

2024 Standards Monitoring/Midcycle Report

Western Kentucky University

1. Current Accreditation Information

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Institution Name

Western Kentucky University

Specialized Practice Area(s) and/or Doctoral Program

1. Please indicate the CACREP-accredited Specialized Practice Area(s) degree program(s) and/or Doctoral degree program to which the change(s) in this report are applicable. Check all that apply.
- ☐

Addiction Counseling
- ☐

Career Counseling
- ☒

Clinical Mental Health Counseling
- ☐

Clinical Rehabilitation Counseling
- ☐

College Counseling and Student Affairs
- ☒

Marriage, Couple, and Family Counseling
- ☐

Rehabilitation Counseling
- ☐

School Counseling
- ☐

Counselor Education and Supervision (doctoral)

2. Please indicate for each accredited specialized practice area and doctoral program, if applicable, the pathways by which students are able to complete the program. Examples include but are not limited to: in-person delivery at approved site(s), hybrid delivery at approved site(s), hybrid delivery consisting of both in-person delivery at approved site(s) and digitally delivered courses, and digital delivery.

For each specified pathway, indicate, as applicable:

- which sites are involved and how much of the curriculum can be completed at each site;
- what the site-based hybrid delivery consists of (e.g., brief description of the in-person and digital components);
- what the mixed hybrid delivery consists of (e.g., how much of the curriculum is delivered in-person and how much via digitally delivered coursework); and/or
- for fully digitally delivered, a brief description of how the digitally delivered courses are provided (e.g., synchronous online learning) and whether there are any in-person components.

* MCFC is a residential pathway with specific hybrid offerings (i.e., offering fully online; synchronous digital). At <https://www.wku.edu/counseling/mcfc.php>, scroll down to "Program Resources," "Counseling Standard Class Times" document.

* CMHC is offered in a residential pathway (offered similarly to the MCFC pathway) and in a digital pathway. The courses/class meetings that meet face to face in the CMHC residential are offered via zoom in the digital pathway. At

<https://www.wku.edu/counseling/cmhc.php>, scroll down to "Program Resources," "Counseling Standard Class Times" document.

Responses throughout this report should address the program as a whole and, where indicated, also provide disaggregated information/data for each site and/or delivery type as applicable.

If your program is now operating any of its accredited offerings at a site or via a digital pathway that has not been reviewed/approved by the CACREP Board, please contact staffsupport@cacrep.org as soon as possible for guidance.

2. Changes in Program Operations

Changes in Program Operations

1. Since the most recent site visit, have there been changes in any of the following areas that have *not* been approved by the CACREP Board of Directors through review of a Substantive Change Report: College, School, Department, and/or other administrative unit in which the counselor education program is housed?
☐ Yes ☒ No

2. Since the most recent site visit, have there been changes in any of the following areas that have *not* been reported to the CACREP Board of Directors via a Progress Report, Substantive Change Report, or other report? **If you answer “Yes” to any below, please provide a brief but detailed description of the change(s) that occurred and any impacts on the counselor education program related to support provided by the institution (Standards 1.C, D, E, and/or F).**
 - 2.a. A change in College, School, Department, and/or other administrative unit in which the counselor education program is housed?
☐ Yes ☒ No

 - 2.b. Significant (i.e., +/- 15%) changes in enrollment?
☐ Yes ☒ No

 - 2.c. Addition of any new accredited or non-accredited degree programs and/or non-degree programs (e.g., certificate program) for which the program faculty maintain responsibility for administration and delivery?
☐ Yes ☒ No

 - 2.d. Significant (i.e., +/- 15%) changes in the level of budget/funding support provided for the counselor education program by the College/School/Department?
☐ Yes ☒ No

3. Faculty

Faculty

1. How many individuals meeting the core faculty requirements (see Standards 1.T, 1.Y, 1.Z, 1.AA) did the counselor education program have at the time of the last site visit? How many does it have currently?

Number of core faculty at time of last site visit:

4

Current number of core faculty:

4

2. Have any new core faculty members been hired since the last site visit?

☒ Yes ☐ No

If yes, please complete the [Midcycle DCUF-New Core Faculty](#), including information for each of these new core faculty members, then upload it along with up-to-date CVs for any faculty members who BOTH (a) were hired and designated as core faculty since the last site visit AND (b) are still employed as core faculty by the program as of the date of this report.

Upload all supporting documentation as PDFs, except for Excel documents. Excel documents should be uploaded in the Excel format.

 [2025-2026 WKU CSA 2024+MC+DCUF-New+Core+Faculty.docx](#)

 [Vita Candace Sneed.pdf](#)

3. Are there any open searches for core faculty members?

☐ Yes ☒ No

4. Faculty Resource Standards

Core/Affiliate Faculty Credit Hour Delivery (Standard 1.U)

1. Please enter below the number of course credit hours taught by core faculty and the number of credit hours taught by affiliate faculty for each term over the most recent 12-month period, including Winter and/or Summer terms as applicable.

Please provide both aggregate figures and figures disaggregated by site and/or delivery method.

2025 Fall Core Faculty: 24 hours
2025 Affiliate Faculty: 21 hours
2026 Winter Core Faculty: 3 hours
2026 Spring Core Faculty: 27 hours
2026 Spring Affiliate Faculty: 27 hours
2026 Summer Core Faculty: 18 hours
2026 Summer Affiliate Faculty: 12 hours

It would be very helpful if you created the template (referred to below) in excel so that these numbers/data could automatically calculate and then all that was necessary was a cut and paste of data into this narrative box.

2. In addition, please complete and upload the [Midcycle DCUF-Faculty Course Credit Delivery](#) to show which faculty members taught which courses in each term.

Upload all supporting documentation as PDFs, except for Excel documents. Excel documents should be uploaded in the Excel format.

 [2025-2026 WKU CSA 2024+MC+DCUF-Faculty+Course+Credit+Delivery.docx](#)

Full-time Equivalent (FTE) Student to FTE Faculty Ratio (Standard 1.V)

3. For each term over the most recent 12-month period, including Winter/Summer, please provide the ratio of full-time equivalent (FTE) students to FTE faculty in the program, including students and faculty for all degree and non-degree programs offered by the academic unit in counseling.

Please provide both aggregate figures and figures disaggregated by site and/or delivery method.

PLEASE SEE THE 2025_26 MC FTE Calculations attachment.

4. Please upload a document titled "[YEAR] MC FTE Calculations - [INSTITUTION]" to explain how the program calculates both faculty and student FTE figures and to provide calculations for each term over the most recent 12-month period, including Winter/Summer. Be sure to include the data that was used to arrive at the FTE figures provided above.

In preparing the "[YEAR] MC FTE Calculations - [INSTITUTION]" document, please note and include the following:

- FTE ratio calculations may be based on institutionally utilized formulas providing the calculation methods are clearly presented and detailed calculations-based on the methods are provided.
- FTE figures should be aggregated for the counseling program and disaggregated by the program delivery pathways utilized (see [Policy A.2.j](#))
- For student FTEs: explain how FTE student figures are calculated and show the detailed calculations for each term.
- For faculty FTEs: indicate each faculty member included in the ratio and each faculty member's individual FTE level for each term. In the document, clearly explain how faculty FTE levels are calculated, and show the calculations for each faculty member.
- No individual faculty member should count as more than 1.0 FTE (e.g., even if a faculty member teaches more than a standard load, their maximum individual FTE level should be 1.0). For programs approved to operate via multiple delivery pathways, if an individual faculty member teaches in multiple delivery pathways (e.g., in-person at site X and in fully online pathway), the sum of their individual FTE levels across pathways should not exceed 1.0.

Upload all supporting documentation as PDFs, except for Excel documents. Excel documents should be uploaded in the Excel format.

 [2025_26 MC FTE Calculations - Western Kentucky University.docx](#)

5. Curriculum

1. Since the program's most recent site visit, have any courses been added to the required curriculum?
☐ Yes ☒ No
2. Have any courses that were in the required curriculum/curricula at the time of the last site visit been dropped or revised significantly?
☐ Yes ☒ No
3. Did any of the changes in course offerings noted above result in changes to where/how CACREP curricular standards are addressed or where/how program KPIs are measured?
☐ Yes ☒ No

6. Clinical Instruction: Entry-level Practicum and Internship

1. Please complete the [Midcycle DCUF- Supervision Ratios](#) addressing entry-level practicum and internship course enrollments and supervision ratios (Standards 4.Y and/or Z and Standard 4.BB) and addressing doctoral internship supervision ratios (Standards 6.E.1 and/or 6.E.2).

Upload all supporting documentation as PDFs, except for Excel documents. Excel documents should be uploaded in the Excel format.

 [2025-2026 WKU CSA 2024+MC+DCUF-Supervision+Ratios.pdf](#)

2. Who provides individual or triadic supervision of entry-level students in practicum? (select all that apply)

- ☒ Program Faculty Members
☐ Site Supervisors
☐ Doctoral Student(s) Under Supervision
☐ Other - Please describe

If you selected multiple options above, please explain (a) how individual/triadic supervision duties are divided among the different types of supervisors and (b) whether and to what extent faculty who act as group practicum supervisors also provide individual/triadic supervision of students in those practicum courses. If you selected only one option above, please enter N/A.

3. Who provides individual or triadic supervision of entry-level students in internships? (select all that apply)

- ☒ Program Faculty Members
☐ Site Supervisors
☐ Doctoral Student(s) Under Supervision
☐ Other - Please describe

If you selected multiple options above, please explain (a) how individual/triadic supervision duties are divided among the different types of supervisors and (b) whether and to what extent faculty who act as group internship supervisors also provide individual/triadic supervision of students in those internship courses. If you selected only one option above, please enter N/A.

4. Who provides individual or triadic supervision of doctoral students in doctoral internships? (select all that apply)

- ☒ Not Applicable
☐ Program Faculty Members
☐ Non-faculty Supervisors qualified under Standard 6.C.6
☐ Other - Please describe

If you selected multiple options above, please explain (a) how individual/triadic supervision duties are divided among the different types of supervisors and (b) whether and to what extent faculty who act as group internship supervisors also provide individual/triadic supervision of students in doctoral internship courses. If you selected only one option above, please enter N/A.

7. Program Evaluation and Student Assessment

1. Please provide the most recent annual program evaluation report (Standard 2.F.3), for entry and doctoral (if applicable) levels, that includes:
 - a) a summary of the program evaluation results, including achievement of academic quality indicators (2.F.3.a; see also Standards 2.D, 2.E, 2.F.1, 2.F.2)
 - b) subsequent (i.e., data-informed) curriculum modifications and program improvement informed by program evaluation (2.F.3.b; see also Standard 2.D.8) and
 - c) any other significant program changes (2.F.3.c).

Please upload the most recent annual program evaluation report.

Upload all supporting documentation as PDFs, except for Excel documents. Excel documents should be uploaded in the Excel format.

 [CMHC MCFC Program Assessment Annual Report 2026.04.pdf](#)

2. Please provide the web address (URL) for where this report is published on the program website (2.F.4):

<https://www.wku.edu/csa/evaluationdata.php>

3. Please note that evaluation of the annual report during the Midcycle Review includes consideration of whether all required information is included, including reporting on all required Academic Quality Indicators (AQIs) as outlined in Standard 2.E.

If the most recent annual report does not include reporting on all AQIs required by Standard 2.E, please upload additional recent annual evaluation report(s) that, together, would show that the program has reported on the program's progress in achieving the program's established minimum thresholds for all required AQIs.

If the program has not yet collected and analyzed data or reported on the achievement of its minimum thresholds for any required AQIs, please explain the program's plans to do so below:

Explanation (if applicable):

Please upload additional recent annual evaluation reports, if necessary.

Upload all supporting documentation as PDFs, except for Excel documents. Excel documents should be uploaded in the Excel format.

No supporting documents.

8. Attestation

Attestation

Please review the attestation statements below and indicate your agreement.

Name of Person Completing report:

Dr. Jill Sauerheber

1. Regarding core faculty and sustained engagement in the counseling profession:

I affirm, on behalf of the counseling faculty at Western Kentucky University, that all continuing faculty designated as core counselor education faculty, as the term is used in the context of the CACREP Standards, have a qualifying degree as outlined in 2024 Standard 1.Y and identify with the counseling profession, as outlined in 2024 Standard 1.Z, through:

- sustained memberships in professional counseling organizations
- relevant professional counseling credentials; and
- sustained professional engagement as demonstrated through at least two of the following:
 - professional development and renewal activities related to counseling,
 - professional service and advocacy in counseling,
 - ongoing counseling practice, or
 - research and scholarly activity in counseling commensurate with their faculty role.

I further understand that there will be a comprehensive review of these elements for all individuals identified as core faculty when the program applies and is reviewed for reaffirmation of accreditation.

I further acknowledge familiarity with the definition of core counselor education faculty, found within the definition of “Faculty” in the 2024 CACREP Standards [Glossary](#) and I acknowledge familiarity with the [2024 CACREP Standards Guidance Document](#) and the information contained therein related to core faculty qualifications as outlined in entries for Standards 1.T, 1.Y, 1.Z and 1.AA.

2. Since Western Kentucky University implementation of the 2024 Standards and/or the program’s last site visit (whichever is more recent), we have maintained a program evaluation plan compliant with 2024 CACREP Standard 2.D.

3. I affirm that the information in this report is true and accurate to the best of my knowledge.

If this is a re-submission, I affirm that I have modified information related only to the requested change(s); no other changes have been made.

- ☒ I agree
- ☐ I cannot attest to all statements above at this time

No comments have been added.



06/03/2026	Vivian Gray	Ready for Reviewer Assignments	Pending Staff Review	Pending Board Reviewer Assignments	A zip file is not available for this transition.
06/02/2026	Dr. Jill Sauerheber	Save and Submit	Unsubmitted	Pending Staff Review	 midcycle_report_2024_1187300_2026-06-02_11-25-05.zip