



Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350 • Alexandria, VA 22314 • (703) 535-5990 • www.cacrep.org

August 4, 2021

Dr. Edward Seidel
Office of the President
University of Wyoming
206 Old Main
Laramie, Wyoming 82071

Dear Dr. Seidel:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met July 8-10, 2021, for the purpose of making accreditation decisions. At this meeting, the Board reviewed the Interim Report submitted by the School of Counseling, Leadership, Advocacy and Design at the University of Wyoming. This report was required to more fully address standards cited in the accreditation decision letter that was sent to the President's office and dated July 26, 2019. The report specifically addressed standards related to the accreditation of the Clinical Mental Health Counseling (M.S. degree) and School Counseling (M.S. degree) specialty areas offered at the Casper and Laramie campuses and the Counselor Education and Supervision (Ph.D. degree) offered at the Laramie campus

Based on its review of the report and supporting documentation, the Board decided to continue accreditation of the specialty areas and doctoral program for an additional two-year period through October 31, 2023. The Board determined that standards-related requirements remain for the counseling specialty areas and doctoral program and require additional documentation. These requirements are outlined on page three of this letter.

Prior to the expiration of the two-year period, the counseling program must submit a second Interim Report to the Board. This report should provide documentation demonstrating that the standards-related requirements have been addressed. The report should be submitted via [CACREP's online report submissions portal](#), no later than April 1, 2023. This deadline allows for the Board's review of the Interim Report at its July 2023 meeting.

Since this will be the second Interim Report for the counseling specialty areas and doctoral program, if the standards are not adequately addressed, the Board would have no choice but to deny continued accreditation at that time. However, in the event of a favorable review by the

Board at that time, the accreditation cycle end-date for the specialty areas and doctoral program would be March 31, 2028. Given the possible outcomes of the Board's review of the 2nd Interim report, I strongly urge the program faculty to notify students of the reporting requirement, the possible outcomes of the review, and how the program is addressing the cited standards.

A revised certificate of accreditation will be sent directly to Dr. Thomas. Once again, the Board extends its thanks to you and your administration for the support given to the faculty in maintaining the accredited status of the counseling program. Such support is considered vital to assuring continued quality in higher education programs.

Sincerely,

A handwritten signature in blue ink that reads "M. Sylvia Fernandez, Ph.D.".

M. Sylvia Fernandez, Ph.D.
President and CEO

cc: Dr. Scott Thomas, John P. "Jack" Ellbogen Dean, College of Education
Dr. Peter Moran, Director, School of Counseling, Leadership, Advocacy and Design
Dr. Michael Morgan, CACREP Liaison

Standard to be Addressed in the Interim Report

Section 4: Evaluation in the Program

As the counseling specialty areas are offered at multiple campus locations, the counseling program's response should address the standards below in aggregate, but also clarify and document that Condition 7 of Policy 1.o – Programs Offered at Multiple In-Person Sites is met:

The program's comprehensive assessment plan applies to all sites, regardless of where the program is offered, and the same assessment procedures are used at each site. Data are reviewed at each site individually and in aggregate across sites

Standard A

Provide evidence that the counselor education program has a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in Standard 4.B (see below), the plan should outline (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

Standard B

Provide evidence that the counselor education program faculty use the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Standard C

Provide evidence that the counselor education program faculty use program evaluation data to inform program modifications.

Standard F

Provide evidence that the counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. Provide evidence also that the assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas. and in each student's respective specialty area, (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.