

FEB 04 2016

MARYLAND HIGHER EDUCATION COMMISSION

ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

NEW INSTRUCTIONAL PROGRAM

SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

COOPERATIVE DEGREE PROGRAM

WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

WASHINGTON ADVENTIST UNIVERSITY

Institution Submitting Proposal

FALL 2016

Projected Implementation Date

M.Ed

SCHOOL COUNSELING

Award to be Offered

Title of Proposed Program

0826.01

13.1101

Suggested HEGIS Code

Suggested CIP Code

School of Graduate and Professional Studies

Grant Leitma, Ph.D.

Department of Proposed Program

Name of Department Head

Cheryl Kisunzu, Ph.D.

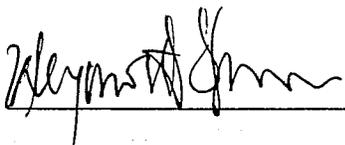
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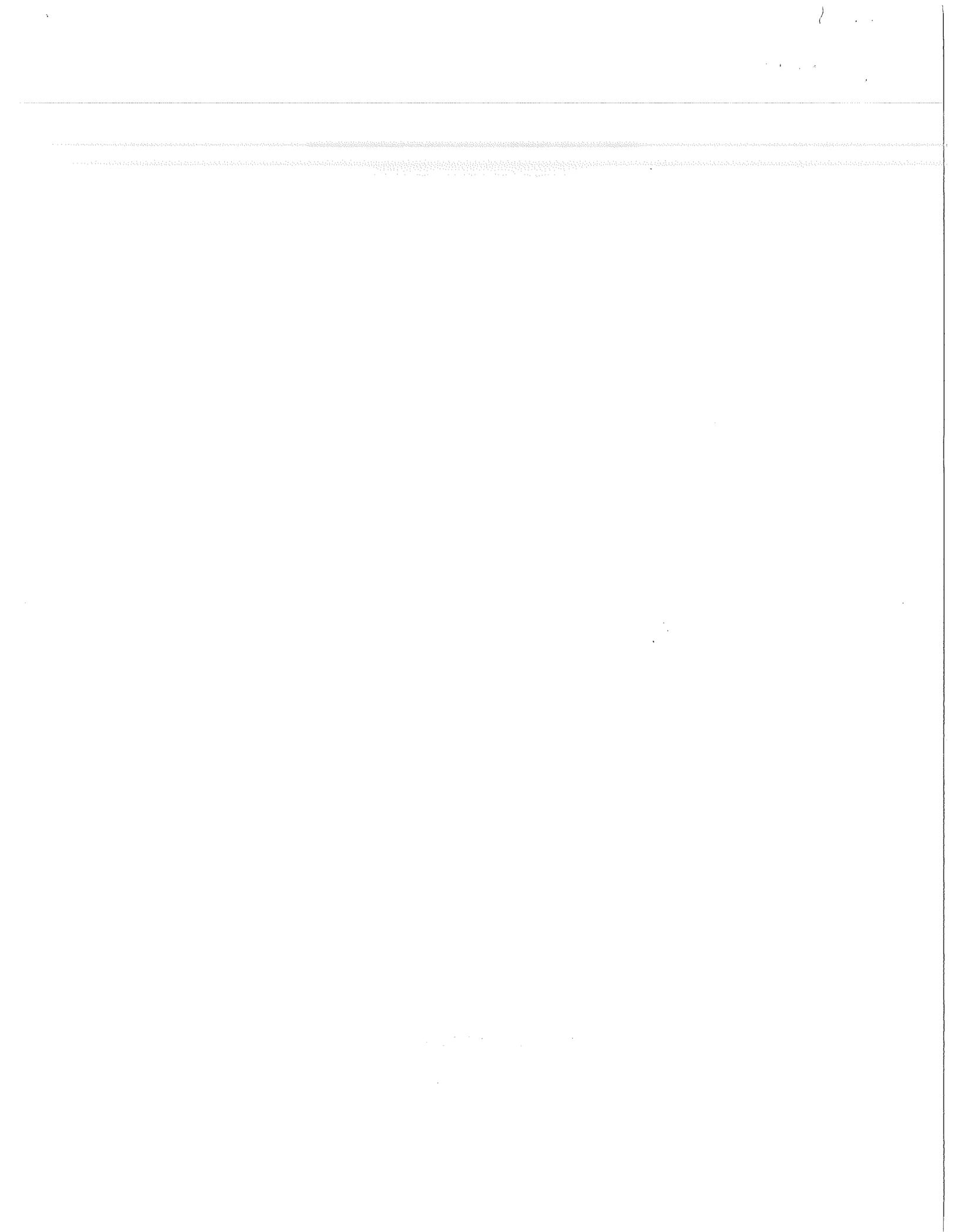
 12/17/15

President/Chief Executive Approval

Signature and Date

Date Endorsed/Approved by Governing Board

Date



A. Centrality to institutional mission statement and planning priorities:

The mission of Washington Adventist University (WAU) is best summarized as the commitment: (1) to link scholarship and service, (2) produce graduates who are competent to provide leadership morally, professionally, and spiritually, (3) and instill academic excellence. The M.Ed. degree in School Counseling program supports these objectives by providing distinctive educational and practical experiences. Students fulfill this mission by taking the required number of courses that include a closely supervised practicum and school internship. This program embodies the spirit of service by teaching students to be compassionate and sensitive to the needs of all people as they learn to help all students in the areas of academic achievement, personal/social development, and career development and thereby ensuring productive well-adjusted individuals for the family, church, and state.

School Counseling M.Ed. program at Washington Adventist University is a 48 hour residential program that is designed to train, equip, and prepare graduate students with the necessary theoretical knowledge and practical experiences in school counseling from a faith based perspective using various scheduling formats including but not limited to blended, flexible and other non-traditional educational delivery formats. Graduate students develop professional school counseling skills that promote the mental health and holistic wellness of K-12 students from diverse populations. Students throughout the program are taught to be sensitive to the student's emotional, spiritual, and physical health in order to facilitate the academic and learning process. Therefore, our mission is to assist the student to develop into a fully competent, caring, ethically motivated school counselor based upon the standards maintained by the State of Maryland Department of Education and the American School Counselors Association (ASCA).

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:**1. CPSY 510 Advanced Life Span Development- 3hrs**

An examination of how specific stages of development help to understand the influence and risks associated with the development of psychopathology from infancy through adulthood. The demographic, sociological, physiological, and psychological factors that contribute to both dysfunctional and optimal functioning will be discussed. Factors associated with the development of the healthy personality are also covered.

1. CPSY 540 Counseling Techniques- 3hrs

This is an introduction to a number of practice issues and skills that are necessary for practitioners in counseling. Students will acquire interviewing skills for psychological diagnosis through role play and videotape mock interviews; they will also learn how to do client-counselor treatment contract and different stages of treatment including referral and termination. In addition, students also acquire information on professional and governmental organizations, training standards, ethical codes, professional issues, multicultural diversity, credentialing bodies. Attention will also be given to interpersonal skills such as attending and listening, restatement, questioning, reflection of feelings, challenge, interpretation, appropriate self-disclosure, immediacy, information and direct guidance.

2. **CPSY 560 Group Therapy**- 3hrs

This course is designed to provide an overview of the basic dynamics, theoretical components, and developmental aspects of therapy groups. In addition to providing instruction about group therapy theory, techniques and ethical behavior, class participants form themselves into small groups and analyze its own process in relation to the personality and roles of its members. Students will gain special experience in exploring group leader and member roles.

3. **CPSY 571 Ethical, Legal, & Substance Abuse Issues for Counselors**- 3hrs

The legal, ethical, and substance abuse practice issues for counselors and their professional administrative services are surveyed. The course will also review the impact and appropriate use of counseling techniques to resolve individual and family problems dealing with drug and alcohol abuse. Attention is also given to understanding of how Health Insurance Portability and Accountability Act (HIPAA) influence the counseling practice. Code of Ethics of the Board of Professional Counselors and Therapists and The National Association of Alcohol and Drug Abuse Counselors (NAADAC) are reviewed.

4. **CPSY 580 Career Counseling**- 3hrs

The student is exposed to the various theories, concepts and techniques to aid individuals in making a career choice are discussed. The development of an occupational choice and career decision-making styles are discussed as a life long process that influences the establishment of work values and motivation for work. Patterns of work adjustment and how that process influences a career identity and enhances the integration of a mature personality are surveyed.

5. **CPSY 590 Evaluation & Appraisal**- 3hrs

The student is introduced to the theory and practice of testing procedures and the interpretation of personality, intelligence, occupational, and neurological tests. Various kinds of formal and informal assessment procedures are covered

throughout the course. Some attention is also given to the theory of test construction, validity, reliability, and standardization of tests.

6. **CPSY 610 Research in Counseling**- 3hrs

How to read, interpret, and understand the various kinds of research methodology for the purpose of increasing the counselor's ability to stay current in their profession are studied. Principles of quantitative and qualitative research studies are reviewed. Statistical techniques are studied so the counselor can better understand how scholarly research articles are written and their interpretation of research findings.

7. **CPSY 630 Drug & Alcohol Counseling**- 3hrs

This course is an overview of current theoretical and clinical approaches to etiology, diagnosis, treatment of alcohol and drug dependency. It addresses the fundamental concepts and issues necessary to gain the basic understanding of alcohol and drug counseling. Students will be able to define the chemical dependency and describe the various models of addiction. They will also explore the roles of personality factors, physiological, psychological and spiritual effects. Students will be able to identify and discuss the clinical issues involved in treating drug dependent individuals. This includes such issues as the use of denial and defense mechanisms, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on family intervention, and 12 Step groups. Students will gain an understanding of the knowledge, skills, abilities required to be an effective counselor.

8. **CPSY 640 Multicultural Counseling**- 3hrs

This course will emphasize how multicultural counseling seeks to have students become aware and acknowledge cultural diversity, appreciating the value of the culture and using it to aid the client. The types of cultural issues such as gender, ethnicity, aging, sexual orientation and their effects on the counseling situation are discussed.

9. **SCHC 500 Introduction to School Counseling**- 3hrs (new course)

Prerequisite: Admission to the M.Ed. program or permission of the chair.

This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for K-12 students and the national model and standards for school counseling programs.

10. **SCHC 520 Special Education Counseling**- 3hrs (new course)

Prerequisite: Admission to the M.Ed. program or permission of the chair.

This course is a detailed study of the major aspects of counseling students who have special education needs. Student becomes familiar on how to help students make a continuing life adjustment. It familiarizes students with ways to create an environment /climate for the learners in school so they will develop to the fullest and learn to cope with life in and out of school. Strategies are discussed that are designed to address the diverse learning needs and modifications required to help students excel.

11. **SCHC 550 Techniques & Theories of School Counseling**- 3hrs (new course)

Prerequisite: Admission to the M.Ed. program or permission of the chair.

This course is designed to present the various theoretical perspectives for the school counseling field and the application of techniques associated with those theories. Emphasis will be given to the theoretical background as well as the counseling strategies for working effectively with children in the K-12 setting.

12. **SCHC 570 Program Planning and Service Delivery** – 3hrs (new course)

Prerequisite: Admission to the M.Ed. program or permission of the chair.

Discussion of the development, organization, and administration of the K-12 school counseling program is emphasized. The principles upon which the program is built, appropriate procedures for successful program implementation, and professional counselor strategies and behaviors are discussed. Students will develop a program planning manual.

13. **SCHC 680 Practicum in School Counseling** (100 hours) -3hrs (new course)

Prerequisites: SCHC 500, SCHC 520, SCHC 550, SCHC 570 & 12 hours from Counseling Foundation Core Courses or permission of the chair.

SCHC 680 A (1.5 hrs) 50 hours

SCHC 680 B (1.5 hrs) 50 hours

The Practicum is considered an initial experience in school counseling. The Practicum is a **one semester** supervised experience. Students will spend 100 hours at one educational level (elementary school, middle school, or high school) in an accredited K-12 school. WAU'S school placement coordinator will arrange with the student their Practicum experience. It is a distinct experience where the students gain basic counseling skills and professional knowledge which may include individual and small-group counseling, classroom guidance presentations, consultations, parent conferencing, individual and large group

testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. Students spend approximately 7 hours per week at a school.

14. **SCHC 699 Internship in School Counseling** (600 hours) 6 hrs (new course)

SCHC699 A (1.5 hrs) 150 hrs

SCHC699 B (1.5 hrs) 150 hrs

SCHC699 C (1.5 hrs) 150 hrs

SCHC699 D (1.5 hrs) 150 hrs

Prerequisites: SCHC 680A & SCHC 680B

Students are given experiences that will allow them to develop the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students in K-12 settings. Students will need to arrange, through WAU's school placement coordinator, 200 hours of counseling experience at each educational level (elementary, middle school, and high school) in an accredited K-12 school preferably over two semesters. The Internship represents an integration of learned guidance and counseling skills as well as the relation of theory to practice. The 6 hours of internship afford students an opportunity to work with a variety of students, parents, and teachers over time. WAU ascribes to the American School Counselor Association (ASCA) National Model for school counseling programs and supports experiences that include leadership, student advocacy, collaboration and teaming, and systematic change. This course is the capstone for the M.Ed. School Counseling Program.

Students must select from one of the following two scheduling options to fulfill the 600 hours (six credit hours) of internship experience:

1. Completion of one 15-week semester where the student will be required to complete a minimum of 40 hours per week in a school setting.
2. Completion of two continuous 15-week semesters where the student will be required to complete a minimum of 20 hours per week in a school setting.

Program Admission Requirements:

- A. Applicants must have earned a bachelor's degree in psychology, education or social work or a related discipline with a minimum of GPA 2.75 from an accredited college or university. Individuals possessing an unrelated degree will be required to take three upper division undergraduate psychology, education or social work courses earning a B or better.
- B. A candidate presenting a GPA between 2.6 and 2.74 must take the GRE psychology subject field and have obtained a score of 150 or higher.
- C. Two letters of academic and/or professional recommendations are required. The individuals selected to write a recommendation should be able to determine the candidate's aptitude for graduate study and working with young people.

- D. Submit a letter of professional intent that describes the goals, experiences, and individual's philosophical orientation that allows the admission committee to determine the candidate's suitability.
- E. Applicants are required to have a pre-admission interview with the graduate program coordinator.

M.Ed. Program Graduation Requirements and Program Conditions:

1. Students must pass a criminal background check before starting the Practicum.
2. Complete 5 hours of personal counseling at the student's expense before starting the Practicum.
3. Pass the Counselor Preparation Comprehensive Examination (CPCE) during the last semester of the Internship at WAU.
4. A School Counselor Program/Placement Coordinator has a dual function. The placement coordinator will function as a liaison with public and private schools. This individual will have the responsibility to place students into schools enrolled in the Practicum and Internship courses. The other role for this individual will be as a school counselor program coordinator. This individual will have the additional responsibility for the day to day operation of the program. This individual will work with SGPS to enroll new students, review applications, curriculum scheduling, interview prospective students, answer questions from potential students, ensure faculty teaching & textbook assignments are filled, ensure the program is consistent ASCA & CACREP standards, complete all necessary program's assessments and maintain school counselor website with appropriate program information. The dual role for the program/placement coordinator will be evaluated consistent with future enrollment patterns.
6. The school counseling curriculum is taught from a faith based perspective using various scheduling formats including but not limited to blended, flexible and other non-traditional educational delivery formats. The intention is to offer a high quality degree in a format that enables the student to balance their personal life with the rigor of completing a graduate program at WAU.

M.Ed. School Counseling Educational Objectives and Intended Student Learning Outcomes:

- A. To design, and implement a comprehensive developmental counseling and guidance program
- B. To organize, implement, and deliver a guidance curriculum
- C. To provide individual and group counseling for students
- D. To respond to specific mental health needs in the school setting.

- E. To consult with teachers, administrators, and parents to enhance the student's learning environment.
- F. To coordinate services available to students, their families, teachers, and school-related personnel.
- G. To facilitate the educational and career development of all students.
- H. To coordinate assessment for the school setting and for individual evaluation.
- I. To demonstrate leadership and advocacy for the school schooling profession and within the school setting.
- J. To demonstrate regard for professional development and ethical standards as a competent school counselor

School Counselor Education Core: 15 Credits

SCHC 500 Introduction to School Counseling
 SCHC 520 Special Education Counseling
 SCHC 550 Techniques & Theories School Counseling
 SCHC 570 Program Planning & Service Delivery
 SCHC 680 Practicum in School Counseling

Counseling Foundation Core: 27 Credits

CPSY 510 Advanced Life Span Development
 CPSY 540 Counseling Techniques
 CPSY 560 Group Therapy
 CPSY 571 Ethical, Legal, & Substance Abuse Issues for Counselors
 CPSY 580 Career Counseling
 CPSY 590 Evaluation & Appraisal
 CPSY 610 Research in Counseling
 CPSY 630 Drug & Alcohol Counseling
 CPSY 640 Multicultural Counseling

Capstone: 6 Credits

SCHC 699 Internship in School Counseling

Identify any specialized accreditation or graduate certification requirements for this program and its students:

It is anticipated that WAU will seek national accreditation for school counseling program through the Council for the Accreditation of Counseling and Related Educationally Programs (CACREP). The Education Department is accredited thru MSDE.

C. Critical and compelling regional or Statewide need as identified in the State Plan:

The School Counseling program will provide the educational regional needs as identified in the *Maryland State Plan for Postsecondary Education (2013-2017)* by complying with several identified State needs. The proposed program would support the State goals for *quality and effectiveness, diversity, and to promote the state's economic growth and vitality*. A program such as ours would attract students dedicated to service and would seek to produce individuals who are highly trained to uniquely deliver school counseling services to an underserved faith based K-12 schools and public schools thereby benefiting, students, parents, families, and churches. The result would be to *promote the economic growth and vitality through advancement and development of a highly qualified workforce* as specified in the State Plan Goal Five. For example, high school counselors would be in a strong position to actively promote application to colleges and entry to vocational schools within the state of Maryland and nationally.

D. Market Supply & Demand in the State & Nationally:

The table below represents the need for highly trained school counselors as described in this proposal. National data collected by the Bureau of Labor Statistics¹ (BLS) has indicated an increase in enrollment for Elementary, Middle School and High Schools. Consequently, we will see an increased demand for school counselors. A larger student enrollment will create the necessity for well-trained school counselors in Maryland² and nationally to address the academic and developmental needs of students. National data indicates an eleven percent increase need for school counselors over a ten year period. In addition, Seventh-day Adventist (SDA) schools have signaled a need within our geographical region to employ school counselors. Currently, many SDA schools are without school counselors and desire to employ them as budgets will allow. This information was derived from graduate students at WAU who are employed by the SDA church.

Hanover Research was contacted by WAU for a school counselor state/national market analysis. Their findings support the conclusions reached by the BLS. They found that the labor supply nationally and in Maryland will experience average growth. Employment for school counselors will continue to experience a demand since student enrollment numbers have increased nationally. Student demand for the school counseling master's degree in Maryland has remained flat. Virginia, on the other hand, has seen an increase number of degree completions. WAU would face a moderate level of competition from existing programs within a 50 mile radius. Hanover suggests that WAU seek a flexible format for delivery of the curriculum in order to differentiate its program from other institutions.

Opinion polling by WAU's Psychology Department of junior and senior psychology majors & graduate students during the 2014-2015 academic year indicate on average ten students desire to pursue a career as a school counselor. The Education Department has found similar level of interest among their majors.

An examination of the table below indicates that Maryland will need 1813 school counselors over a period of ten years (or 181 per annum) due to retirement and enrollment changes by the year 2022.

Maryland and Federal Occupational Projections 2012-2022

MD-OCC Code	Occupational Title	2012	2022	Change	Replacement	Total	Educational Value
21-1012	Educational, Guidance, School, and Vocational Counselors	5927	6480	553	1260	1813	Master's Degree
21-0000	Community and Social Service Occupations	40107	43377	3270	9169	12512	Master's Degree
21-1000	Counselors, Social Workers, and Other Community and Social Service Specialists	39115	42252	3137	8921	12131	Master's Degree
Bureau of Labor Statistics Code	Occupational Title	2012	2022	Change	Replacement	Total	Educational Value
21-1012	School Counselors	262,300	293,500	31,200		11% Change	Master's Degree

¹<http://www.bls.gov/ooH/community-and-social-service/school-and-career-counselors.htm#tab-6>

²<http://www.dlfr.md.gov/lmi/iandoproj/occgrou21.shtml>

E. Reasonableness of Program Duplication:

WAU's mission uniquely characterizes our educational objective to be of service to those students who desire a faith based education. School counseling graduates from WAU are committed to serving all students regardless of religious, ethnic, gender, race, or economic background. Our biblical world view suggests that there are students who would seek such a program in the Maryland- Washington Metropolitan area. For example, there are a number of private independent colleges such as Mount St Mary's University, St. Johns College, and Washington College that may choose to study in our program due to our philosophical orientation. In close proximity to WAU are such schools as

Wesley Seminary, Trinity Washington University, and Washington Bible College would share a similar philosophical interest.

In addition, we intend to schedule the curriculum differently from most Maryland universities and colleges. We plan to deliver the core school counseling curriculum during the summer semester so the program will be accessible for teachers in our region. A flexible education delivery format will be considered such as hybrid, blended, on-line, and traditional platforms to maximize learning effectiveness. The practicum and internship would be completed during the regular academic year.

The table below indicates that the average school counseling graduation rate across a five year period is 166. The projected per annum need as defined by the Maryland Occupational Projection for 2012-2022 is 181. Washington Adventist University can supply the additional school counseling needs for the state of Maryland.

School Counseling Degrees Awarded

Institution	2010	2011	2012	2013	2014
McDaniel	63	76	59	72	80
Bowie State University	27	22	33	19	17
University of Maryland	36	30	31	14	14
Loyola University	33	47	55	52	51
Total	159	175	178	157	162

F. Relevance to Historically Black Institutions (HBIs)

An examination of the table below for Coppin State and Morgan State Universities Master degree programs show there is no overlap or impact on the proposed M.Ed. School Counseling program for WAU.

Coppin State University	Morgan State University
MS Rehabilitation Counseling	MSW/Ph.D. Social Work
MS Alcohol & Substance Abuse Counseling	MAT Teaching
MAT Teaching	MS Elementary and Middle School Education
MED Special Education	MS Education Administration and Supervision

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

NA

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

WAU employs four full time faculty in the psychology department and four full time faculty in the education department. There are four adjunct psychology faculty and three education adjunct faculty who will support this program. Most FT faculty hold the terminal degree and others who do not are close to completing their doctoral work.

WAU SCHOOL COUNSELING M.Ed. ROSTER

Name	Degree	Rank & Status	Courses	Specializations
Grant Leitma	Ph.D.	FT Professor	CPSY 510, CPSY 590	Development, Assessment
Denise Parsons	Ph.D.	PT Adjunct	CPSY 560	Group Counseling
Grethel Bradford	Ed.D.	FT Associate Professor	CPSY 570	Counseling Ethics
Judith Upshaw	ABD/Ed.D.	FT Clinical Director	CPSY 630	Drug/Alcohol Counseling
Jahmela Williams	M.Ed.	PT Adjunct	SCHC 500	School Counseling
Veronique Anderson	ABD/Ed.D.	FT Associate Professor	SCHC 520	Special Education
Wendel Campbell	Ph.D.	PT Adjunct	SCHC 550	Program Plan
Wendell Campbell	Ph.D.	PT Adjunct	SCHC 570	Assessment
Rona Colbert	M.Ed.	PT Adjunct	SCHC 580	School Counseling; Supervision
Jahmela Williams	M.Ed.	PT Adjunct	SCHC 699	Supervision
Nancy Kluge	Ph.D.	PT Adjunct	CPSY 610	Research
Denise Parsons	Ph.D.	PT Adjunct	CPSY 540	Individual Counseling
Michelle Carroll	MA	PT Adjunct	CPSY 580	Career Counseling

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

WAU currently provides the library with resources needed for its undergraduate curriculum and the master of Business Administration, master of arts degrees in Public Administration, Counseling Psychology, Professional Counseling Psychology, and Religion, and master of science in Nursing and Business Leadership.

Weis Library is a member of the Maryland Interlibrary Consortium (MIC). University students have access to the library collections of the other consortium

members: University of Notre Dame of Maryland, and Loyola College in Maryland, Hood College, and Stevenson University. The consortium uses the ExLibris Voyager System to support a Web-based shared online public catalog, acquisitions, cataloging, circulation, serials, electronic databases, and database management functions. MIC provides a Monday-through-Friday courier service for pickup and delivery of materials requested by consortium borrowers.

The library is a member of the Online Computer Library Center. (OCLC), the world's largest cooperative of libraries which are connected through mutual purpose, shared enterprise, and the creation, sharing, and stewardship of metadata, content and other resources. The library's cataloging and interlibrary loan services are expedited through the use of this system.

The library is one of the founding members of the Adventist Libraries Information Cooperative (ALICE), an international organization of Seventh-day Adventist college and university libraries. ALICE was formed to provide online access at reduced cost to electronic databases.

The library provides access to electronic databases through the Maryland Digital Library (MDL), a group of Maryland's institutions of higher education.

Through ALICE, MDL, MIC, OCLC, and direct subscription, Weis Library makes dozens of online databases available to the learning community. A proxy-server makes off-campus access to the licensed-Web-based resources possible to authorized users.

In close proximity to NIH and FDA assets, Washington Adventist University's Weis Library currently supports departments with holdings that meet Middle States and the Adventist Association of Higher Education standards. The Weis Library resources support all undergraduate and current graduate programs. As a member of the Maryland Interlibrary Consortium (MIC), students have access to the collections of members of the consortium:

- Loyola-Notre Dame in Baltimore,
- Stevenson University in Stevenson,
- Hood University in Frederick, and

This consortium enables libraries to share automation costs. It uses the ExLibris Voyager System to support a web-based shared online public catalog, as well as cataloging, circulation, acquisitions, serials, and database management. MIC also provides selected electronic databases and a weekday courier service for pickup and delivery of materials.

The library utilizes the services of OCLC (Online Computer Library Center, Inc.). OCLC's database contains millions of bibliographic records. Cataloging and

interlibrary loan services are expedited through use of this online system. The Weis Library provides access to many other electronic resources by subscriptions through the Adventist Libraries Information Cooperative (ALICE), which presently includes 14 Adventist College and University libraries, several outside of the United States.

The library also has access to many of the electronic databases through the Maryland Digital Library (MDL), which provides Maryland's institutions of higher education with web access to selected electronic resources. Through the resources and alliances, Weis Library makes dozens of online database available. Student may access e-resources from off campus via a proxy server.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

WAU's administration supports the graduate curriculum by providing the necessary budget, personnel, and facilities to operate the proposed school counseling program. There is currently a Community Counseling Center (CCC), located within the psychology department which provides supervised counseling experiences for graduate students. Three counseling rooms are equipped with camera and videotaping equipment to provide instructor feedback to students. The facility also has space for a classroom, group counseling sessions and a graduate student lounge. The CCC is certified by the State of Maryland and selected students under the direction of our licensed clinical director are able to obtain clinical hours to meet graduation requirements. Space is available for the school program/placement coordinator in the SGPS suite to facilitate and monitor the student's progress. Classrooms are assigned by School of Graduate and Professional Studies (SGPS) for use after 6:00pm in the main administrative building which houses both psychology and education departments and the CCC. All classrooms are provided with projector and WIFI connections.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Re-Allocated Funds					
2. Tuition/Fee Revenue (c + g below)					

a. Number of F/T Students	10	20	30	30	30
b. Annual Tuition/Fee Rate for 1 student for summer session 12 credit hrs	7380	7380	7380	7560	7560
c. Total F/T Income(a x b)	73800	147600	221400	226800	226800
d. Number of P/T Students					
e. Credit Hour Rate	615	615 615 x 3 hr= 1845	615	630	630
f. Annual Credit Hour Rate		1845 x 10 students for fall Practicum=18450	Practicum=18450 Plus Internship: 3690x10= 36900	Practicum=18900 Plus Internship: 3780x10= 37800	Practicum=18900 Plus Internship: 3780x10= 37800
g. Total P/T Revenue (d x e x f)			(18450 + 36900)	(18900 + 37800)	(18900 + 37800)
3. Grants, Contracts & Other External Sources					
4. Other Sources					
TOTAL (Add 1 - 4)	73800	166050	276750	283500	283500

Table 1 represents financial revenue for the summer semester school counseling program. Financial resources for the M.Ed. program are generated by tuition revenue. There will be no need to reallocate funds for the M.Ed. program.

TABLE 2: EXPENDITURES:

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)					
a. # FTE	Adjuncts	Adjuncts	Adjuncts	Adjuncts	Adjuncts
b. Total Salary	36000	36000	36000	37000	37000
c. Total Benefits					
2. Admin. Staff (b + c below)	20000 Program Coordinator & Placement Coordinator(pt)	20000 Prog.Coor. & Placement Coor. (pt)	Program & Placement Coordinator 40000(ft)	Program & Placement Coordinator 40000	Program & Placement Coordinator 40000
a. # FTE					
b. Total Salary					
c. Total Benefits			19200	19200	19200
3. Support Staff (b + c below)					
a. # FTE					
b. Total Salary					
c. Total Salary					
4. Equipment	2500	1500	1500	2000	2000
5. Library	1000	1200	1200	1500	1500
6. New or renovated Space					
7. Other Expenses	Marketing= 30000	Marketing= 25000	Marketing= 15000	Marketing= 15000	Marketing= 15000
Total(Add 1-7)	89500	84700	147900	153700	155700

Table 2 represents expenditure data for hiring a school counselor program/placement coordinator over a three year phase in cycle. Current FT and PT faculty will fill the teaching needs at the adjunct pay rate. Graduate students will receive Practicum /School Internship supervision from the M.Ed. faculty.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

All M.Ed. counseling students during their last semester at WAU complete several self-report program surveys and external assessments. All M.Ed. students take the

Counselor Preparation Comprehensive Examination (CPCE). This exam parallels the eight content areas (Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Work, Career & Life Style Development, Appraisal, Research & Program Evaluation, and Professional Ethics) covered by the National Counselor Exam (NCE) and will be used to assess strengths and weaknesses within the M.Ed. program. WAU's CPCE results are compared with national test scores and are shared with each student and with the faculty. Test results are used to make improvements for the program and to inform graduate students about their academic progress before taking the NCE. WAU is committed to excellence in training, education and preparation for licensure for all our students and strive to attain 100 percent passing on the national exam.

Every school counseling course and clinical instruction experience is designed to meet CACREP school counselor educational objectives. These objectives are reflected in each course syllabus with appropriate assessment tools.

In addition, M.Ed. students submit the results of their on-site internship supervisor rating form four times during their required 600 hour school internship. This external rating form will assess the student's ability for three school counseling areas: (1) Professional Presentation and Behavior, (2) Communication Skills and Abilities, and (3) Personal and Professional Developmental Skills. The on-site clinical supervisor rates each subarea for the student on a scale from 0 to 4 (0=remediation plan required to 4 = demonstrates excellence). Core faculty meets every semester to evaluate student's clinical progress by using the CPCE, supervisor rating form, and teacher written clinical observations. Students that are failing to meet certain program standards are required to complete several remedial activities to strengthen their counseling and/or academic skills.

Each student also completes during the last semester a departmental survey designed to measure student satisfaction with each M.Ed. course. The survey requires students to indicate areas of strengths and weaknesses within the program and curriculum. Results from the internal and external assessments are then communicated to the Dean and Provost of the University. Psychology and Education faculty will review the outcomes and recommend changes as needed. Also, the psychology department chair reviews each course syllabus to ensure that the objectives of the M.Ed. counseling courses reflect the program, department, ASCA, CACREP, and WAU educational objectives. Lastly, WAU graduate students complete at the conclusion of each graduate course a teacher evaluation that is administered by SGPS. Results are submitted to the program's chair and each teacher for further analysis and any remediation as needed.

The M.Ed. School Counseling program contributes directly to WAU's competency objectives by providing academic and learning experiences that will improve a student's communication, critical thinking/written skills and a develop a sense of teamwork. Students are evaluated by their instructors and supervisors in their ability to write coherent student clinical evaluations, and interact effectively with principals, teachers, and parents at their practicum and internship sites.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

As stated in the Washington Adventist University 2015-2016 Bulletin, "the University is committed to equal educational opportunities for all men and women and does not discriminate on the basis of race, gender, age, or religion among its students or among applicants for admission." WAU continues to attract a diverse ethnic population of students both nationally and internationally. These policies will continue in the proposed program. The BS/BA Psychology and BS Education programs will continue to attract qualified and prospective students of all races for the M.Ed. School Counseling program.

Our educational facility has attracted a significant number of minority students for the past decade. We are considered a predominately African American school that represents about eighty percent of the student body. Our school has continued to attract a large number of African American students and serves this community very well in term of programs and degrees. Our current M.A. program in counseling psychology continues to attract a predominate number of minority students. Our current program prepares minority students for the LCPC and LCADC licensure. Upon approval by MHEC for our M.Ed School counseling degree will allow us to offer a wider range of educational opportunities for Maryland's diverse citizens as explained in Goal 3 for the Maryland State Plan. The Goal 3 emphasizes "the State is committed to ensuring equal opportunity for and access to high-quality postsecondary education for all regardless of characteristics that have historically narrowed the probability of full participation in Maryland postsecondary education.... demanding a renewed focus on ensuring that all students in the State, regardless of their backgrounds or personal attributes, have access to a high-quality postsecondary education." Washington Adventist University is committed to educating Maryland diverse citizenry by offering programs that are competitive, timely and lead to careers that are needed by its minority residents.

For students needing additional support, WAU's Betty Howard Center is staffed with professional personnel and a Dean that ensures that every resource WAU has is utilized for the success of each student. Mentors are hired each year to serve as support for those students needing additional help. The Betty Howard Center has the Writing Center, 15 computers, front desk help, ESL support, academic and career advisors. This center is open Monday thru Thursday from 9am till 5pm and Fridays 9 till noon.

Letter of Support from WAU President Spence:

November, 2015

To Whom It May Concern:

This note is to inform the academic department and all external agencies that the administration is supportive of the M.Ed. 48 School Counseling Program. We are committed to the growth and the required support of the program in order to produce the program's desired learning outcomes. We are committed to:

1. Providing adequate equipment and facilities to meet the program's needs, including physical facilities, infrastructure and instruction equipment; and
2. Adequate instructional and library resources to satisfy program needs.

Sincerely,



Weymouth Spence, President