

CNEP 5312 Introduction to Addictions Counseling was revised to reflect CACREP 2016 Standards. In addition, a new capstone project was added. The syllabus is attached.

CNEP 5375 *Clinical Mental Health Strategies* has been significantly revised and updated to reflect CACREP 2016 standards. Assignments and rubrics are included in the syllabus that reflect how standards are met.

Created new course *Abnormal Human Development and Behavior* (5328) to meet new licensing board requirements (syllabus attached). Standards regarding crisis and other trauma-causing events are now met in this course, with assignments and rubrics included in the syllabus.

CNEP 5324 *Counseling Couples* was significantly revised and includes CACREP 2016 Standards (see attached syllabus). The revision was the result of faculty observation and assessment of MCFC students’ skills with couples as they began their practicum. We changed the course to a primary focus on the Gottman method, which includes coverage of research and other models of working with couples as well as assessments beyond those devised by Gottman. Students are able to earn Level I Certification from the Gottman Institute and have a stronger understanding of a coherent way to enter work with couples.

CNEP 5326 *Family Counseling with Children and Adolescents* has been revised to meet 2016 CACREP standards (see attached syllabus). The syllabus includes assignments designed to meet course SLOs and standards as well as rubrics.

(Attached- course syllabi)

**III. CHANGES IN PRACTICUM AND INTERNSHIP**
*(Standards III. A-G; CES Standards III. A-C)*

Please indicate any changes that have occurred in clinical instruction since your last on-site visit. Please describe these changes and provide evidence of continued compliance with the CACREP Standards. Changes that must be addressed include clock hour requirements, supervisor qualifications and requirements, and any general changes in practicum and internship sites onsite placements.

**Mid-Cycle Form for 2009 Standards III. Changes in Practicum and Internship**

No significant changes have occurred in practicum and internship training. Practicum students are required to obtain a minimum of 100 hours, at least 40 of which are direct service, over a minimum of 10 weeks. Internship students are required to obtain a minimum of 600 clock hours, at least 240 of which are direct service. For both practicum and internship, an average of 1.5 hours per week of group supervision performed by a program faculty member, is required, as is a minimum of one hour of individual/triad supervision provided by the onsite supervisor. In addition, practicum students must obtain at least one hour per week of individual/triad supervision by a program faculty member or doctoral student who is under the supervision of a program faculty member. The
requirement of the additional hour of individual/triadic supervision by a program faculty member or doctoral student is beyond that which is required by CACREP but is considered to be an important part of their learning experience.

The department hosts a site supervisor training twice a year. Content varies for each training, but policies and procedures of the department as well standards related to CACREP are regularly reviewed. In addition, theories of supervision, best practice presentations, multicultural competence in supervision, and similar critical topics in supervision are provided. Faculty members continue to work with a variety of site supervisors in the community, including but not limited to those in public schools, agencies, and substance use treatment facilities.

The Practicum/Internship Manual is regularly updated. Please see Appendix *** for current handbook. It includes master syllabi, evaluation forms utilized throughout practicum, site supervisor requirements, the supervision agreement, and other pertinent information related to CACREP Standards.

Changes

The syllabi for practicum and internship have been updated to include CACREP 2016 Standards and student learning outcomes have likewise been revised. The revised syllabi are in the attached Practicum/Internship Manual. While some sites remain constant over time, others change according to the availability of appropriate supervisors. Apart from ensuring that sites provide appropriate counseling experiences, we do not approve sites per se, but instead approve site supervisors.

(attributed-- masters’ practicum/internship handbook)

IV. CHANGES IN PROGRAM OPERATIONS
(Standards I.J, K, L, N, O, T and V and CES Standards I. D-F)

Describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures that have occurred since your last on-site visit. Discuss the impact of those changes.

No changes have occurred in organizational structure, support services, budget and funding sources since the last on-site visit.

Minor change in the number of master’s students accepted into the program is the result of face-to-face screening of applicants, in addition to the required written application, transcripts, and recommendations.

Please indicate any changes that have occurred in terms of the program’s utilization of technology for instructional purposes and any changes in course delivery methods or options offered.

All faculty in the department have completed Blackboard Training and earned a certificate in Blackboard.

There has been an increase in the number of flipped and blended courses.

V. PROGRAM ASSESSMENT AND EVALUATIONS
Please indicate recent program evaluation activities and when and what the next scheduled program evaluation activities are. Describe the process implemented, who is included/involved in the processes, and how the results are used for program development, including how the report is shared with constituents.

Components of the Systematic Program Evaluation at Texas A&M University-Corpus Christi consist of (a) Student Assessment and Evaluation Survey (SAES), (b) University-wide WEAVE Assessment System, (c) Faculty Evaluation and Monitoring Program (FEMP), and the latest component, (d) The Student Portfolio Monitoring System (SPMS). The four components are described in the 2015-2016 TAMUCC Systematic Program Evaluation Report along with findings from 2015-2016.

Program evaluation activities as the WEAVE take place throughout the academic year. Student surveys, SAES are completed and analyzed during the fall and spring semesters. Faculty Evaluation and Monitoring of students takes place in the late spring when individual faculty grading and evaluations have been completed. The Student Portfolio Monitoring System takes place throughout the year in masters and doctoral courses. All faculty are involved in the process of evaluation, coordinated by the department chair and CACREP liaison.

Results of WEAVE and SAES are used during academic advising sessions with students as part of the department’s on-going student monitoring process. Students and their advisors establish goals related to personal and professional growth as well as monitor progress toward said goals. Results of the SAES and the FEMP are used to assess the level to which current course offerings are meeting program objectives and preparing emerging counselors to be successful in their chosen professions. Data from all assessment components are used to document progress toward department goals and objectives. These goals and objectives are outlined in the online assessment reports the department forwards to the University for inclusion in their reports to SACS-COC and NCATE.

The Systematic Program Evaluation Report and supporting data are made available to students, university administrators, the Counseling and Educational Psychology (CNEP) advisory board, and other interested stakeholders. Information is available on the Department website (cnep.tamucc.edu), CNEP student list serve, in the CNEP Department office, and offices in the College of Education and Human Development, (COEHD).

Please provide a copy of your program’s most recent official report that documents outcomes and evidence of the report’s dissemination to the program’s constituent groups.


Additional data---
- masters and doctoral program reports- WEAVE
- masters and doctoral student report- student assessment & evaluation survey (SAES) spring 2016

VI. PROGRAM IMPROVEMENT AND INNOVATION
The CACREP Standards are not intended to discourage creativity on the part of the program faculty. Please share new approaches undertaken or considered by your program(s) that are designed with program development and improvement in mind.

THE TAMUCC STUDENT PORTFOLIO SYSTEM: A MONITORING AND ASSESSMENT SYSTEM OF ADDRESSING CACREP STANDARDS is the most recent innovation that requires a student portfolio for each class (20 courses). The student portfolio includes artifacts graded by the faculty member. The artifacts are keyed to a CACREP standard indicating if the standard has been met, and how it has been met.

VII. ISSUES AND QUESTIONS

Please take a moment to identify any issue, problem standards, or questions that you would like to see addressed by the CACREP Staff or Board of Directors.