



Kingsborough Community College
The City University of New York

PROPOSAL

for the

ASSOCIATE in SCIENCE (A.S.)

in

CHEMICAL DEPENDENCY COUNSELING

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College Council Approval of Letter of Intent: May 20, 2008

Attachment B

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ABSTRACT

The Department of Behavioral Sciences and Human Services is proposing to offer the Associate in Science (A.S.) in Chemical Dependency Counseling. The impetus for this proposal is based on the continuing need for qualified substance abuse counselors in the State of New York and the growing expectation that they should be better prepared and credentialed professionals.

While the need for treating chemical dependency disorders is critical, the addictions counseling workforce in New York State has declined to 6,500 counselors currently from a 12,000 strong workforce ten years ago. The decrease is primarily the result of the aging of a workforce that became credentialed through a grand-parenting process in 1994. At that time, many workers had been in the field, many of them in their own recovery from substance use disorders, for at least ten years. Training and education for these counselors was based on experience and commitment to the work. Today, Standards for the professionalization of the chemical dependency counselor are in the process of developing, as well as a growing demand for more formal academic education in addition to experience (Mustaine, West & Wyrick, 2003). As this segment of the counseling workforce has obtained better academic preparation, average salaries and benefits have grown.

An examination of the employment postings for New York State Office of Alcoholism and Substance Abuse Services (OASAS)-licensed programs indicates that providers are looking for credentialed counselors. Students with postsecondary education are gaining in the numbers of individuals hired by these programs.

The goals of the proposed A.S. in Chemical Dependency Counseling reflect both national and State efforts to educate a new workforce to treat those with substance use disorders (SAMHSA, 2004). The proposed curriculum has a strong liberal arts and sciences component designed to produce counselors who have a strong academic foundation and are prepared to go further in higher education.

I. PURPOSE AND GOALS

The Substance Abuse Counseling (SAC) Program, which offers a Certificate in Substance Abuse Counseling within the Department of Behavioral Sciences and Human Services, is proposing to offer the Associate in Science (A.S.) in Chemical Dependency Counseling. The impetus for this proposal is based on the continuing need for qualified substance abuse counselors in the State of New York and the growing expectation that they should be better prepared and credentialed professionals. In addition to the SAC Certificate, the Department of Behavioral Sciences and Human Services currently offers the A.S. in Mental Health and Human Services, A.A.S. in Early Childhood Education, and A.S. in Education Studies offered jointly with the B.A. in Early Childhood Education Teacher at Brooklyn College.

Treatment admissions in New York State in 2006 were over 300,000; the highest number in the country. California, with 176,000 admissions, was second in treatment admissions (U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration [SAMHSA], Treatment Episode Data Survey, 2006). While the need for treating this disorder is critical, the addictions counseling workforce in New York State has declined to 6,500 counselors currently from a 12,000 strong workforce ten years ago. The decrease is primarily the result of the aging of a workforce that became credentialed through a grand-parenting process in 1994. At that time, many workers had been in the field, many of them in their own recovery from substance use disorders, for at least ten years. Training and education for these counselors was based on experience and commitment to the work. Today, Standards for the professionalization of the chemical dependency counselor are in the process of developing, as well as a growing demand for more formal academic education in addition to experience (Mustaine, West & Wyrick, 2003). As this segment of the counseling workforce has obtained better academic preparation, average salaries and benefits have grown.

However, the pursuit of an academic career in this field is limited by the lack of degree programs specific to the discipline. Today, for those seeking to prepare to work with the chemically-addicted population, most courses are limited within another related curriculum. This is the case at Kingsborough Community College where the Substance Abuse Counseling (SAC) courses are offered as a concentration within the A.S. in Mental Health and Human Services.

Workforce development became a priority in New York State in the 5-Year Plan of the Office of Alcoholism and Substance Abuse Services (OASAS), which was revised and expanded in 2006 (OASAS, 2006). Recently, NYS OASAS distributed its newest hiring protocol (OASAS, 2008) for substance abuse counselors by which the associate degree plus the CASAC-Trainee certificate enables individuals to obtain employment in the New York State system of services and centers as Addiction Counselor Assistants (ACAs). This position is viewed as entry level and carries full employment benefits and opportunities for advancement. The position does not require prior attainment of the CASAC but assists the counselor in becoming ready for that credential through work

experience. The State agency operates 13 addiction treatment centers in various regions of New York, five of which are located in New York City, one in each borough.

At a meeting on February 26, 2008, held by the Office of Alcoholism and Substance Abuse Services for substance abuse educators across the State, the agency's Training Unit stressed their interest in hiring CASAC-Ts with associate degrees. The model which OASAS described as most effective for recruiting future counselors is the Kingsborough model in which students are supervised onsite at treatment centers by both KCC faculty and treatment center counselors. OASAS personnel considers the preparation these students bring to their field experience to be superior, in some cases, to those students in master's level academic programs (D. Rosenberry, Bureau of Workforce Development and Fiscal Evaluation, personal communication, 2008). In the past year, five Kingsborough students who completed the existing Alcohol and Substance Abuse Counseling Certificate curriculum, have been hired by OASAS to serve as ACAs, four in Brooklyn and 1 in Staten Island. One of these students gained work as a provisional employee until he completed his associate degree in the Summer of 2008.

Possession of the associate degree provides a student in the OASAS system with the equivalent of one year of experience in the chemical dependency field (See Appendix A). This work experience is counted toward the three years required for the CASAC credential. The student must have documented sufficient and appropriate hours in classroom and field experience with a CASAC-T in order to be hired.

An examination of the employment postings for OASAS-licensed programs in New York State indicates that providers are looking for both CASAC-T and CASAC credentialed counselors. Students with postsecondary education beyond the GED are gaining in the numbers of individuals hired by these programs.

The goals of this proposal reflect both national and State efforts in the behavioral health field to attract, engage and educate a new workforce to treat those with substance use disorders (SAMHSA, 2004). This proposed program has a strong liberal arts and sciences component which aims to produce counselors who have a strong academic foundation and are prepared to go further in higher education.

II. NEED AND JUSTIFICATION

The proposed A.S. in Chemical Dependency Counseling is designed to provide students with a professionally-oriented program of study, as well as the development and practice of critical thinking, reading and writing skills and a foundation in the liberal arts and sciences. Among potential employers, this degree will establish graduates' credibility as serious, well-prepared beginning counselors who possess the capacity for professional growth. The ability to graduate from a structured academic program in which competency and motivation may be measured within the structured parameters of the curriculum places these students ahead of their non-academically prepared competitors for positions within the field. Each year, KCC Certificate students are hired out of their

internships into the State system or by other treatment provider programs. This degree program can increase those numbers.

The demands of the field for better-trained and educated staff is apparent in the entry of other mental health professionals into the addiction workforce. The problem is that the education of mental health professionals does not often include substance abuse training and the training of substance abuse counselors often does not include the generic counseling theory and skills found in the behavioral health curricula of academic institutions (Kerwin, Walker-Smith, & Kirby, 2006; Miller & Brown, 2000).

The existing SAC Certificate Program at Kingsborough addresses the above differences in education by incorporating, within its six classroom courses and two field courses, basic substance abuse knowledge and counseling skills development, utilizing evidence-based clinical research as the rationale for its theoretical approach. The SAC Program currently provides the appropriate education hours for students to obtain a CASAC-Trainee (CASAC-T) credential from the Office of Alcoholism and Substance Abuse Services. OASAS renews Kingsborough's Education Provider Certificate # 0371 every three years and officially recognizes the SAC Certificate as a full 350 hour CASAC training program. The proposed A.S. curriculum incorporates this recognized training in its core offerings while fulfilling the concomitant mission of the associate in science to provide a foundation in liberal arts and sciences and broadly applicable academic competencies.

Additionally, the presence of substance use disorders among every client population served by behavioral health and human services (Levin, 1998; Miller & Hettema, 2001; Mustaine, West & Wyrick, 2003) suggests that this degree program can employ a cross-disciplinary approach that will enhance students' awareness of social and public health problems in this country. Co-occurring disorders, criminal justice, domestic violence, and community health issues as well as basic courses in mental health, psychology and sociology are germane to the development of an effective substance abuse counselor.

A Kingsborough SAC Program Advisory Council was established in the Spring of 2007 and meets twice a year. The group of eight is comprised of treatment providers and OASAS representatives who are involved in the provision of field placements for students. Advisory Council members unanimously support the creation of an associate degree program in chemical dependency counseling, and have stated they are more likely to hire students with this degree. Furthermore, they expressed support for a "fast-track" for A.S. in Chemical Dependency graduates into the CASAC examination for quicker credentialing. They indicated they would advocate for OASAS recognition of the completion of Kingsborough's A.S. in Chemical Dependency Counseling as meeting both work experience and educational training requirements for the CASAC credential.

From Spring 2005 through Fall 2005/Winter 2006, a total of 473 students enrolled in the Substance Abuse Counseling Program's courses; from Spring 2006 through Fall 2006, Winter 2007, a total of 492 students enrolled in the courses. There is potential for

increasing enrollment in these SAC courses with the offering of an associate in science degree in chemical dependency.

Currently, the only colleges that offer two-year degree programs in chemical dependency in New York State are SUNY community colleges; Mohawk, Finger Lakes and Hudson Valley. While there are colleges within the CUNY system that provide academic credit for addictions counseling courses, such as John Jay College of Criminal Justice, New York College of Technology and City College of New York, and a number of CUNY continuing education programs that provide the required CASAC-T courses without academic credit, there is no community or senior college within the CUNY system that offers a degree in chemical dependency.

III STUDENTS

As a community college is often the stepping stone to more education and immediate employment, this degree program fulfills the Kingsborough Community College mission of providing its students with both opportunities. Furthermore, the needs of the addictions counseling workforce correspond to the interests and talents of Kingsborough students. The pressure to become gainfully employed does not preclude the pursuit of a four-year degree. Students can work part- or full-time in an agency and continue their education.

As the chemical dependency field continues to grow, more education will be required of its counselors (Kenneally, 2002; Mustaine et al., 2001). The SAC program currently attracts a wide diversity of students. In addition to those students enrolled in SAC courses solely to obtain the SAC Certificate, there are Mental Health and Human Services and also Liberal Arts majors. While these represent the majority of those currently enrolled in SAC Certificate courses, a number of Nursing and Community Health majors enroll each semester as well.

For students interested in the behavioral health professions, this degree will offer the opportunity to practice their skills in a professional setting and make decisions about their future careers. A two-year degree program, one that provides employment at moderate pay scales with flexible hours after graduation, allows individuals from different occupations to re-design their futures without the potentially prohibitive financial burden and with high potential for employment when they complete the program.

There exists a group of counselors already working in the chemical dependency field who do not have the formal education offered by an academic institution. Many of these individuals do not have their CASAC credential. For most, a GED or high school diploma represent the extent of their school experience. In response to the mounting pressure for higher education, many of these counselors will find the A.S. in Chemical Dependency Counseling an appealing degree to pursue for practical reasons. It will be possible to tailor their school schedules around their work schedules as most of the SAC classes are offered both day and evening. Financial advisement will be provided to students who are working but require school loans or other tuition assistance.

Table 1
Enrollment Projections for A.S. in Chemical Dependency Counseling Majors

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	10		10	7	10	12	10	15	10	18
P-T	15		15	10	15	17	15	22	15	26
Sub-totals	25		25	17	25	29	25	37	25	44
Totals	25		42		54		62		69	

Attrition rate of 30% applied year-to-year to both full-time and part-time continuing students. Beginning Year 3, the number of F-T continuing students was calculated by applying an additional 25% graduation rate. In Year 5, the number of P-T continuing students was calculated by applying an additional graduation rate of 25%.

IV. CURRICULUM

The chemical dependency counseling component of this curriculum is designed to reflect the 350 hours required to sit for the CASAC exam. The field courses, SAC 0910A/B0, total 7 credits. The major requirements include 9 credits in psychology and 3 credits in sociology which provide a theoretical underpinning for understanding human behavior. Freshman Composition I and II total 7 credits and ensure competence in analytical writing. The curriculum requires 6 credits in two liberal arts disciplines other than psychology or sociology; 4 credits in mathematics and 4 credits in laboratory science. A college-wide requirement in health education for 3 credits completes the general education component of the curriculum. Two elective credits bring the total for the degree to sixty credits. The addition of the new optional 4-credit Compulsive Gambling course, SAC 03000, may be taken towards the OASAS credential for this specialization.

The same courses already in the curriculum for the Substance Abuse Counseling Program will be required for this degree program. The Service-Learning Program will be utilized during the first year of a student's enrollment as described below. There are six classroom courses and two field courses. The courses are described as follows:

SAC 02000 – Introduction to Alcoholism and Substance Abuse Counseling – 3 crs./3 hrs.

This course provides an overview of the major concepts and theories of chemical dependency. Students will be introduced to the physical, psychological, and social aspects of alcoholism and substance abuse. Basic theories and stages of chemical dependency are discussed. The impact of substance use disorders on individuals, families, social, political and legal institutions as a major public health problem is discussed. Counselor qualifications and skills are examined for those considering a career in the field.

SAC 02200 – Basic Techniques in Substance Abuse Counseling I – 3 crs./3hrs.

An overview of practical generic counseling skills and their adaptation to working with the substance dependent client are provided with an emphasis on experiential learning opportunities. Basic screening and interviewing techniques through assessment and treatment planning are taught within the context of substance abuse instruments and evidence-based clinical practices such as Motivational Interviewing , Transtheoretical therapy and Cognitive-Behavioral approaches.

Pre or corequisite: SAC 02000

SAC 02400 - Basic Techniques in Substance Abuse Counseling II – 3 crs./3hrs.

This course is a continuation of SAC 02200 and provides students with opportunities to learn more advanced skills. A particular focus is placed on group therapy in substance abuse counseling with an emphasis on basic group theory and relapse prevention strategies. Students will have opportunities to practice skills as group leaders, including the management of special issues in groups (co-occurring disorders and criminal justice issues).

Prerequisites: SAC 02200

SAC 02600 - Ethics, Confidentiality and the Counselor/Client Relationship – 3 crs./3hrs.

This course discusses the relationship between ethics, professionalism and the chemical dependency counselor through case examples and applications of ethical standards, confidentiality law and elements of therapeutic relationships. Students are encouraged to use critical reasoning in determining the ethics involved in counseling others as well as the recognition of counselor burn-out and wellness issues.

Pre or corequisite: SAC 02000

SAC 02800 - Approaches to Treatment: Varieties of Alcoholism and Substance Abuse Treatment Modalities – 3 crs./3hrs.

This course provides students with an overview of the settings in which clients may be placed according to treatment needs, client histories and external influences, such as families, courts and criminal justice demands. An historical review of addiction treatment in the U.S. from the Revolutionary War until the present time is presented, including traditional models of treatment, counselor roles and the use of research in today's treatment practices.

Prerequisite: SAC 02000

Pre or corequisite: SAC 02200

SAC 03000 - Compulsive Gambling: Treatment and Prevention for Substance Abuse Counselors – 4 crs./4hrs.

An overview of the history of wagering and its prevalence in today's society. Various forms of gambling are explored in particular relationship to substance abusing behavior. Parallels between both behaviors are drawn with practice exercises in assessment and

referral utilized to enhance skill development. Prevention principles are included as an integral part of the counselor's skill set and sample cases are discussed and presented for greater integration of course material. This course carries a separate specialty certificate from NYS OASAS as a gambling counselor.

SAC 0910A0 – Field Placement in Substance Abuse Counseling I – 4 crs./ 10 hrs x 12 wks.

Supervised instructional experience in a licensed substance abuse treatment agency. Students experience program and counselor functioning, and engage in counseling activities expected of CASAC-T level counselors. The field experience is conducted with faculty supervision and site supervision. This field focuses on interviewing, intake, assessment, treatment planning and referral.

Prerequisites: SAC 02000, SAC 02200, SAC 02600

Pre or corequisites: SAC 02400 and SAC 02800

SAC 0910B0 – Field Placement in Substance Abuse Counseling II – 3 crs./ 10 hrs. x 6 wks

This is a continuation of the previous field course with the same agency requirements and faculty and site supervision. In this field, students are expected to focus on group development and leadership, case management, and inclusion in team conferencing.

Prerequisites: SAC 02000, SAC 02200, SAC 02600

Pre or corequisites: SAC 02400 and SAC 02800

The articulation of the proposed curriculum with the B.A. in Deviant Behavior and Social Control offered at John Jay College of Criminal Justice is presented in Appendix G. Also included in Appendix G is a letter from Professor Norma Phillips, D.S.W., supporting the articulation of the proposed A. S. in Chemical Dependency Counseling with Lehman College's B.A. in Social Work.

The entire 60-credit curriculum is outlined on the following page.

A.S. in CHEMICAL DEPENDENCY COUNSELING

College Requirements

Successful completion of CUNY/ACT in Reading and Writing and Mathematics test with passing examination scores or remedial courses may be required

ENG 01200 +	4 credits
ENG 02400 +	3
HPE 01200	3

DEPARTMENT REQUIREMENTS

General Psychology (PSY 01100) +	3
Human Growth & Development (PSY 03200) +	3
Abnormal Psychology (PSY 03600) +	3
Introduction to Sociology (SOC 03100) +	3
Introduction to Substance Abuse Counseling (SAC 02000)	3
Basic Techniques in Subst. Abuse Cnslg. I (SAC 02200)	3
Basic Techniques in Subst. Abuse Cnslg. II (SAC 02400)	3
Ethics, Confidentiality & Counselor/Client Relationship (SAC 02600)	3
Treatment Approaches in Subst. Abuse Cnslg. (SAC 02800)	3
Supervised Instructional Experience in Substance Abuse Counseling (SAC 0910A0/B0)	7

The following course is optional for the purpose of earning OASAS credential in:

* Compulsive Gambling: Treatment & Prevention (SAC 03000) - 4 credits

GROUP REQUIREMENTS + §

A minimum of three credits in two of the following three groups

I – III – and these must be Basic Courses.....	6
I. <u>Performing and Visual Arts</u> Art, Music, Speech, Theatre Arts	
II. <u>Language and Literature</u> Foreign Language, Literature, Philosophy	
III. <u>Social Sciences</u> History, Economics, Political Science	
IV. <u>Behavioral Sciences – Satisfied by Dept. Requirements</u>	
V. <u>Mathematics and Sciences</u>	7 - 8
A minimum of (1) Mathematics course and one (1) laboratory science course selected from Biological or Physical Sciences	

Electives (2-3 credits) sufficient to meet total of 60

* New course

+ Liberal Arts

§ Selection of courses to satisfy Group Requirements should be made based on articulation with John Jay College of Criminal Justice. Consult with SAC Program or KCC Transfer Office.

During their second semester in the program, students will be encouraged to participate in the Service-Learning volunteer program as an introduction to working in treatment agencies. Students entering the Field courses will be required to complete SAC 02000, SAC 02200 and SAC 02600 before placement. They may be enrolled in SAC 02400, SAC 02800 and SAC 82010 during their field experiences.

A Plan of Study for full-time and part-time majors follow:

Full-Time Plan of Study
(Sample)

<u>Semester 1 – Fall</u>		<u>Credits</u>
ENG 01200	English Composition I	4
PSY 01100	General Psychology	3
SAC 02000	Introduction to Alcoholism/Substance Abuse Counseling	3
SAC 02200	Counseling Techniques in Substance Abuse Field I	3
 <u>Semester 1 – Winter</u>		
ENG 02400	English Composition II	<u>3</u>
		16
 <u>Semester 2 – Spring</u>		
SAC 02400	Counseling Techniques in Substance Abuse Field II	3
SAC 02600	Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling	3
PSY 03200	Human Growth and Development	3
SOC 03100	Introduction to Sociology	3
Group V	Laboratory science or mathematics course	<u>4</u>
		16
 <u>Semester 3 – Fall</u>		
PSY 03600	Abnormal Psychology	3
SAC 02800	Approaches to Treatment: Varieties of Alcohol/Substance Abuse Modalities	3
SAC 091A0	Substance Abuse Counseling Field Internship	4
HPE 01200	Foundations of Health and Physical Education	3
 <u>Semester 3 – Winter</u>		
SAC 091B0	Substance Abuse Counseling Field Internship	<u>3</u>
		16
 <u>Semester 4 – Spring</u>		
Group I-III	(HIS 51 or 52 is recommended)	3
Group I-III	(Select from Group I or II if HIS 51 or 52 is taken)	3
Group V	Laboratory science or mathematics course	4
	Elective *	<u>2</u>
		12
SAC 03000	* Optional for OASAS credential in: Compulsive Gambling: Treatment and Prevention - 4 crs.	
Degree total credits		60

Part-Time Plan of Study
(Sample)

		<u>Credits</u>
<u>Semester 1 - Fall</u>		
ENG 01200	English Composition I	4
SAC 02000	Introduction to Alcoholism/Substance Abuse Counseling	3
<u>Semester 1 – Winter</u>		
PSY 01100	General Psychology	3
<u>Semester 2 – Spring</u>		
SAC 02200	Counseling Techniques in Substance Abuse Field I	3
ENG 02400	English Composition II	<u>3</u>
		16
<u>Semester 3 – Fall</u>		
PSY 03200	Human Growth and Development	3
SAC 02400	Counseling Techniques in Substance Abuse Field II	3
<u>Semester 3 – Winter</u>		
PSY 03600	Abnormal Psychology	3
<u>Semester 4 – Spring</u>		
SOC 03100	Introduction to Sociology	3
SAC 02600	Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling	<u>3</u>
		15
<u>Semester 5 - Fall</u>		
Group V	Laboratory science or mathematics course	4
SAC 02800	Approaches to Treatment: Varieties of Alcohol/Substance Abuse Modalities	3
<u>Semester 5 – Winter</u>		
Group I-III	Liberal Arts elective	3
<u>Semester 6 – Spring</u>		
Group V	Laboratory science or mathematics course	<u>4</u>
		14
<u>Semester 7 – Fall</u>		
Group I-III	Liberal Arts elective	3
SAC 091A0	Substance Abuse Counseling Field Internship	4
<u>Semester 7 – Winter</u>		
SAC 091B0	Substance Abuse Counseling Field Internship	3
<u>Semester 8 – Spring</u>		
HPE 01200	Foundations of Health and Physical Education	3
	Elective	<u>2</u>
	or optional:	15
SAC 03000	Compulsive Gambling: Treatment and Prevention	—

Degree Credit Total: 60

V. FACULTY

The Department currently has a full-time Director of the Substance Abuse Counseling Program and from 3 – 4 Adjunct Lecturers each semester. Upon implementation of the degree program, it is anticipated that an additional full-time faculty member will be hired to teach the program courses with 1 or 2 adjuncts covering evening classes. Faculty will be recruited from active employment in the substance abuse treatment field and will be able to utilize the established competencies framework for educating and training substance abuse counselors (NIDA, TIP 21; NIDA, TIP 21A, 2007).

VI. FACILITIES AND EQUIPMENT

The existing offices utilized for the Substance Abuse Counseling Program can support the instructional needs of the A.S. degree program in Chemical Dependency.

VII. ESTIMATED COST

The only added cost of implementing this new curriculum will be the hire of a second full-time faculty member. Tables projecting anticipated revenue and expenditures are appended.

VIII. EVALUATION

The CDC Program Advisory Council, consisting of professionals practicing in the field and representative of the State credentialing body, OASIS, will continue to meet periodically to review the program's progress, challenges and needs. Program improvements will be made in consultation with the Program Advisory Council and based on evidence collected from the field, including the experiences of graduates and their employers.

Student learning outcomes will be assessed on an ongoing basis. Every six years the program will engage in a formal self-study, prepare a self-study report, undergo a site-visit by an outside evaluator and act on recommendations resulting from this process.