

# **BOWIE STATE UNIVERSITY**

## **Department of Counseling**



2018 – 2019 AY

CACREP

Annual Program Evaluation Report

M.Ed., School Counseling

M.A., Mental Health Counseling

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## DEPARTMENT OF COUNSELING

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The Department of Counseling, housed in the College of Education, is committed to providing education, training, and leadership to its students to assist them in developing into the most highly knowledgeable, skilled, and competent professionals and practitioners through the integration of theory and practice. The thrust of the department is to prepare its students to become competent and skilled in counseling, consultation, and evaluation; understanding persons across all cultures within the profession; becoming competent professionals in meeting the needs of a multicultural and diverse population in the 21st century.

The graduate programs in the Department of Counseling prepare students to become certified and/ or licensed in their fields and provide a basic understanding of individuals as cultural, economic, physical, psychological, and social beings by:

1. Incorporating multicultural and global perspectives of people in the school, community, and the world.
2. Assisting students in developing knowledge of theory and practice through classroom and field experiences that are meaningful for their professional growth and development of skills as reflective practitioners.
3. Demonstrating an understanding of a personal and interpersonal perspective through supporting and upholding the ethical and legal standards of their profession, standards, and values of the educational community further by showing respect for the diversity of all persons, serving the needs of all students in helping them to achieve their maximal potential.
4. Becoming effective practitioners through using technological applications to enhance awareness of educational, career, emotional, social, cultural, psychological/cognitive, and physical development.

The graduate programs in the Department of Counseling, in accordance with the department's mission, advocate equality of opportunity for all students. It is designed to educate students in understanding and applying various counseling, consultation, and evaluation methods and techniques to aid a multicultural and diverse population with educational, vocational, and personal concerns. This broad approach will permit the student to develop a repertoire of methods and select the most appropriate for the particular problem and the specific individual.

## ANNUAL SYSTEMATIC PROGRAM EVALUATION

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Through continuous systematic program evaluation activities, the Counseling Programs at Bowie State University strives to refine its mission, objectives, and student learning outcomes. Multiple measures are used to ensure that students develop a strong professional identity, competency in knowledge and skills, and sound ethical practices. Throughout the 2018-2019 AY, program faculty and other stakeholders meet, discuss, and implement program changes and modifications based on continuous systematic evaluations. These sources include:

### **1. Current Student's Feedback and Evaluations**

At the conclusion of every course, students are given the opportunity to formally evaluate the course and instructor's performance. Students also provide informal feedback via the Department's Listserv, ongoing dialogue, and classroom discussions.

### **2. Program Coordinator's Annual Reports**

Program Coordinators are required to complete the Annual Report on Student Outcomes each year. Based on the assessment data provided by the Center for Assessment, Accreditation, and Retention (CAAR), Coordinators develop a report to include a review of program goals and expected learning outcomes. The report includes information about how students are performing in each of the identified course proficiencies. Program Coordinators are also responsible for completing the Academic Program Student Learning Assessment for Middle States accreditation. In this report, Coordinators report on expected learning outcomes, assessment items, and results of evaluative tools.

### **3. Advisory Board**

The Advisory Board is composed of faculty, current and former students, administration, and personnel in cooperating agencies and stakeholders (e.g., site supervisors). The Advisory Board is charged with reviewing and advising on topics/ areas pertinent to the improvement of the counseling programs.

### **4. Graduate Surveys**

Program graduates are assessed using an online survey, the *Graduate Survey*. Graduates are contacted in one year after graduation; then once again, in five-years post-graduation. The survey items focus on the degree to which the program effectively prepare graduates for their work as professional counselors, according to the program objectives.

### **5. Site Supervisor and Employer Surveys**

Site Supervisor's perceptions are also assessed using an online survey, the *Site Supervisor Survey*. At the conclusion of the student's internship experiences, annually, site supervisors

are asked to complete the online surveys for both, the School Counseling and Mental Health Counseling programs. Program graduate employers are also assessed using an online survey, the *Employers Survey*. We ask former graduates to provide their current employer contact information during their time of evaluation.

#### **6. Monthly Faculty Meetings**

Faculty meetings occur at three levels that consist of Departmental Meetings, Coordinator's Meetings, and Program Meetings. During these meetings, all full-time faculty are expected to attend and adjunct faculty are invited. Faculty cover a range of topics that are related to the daily and ongoing operations of the Department. Also, during these meetings, faculty discuss and evaluate the data gathered from the five aforementioned sources

## DATA SOURCES USED IN COMPREHENSIVE PROGRAM EVALUATION

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The following graphic is used to illustrate the various sources of data used to systematically evaluate the School Counseling and Mental Health Counseling programs.



## SCHOOL COUNSELING

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The CACREP Accredited Master of Education (M.Ed.) degree program in School Counseling is a 48 credit hour program. This program is designed to prepare future counselors to work with children and youth across all levels in the educational system from kindergarten to high school (P-12). The program integrates the theoretical with the practical by combining academic preparation in the area of behavioral sciences as well as related areas of counseling. Candidates will gain skills in designing school programs and engaging in action-based research. Counselors-in-training also participate in practical experiences relevant to working with a diverse and multicultural school-age population.

### Faculty

#### Program Coordinator

Dr. Cynthia Taylor

#### Department Faculty with Primary SC Affiliation

Dr. Audrey Lucas Brown

Dr. Marja Humphrey

#### Department Faculty with Secondary SC Affiliation

Dr. Janelle Bettis

Dr. Mark Bolden

Dr. Jake Johnson

Dr. Kimberly Mills

Dr. Otis Williams III

## Mission Statement

It is the Mission of the School Counseling program to prepare highly knowledgeable, skilled, and competent professional school counselors who are equipped to carry out the roles and responsibilities of professional school counselors who are endorsed by the American School Counseling Association, the Maryland State Department of Education and the Council of the Accreditation of Counseling Education and Related Programs. School Counselors will be skilled in understanding the needs of and working with diverse populations with a myriad of learning styles and abilities. The faculty shall possess the training and experience to prepare students to address the needs of the entire school community as an advocate, leader, consultant and coordinator. The curriculum will provide a range of academic experiences that focus on the changing needs of a diverse population of students Pre K – 12.

## Program Objectives

- A. Foundation:** Demonstrates knowledge of the history, roles, functions, professional identity, and current treatment models, effects of diverse contexts, needs, and processes /operational management of counseling practices.
- B. Counseling, Prevention, and Intervention:** Applies knowledge, skills and practices of theories, processes, design, development and implementation of counseling programs. Develops strategies to manage program effectiveness and impact.
- C. Diversity and Advocacy:** Implements knowledge, skills and practices of addressing educational policies, programs, and needs in multicultural settings; identifies opportunities for equitable program development while maximizing impact.
- D. Assessment:** Analyzes knowledge, skills and practices that address factors affecting personal, social, and academic functioning (including various forms of needs assessments for academic, career, and personal/social development).
- E. Research and Evaluation:** Analyzes knowledge and skills of current research and evidence-based practices. Develops models and strategies of evaluation, and methods of using data for improvement.
- F. Academic Development:** Identifies practices, concepts, principles, and strategies to promote academic success while closing the achievement gap; utilizes curriculum design and instructional/management strategies for teaching counseling and guidance related material.

**G. Collaboration and Consultation:** Understands theories, models, and processes of consultation in school system settings. Identifies strategies to build effective working teams, and methods for collaboration with communities.

**H. Leadership:** Demonstrates knowledge, skills and practices in implementing roles/strategies for effective leadership in design, implementation and evaluation of a comprehensive school counseling program.

## **Program Modifications**

The current report addressed feedback from the aforementioned data sources. However, due to the recent CACREP Site Visit, the majority of the modifications are informed by CACREP's evaluation.

1. **Improved Interview Questions/Rubric.** The School Counseling program strengthened the interview process by modifying the interview questions. The current interview questions assess the applicant's academic standards and essential counseling characteristics such as social-emotional qualities, multicultural awareness, and the ability to utilize a non-judgmental approach to working with children and their families.
2. **Improved Course Focus.** Each specialized course for the School Counseling program was reviewed and will be constantly improved to ensure students are receiving the most up-to-date information. For example, the ASCA National Model was recently revised (4<sup>th</sup> edition) in July 2019; all school counseling courses contain relevant content addressing the new updates. COUN 502 Principles and Philosophies of Counseling; COUN 702 Introduction to School Counseling; COUN 603 Mental Health Counseling for Children and Youth; COUN 840 Counseling Children and Adolescents; COUN 861 Seminar in School Counseling; and COUN 836/837 Practicum/Internship in School Counseling.
3. **Implementation of Graduate (Alumni) Follow-Up Studies, Site Supervisor Follow Up, and Graduate Employer Follow-Up Studies:** In the Fall of 2019, online surveys were e-mailed to Fall 2018 as follow-up studies to assess their perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.
4. **New Faculty:** The School Counseling program hired one new core faculty to start in the Fall of 2019. There is currently a total of three core faculty in the program. The program plans to hire one more core faculty to start Spring of 2020.

5. **Full CACREP Accreditation.** The School Counseling program was granted accreditation through 2025 with the Council for the Accreditation of Counselor & Related Education Programs (CACREP).
6. **2016 CACREP Standards.** Review and update curriculum to align with 2016 CACREP standards.
7. **Comprehensive Exam Review.** A CPCE study session was initiated for the Summer 2019 exam; for the Fall 2019 exam, both the School Counseling and Mental Health Counseling programs conducted the CPCE study session together; this will be an ongoing partnership to better prepare our students for the CPCE.
8. **Professional Development.** Professional development activities for students, often in conjunction with Mental Health Counseling (e.g., MSCA involvement; APA Workshops, BSU Psychology Department classroom visits)

## MENTAL HEALTH COUNSELING

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The Master of Arts degree in mental health counseling is a 60-credit hour program that gives students an option to complete the courses required for initial licensure in the state of Maryland as a part of a degree. In addition, this program has three field experiences that give students the maximum amount of hours accepted for pre-degree for licensure, 1000 hours. The program provides professional preparation for persons wishing to become counselors in non-K-12 schools, such as community mental health facilities. The program places great emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the student. The program is also CACREP-accredited.

### Faculty

#### Program Coordinator

Dr. Janelle Bettis

#### Department Faculty with Primary MHCO Affiliation

Dr. Mark Bolden  
Dr. Jake Johnson  
Dr. Kimberly Mills  
Dr. Otis Williams III

#### Department Faculty with Secondary MHCO Affiliation

Dr. Audrey Lucas Brown  
Dr. Marja Humphrey  
Dr. Cynthia Taylor

## Mission Statement

It is the mission of the Mental Health Counseling Program to prepare highly skilled, knowledgeable, and professional mental health counselors who provide competent, caring and ethical services to diverse clients in public, government, community agencies and private practices. Mental health counselors are encouraged to facilitate the change process in individuals, couples, families, groups and communities. The program challenges its graduates to advance the mental health counseling profession through service, research, innovation, advocacy and training. The program's mission is aligned to the American Counseling Association (ACA) and the Council of the Accreditation of Counseling Education and Related Programs\* (CACREP). The program is also considered a National Board of Certified Counselors approved graduate program. Candidates also meet the educational requirements for licensure for Maryland State Clinical Professional Counselor and they are eligible to sit for the National Counselor exam.

## Program Objectives

- A. Foundation.** Understands knowledge of the history, roles, functions, professional identity, current treatment models, effects of diverse contexts and needs, and processes and operational management of the counseling profession.
- B. Counseling, Prevention, & Intervention.** Evaluates theories and practices regarding etiology, diagnostic process, treatment options, and strategies for effectiveness service delivery and impact.
- C. Social and Cultural Diversity.** Analyzes the effects of discrimination, power, privilege, social justice and oppression on one's own life and career and those of the client; and are able to advocate and identify opportunities and maximize impact in multicultural settings.
- D. Assessment.** Applies principles and models of assessment and evaluation, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational, psychopharmacological medications and personality and cognitive assessments.
- E. Research and Evaluation.** Analyzes and interprets research methods and designs, statistical analysis, needs assessment, and program evaluation to inform effective and relevant evidence-based treatment and to advance the counseling profession.

**F. Diagnosis.** Uses the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the *Diagnostic and Statistical Manual of Mental Disorders* (DSM); impact of co-occurring substance use disorders on medical and psychological disorders; and appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

## **Program Modifications**

The current report addressed feedback from the aforementioned data sources. However, due to the recent CACREP Site Visit, the majority of the modifications are informed by CACREP's evaluation.

1. **New Courses to Program of Study:** The Mental Health Counseling program added two new courses (i.e., MHCO 671 Foundations in Mental Health Counseling and MHCO 700 Mental health Prevention and Intervention) to its curriculum. MHCO 671 was held Fall 2019, MHCO was not held due to low enrollment. Both courses are scheduled to be held Spring 2020. MHCO 671 incorporates the latest findings in our profession to include new areas of job growth for the profession. The second course deals with Prevention, Intervention and other significant issues in the Mental Health Counseling career field.
2. **Implementation of Graduate (Alumni) Follow-Up Studies, Site Supervisor Follow Up, and Graduate Employer Follow-Up Studies:** In the Fall of 2019, online surveys were e-mailed to Fall 2018 as follow-up studies to assess their perceptions of the program. The survey items focused on the degree to which the program effectively prepared graduates for their work as professional counselors.
3. **New Faculty:** Mental Health Counseling program hired one new core faculty to start in the Fall of 2019. There is currently a total of five core faculty in the program. The program plans to hire one more core faculty to start Spring of 2020.
4. **Full CACREP Accreditation.** The School Counseling program was granted accreditation through 2025 with the Council for the Accreditation of Counselor & Related Education Programs (CACREP).
5. **2016 CACREP Standards.** Review and update curriculum to align with 2016 CACREP standards.
6. **Comprehensive Exam Review.** A CPCE study session was initiated for the Summer 2019 exam; for the Fall 2019 exam, both the School Counseling and Mental Health

Counseling programs conducted the CPCE study session together; this will be an ongoing partnership to better prepare our students for the CPCE.

7. **Professional Development.** Professional development activities for students, often in conjunction with Mental Health Counseling (e.g., MSCA involvement; APA Workshops, BSU Psychology Department classroom visits)
8. **Practicum/ Internship:** The program reviewed and updated the Practicum and Internship site list to include the most up to date sites our students are placed.