



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

- | | |
|-----------------------------|---------------------------------------------------|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes No	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature:		
			Date:		
			Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



July 3, 2023
Sanjay Rai, PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Rai:

On behalf of Provost Gange, I write to request your review and endorsement of the enclosed proposal for an off-campus offering of the existing **Post Master's Certificate in Clinical Mental Health Counseling**, under Code of Maryland Regulations (COMAR) 13B.02.03.20.

This move to Johns Hopkins at Mount Washington, 5801 Smith Avenue, Baltimore MD, 21209, will facilitate renovation of the main campus academic building to improve classroom space. The Mt. Washington campus is a ten minute drive from Homewood. The Mount Washington Conference Center will accommodate all classroom and office needs for the degree program until the renovation's completion.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

Should you have any questions or need further information, please do not hesitate to contact Westley Forsythe at (410) 516-0188 or wforsythe@jhu.edu. Thank you for your support of Johns Hopkins University.

Sincerely,

A handwritten signature in blue ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD
Senior Associate Vice Provost for Academic Affairs

cc: Dr. Stephen Gange
Dr. Westley Forsythe

Enclosures

**The Johns Hopkins School of Education
Proposal for Off-campus Program
Post-Master's Certificate in Counseling**

A. Centrality to Institutional Mission and Planning Priorities.

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Johns Hopkins School of Education (SOE) proposes to move its existing approved post-master's certificate program in clinical mental health counseling to an off-campus location while the main academic building for SOE is renovated to improve classroom space. SOE is seeking to offer the off-campus program at the Mount Washington Conference Center, which is a 10-minute drive from the main Homewood campus. The Mount Washington Conference Center will accommodate all classroom and office needs for the certificate program until the renovation has been completed.

The Post-Master's Certificate of Science in Counseling degree program is 15 total credits delivered in-person for approximately one to three years. The Post-Master's Certificate in Clinical Mental Health Counseling prepares individuals to be leaders and advocates in the fields of clinical mental health counseling. The program follows a nationally recognized, evidence-based curriculum aligned with national and state standards. Distinguished faculty lead the program with a strong support network of school districts and mental health settings. The program's content includes professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation. Students learn through didactic experiences, small group projects, and applied learning at community- or school-based sites. The certificate program has an optional internship and enables completers to apply for the clinical professional counselor licensure based on fulfilling their remaining academic requirements.

Clinical Mental Health Counseling

The certificate in Clinical Mental Health Counseling prepares students to work in a wide range of clinical, community, and human service settings. Upon graduation, candidates gain the knowledge, acquire the skills, and fulfill the academic requirements necessary to begin the licensure process) in Maryland and many other states. With full-time and part-time program sequences, students have a maximum of five years to complete the program. For fieldwork, students must completion practicum and hour internship in a clinical mental health setting.

Overall, the counseling program will address an acute need to prepare whole-person counselors and contains a number of innovative elements, and thus accords fully with the goals, priorities, and institutional mission of the Johns Hopkins University. The mission of the Johns Hopkins School of Education Counseling Program is to prepare graduate students to serve as clinical mental health counselors who implement theoretical, empirical, and practical frameworks that facilitate client growth and development, introspective

awareness, and well-being in a global society. In turn, SOE's mission is fully aligned with the Johns Hopkins University's mission "to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world" (<https://www.jhu.edu/about/history/>).

2 Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Additionally, [SOE's vision statement](#) highlights the following as specific challenges in education that the SOE seeks to address through its academic programs and research activities: addressing mental health, social and emotional well-being and growing societal and racial inequity—particularly in cities like Baltimore.

The post-master's certificate program is fully aligned with the institution's priorities to develop leaders for diverse educational contexts and making knowledge relevant and actionable. To meet the demands of the profession, SOE is developing counselors to be education leaders equipped with the ability and experience to diagnose problems from across many settings and be active participants in the research-practice-policy discussions. These educational leaders are expected to be deep critical thinkers who advocate for wellness, diversity, equity, and social justice. The program's coursework, field experiences, and supervision reinforce this professional growth and learning through valued collaboration with stakeholders and creative methods to employ solutions in the counseling field.

3. Provide a narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

The SOE leadership has invested in the counseling program over many years to develop new coursework, expand its faculty, and enlarge its students' services. SOE will continue to ensure the program is sufficiently funded during the transition to a new off-campus location.

The budget is displayed and described in Appendix C. This reflects the resources to personnel such as faculty, support staff, teaching assistants in the form of scholarships that will continue each year. Furthermore, enrollment projections remain high and SOE will devote the necessary resources to ensure students are supported throughout the transition period.

4. Provide a description of the institution's commitment to:

a. Ongoing administrative, financial, and technical support of the proposed program.

SOE already has the necessary faculty expertise, financial support and administrative personnel in place to support the existing program's transition to an off-campus location for instruction. To fulfill its commitment in accreditation, counseling faculty have representation on all faculty councils and committees in SOE and have assessment support from the Office of Innovative Learning, Design, and Assessment (OILDA). Additionally, Dr. Christina Harnett is the chair of the Department of Counseling and Educational Studies

and provides governance and advocacy for the program within the SOE leadership structure.

As outlined in Appendix C, SOE is committing a myriad of resources such as faculty, administrative support, an academic advisor, and recruiting/marketing on an ongoing basis for the next five years of the program. Furthermore, SOE promotes faculty and students to engage in professional development and continuing education and will sponsor graduate students to attend professional conferences.

b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The School of Education is committed to providing all enrolled students the opportunity to complete the degree program, including under circumstances of low demand. Although the School is confident that the proposed program will be a success, should the program be suspended or discontinued, SOE will “teach out” the program and provide the necessary courses and resources so students can graduate on schedule. The School has prior experience in teaching out programs and will follow the same approach as previously adopted, including developing plans for each remaining student to complete the degree, and modifying course schedules to allow for on-time graduation, even if that means running courses with low enrollments.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan.

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following: a) The need for the advancement and evolution of knowledge, b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education, and, c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The need for this program to continue its work and reach has never been higher with mental health and wellness being a prominent priority throughout the pandemic and in the years to come. This program provides advancement and evolution of knowledge related to the preparation of clinical mental health counselors. This educational sector is growing both in demand but also in popularity as a professional pathway due to greater awareness and appreciation for mental health and wellness needs. The program recruits internationally and remains committed to meeting the need to expand educational opportunities for students of color and thereby diversify the workforce.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The existing post-master’s certificate is aligned with the three primary goals outlined in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. These goals, in turn, accord fully with the mission of the School of Education. If the program, through the performance of its graduates, is successful, it will lead to improvements in

Maryland's education system, thereby helping to "promote and implement practices and policies that will ensure student success" (the Success goal articulated in the Maryland State Plan) at all levels. Ultimately, the goal of the master's program (and SOE as a whole) is to produce highly trained educational professionals who, through their work, can affect real educational change in Maryland. This approach aligns with the Maryland State Plan's fostering Innovation goal "in all aspects of Maryland higher education to improve access and student success."

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State.

1. Describe potential industry or industries, employment opportunities, and expected level of entry for graduates of the proposed program.

The post master's certificate program is meeting the demand to increase the supply of clinical mental health counselors. The existing program enables program completers to be eligible for licensure and enter the workforce as a licensed clinical professional counselor in Maryland.

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Maryland Department of Labor published its [long-term occupational projections \(2020-2030\)](#) and indicated that the industry labeled "clinical, counseling, and school psychologists" is projected to increase by 8.69% over that span. The state and federal statistics that are available cannot pinpoint clinical mental health counseling, so the evidence will be provided in a composite look.

The Bureau of Labor and Statistics published its [occupational outlook handbook \(mental health counselors\)](#) and stated that the employment of substance abuse, behavioral disorder, and mental health counselors is projected to grow 22 percent from 2021 to 2031, which is faster than the average of all occupations. Approximately 43,600 openings for substance abuse, behavioral disorder, and mental health counselors are projected each year for the next decade.

3. Provide data showing the current and projected supply of prospective graduates.

SOE currently has 15 candidates enrolled in the existing approved post-master's certificate program. SOE has the highest enrollment of any post-master's certificate counseling program in Maryland (see Table 1 in section D) in the past five years. The projected supply of prospective candidates is expected to remain essential to the industry and at a sustained level in the coming years. A complete breakdown of the enrollment projections for the program can be found in Table 1 in Appendix C.

D. Reasonableness of Program Duplication.

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

Enrollment in similar Maryland programs (2017-2021)						
Institution	Program name	Year 1	Year 2	Year 3	Year 4	Year 5
Coppin State University	Counseling Licensure	11	7	6	8	16
Johns Hopkins University	Clinical Mental Health Counseling	20	9	10	17	9
Loyola University Maryland	Clinical Mental Health Counseling	0	0	0	0	0
McDaniel College	Clinical Mental Health Counseling	0	0	0	0	0

Source: MHEC Trends in Enrollment Data by Program

- 2. Provide justification for the proposed program.**

Given the ever-growing need for counselors in the state, the region, and the nation, this graduate certificate program must continue to prepare highly-skilled professionals in the coming years by moving to an off-campus location to accommodate building renovations. This certificate program offers critical program flexibility to candidates in Maryland to take courses that meet certification requirements. Its rigorous academic model to promote wellness, diversity, equity, advocacy, and social justice is sorely needed in the profession. JHU is highly regarded as having expertise in both research and practice and has demonstrated through its assessment structure that it continues to collect and analyze data effectively to improve the quality of the preparation of candidates. The graduate certificate program clearly meets important market demand and skilled professional needs in the state, region, and nation.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs).

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.**

This application is to continue operations of an existing program at an off-campus location and is not anticipated to have any impact on the implementation or maintenance of high demand programs at HBIs, especially given the State need for and concomitant challenges to prepare high quality counselors for the workforce.

F. Relevance to the identity of Historically Black Institutions (HBIs).

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

It is not anticipated that the continuation of the existing program at an off-campus location will impact the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related learning outcomes (as outlined in COMAR 13B.02.03.10).

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

This program was first established in 2011. Dr. Christina Harnett is a licensed psychologist, associate professor (clinical) in the Counseling and Human Services Program and chair of the Department of Counseling and Educational Studies. Dr. Sean Newhart is an assistant professor who coordinates the certificate program in counseling.

(See also Appendix B [in support of section I] for a list of faculty who teach in the program.)

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

Goals and Learning Outcomes

The program has aligned its goals to reflect national standards from CACREP and developed appropriate and corresponding knowledge performance indicators.

CACREP Core 1: Professional Counseling Orientation and Ethical Practice

PO1 Graduates will demonstrate the skills and competencies to incorporate a developmental approach to promote student/client holistic well-being across the life span, inclusive of mental health, academic, social/emotional, cultural, and career goals.

CACREP Core 2: Social and Cultural Diversity

PO2 Graduates will demonstrate the skills and competencies to serve as advocates and leaders in educational and/or mental health settings that value social justice principles, multiculturalism, human dignity and the worth of all clients from culturally diverse backgrounds.

CACREP Core 3: Human Growth and Development

PO3 Graduates will demonstrate the skills and competencies to assess needs, develop goals, and counsel students/clients in educational and/or mental health settings from culturally diverse backgrounds.

CACREP Core 4: Career Development

PO4 Graduates will demonstrate the skills and competencies that reflect the knowledge, roles, and functions of the school and/or mental health counselor.

CACREP Core 5: Counseling and Helping Relationships

PO5 Graduates will demonstrate the skills and competencies to effectively facilitate group work with students/clients from diverse backgrounds in educational and mental health settings.

CACREP Core 6: Group Counseling and Group Work

PO6 Graduates will demonstrate the skills and competencies to develop equitable data-driven counseling programs that meet the unique needs of student populations in educational settings.

CACREP Core 7: Assessment and Testing

PO7 Graduates will demonstrate the skills and competencies to develop, apply, and evaluate evidence-based practices that meet the developmental needs of students/clients from diverse backgrounds in educational and mental health settings.

CACREP Core 8: Research and Program Evaluation

PO8 Graduates will demonstrate the skills and competencies to work ethically, legally, and professionally in educational and/or mental health settings.

3. Explain how the institution will:**a. Provide for assessment of student achievement of learning outcomes in the program.**

Aligned with SOE's vision, mission, and dispositions, the School's Comprehensive Assessment System (CAS) guides learning assessment practices and addresses all SOE program goals, professional and national standards, and State standards that are appropriate to each program. Developed through collaboration with faculty, staff, and key stakeholders from the community, the CAS promotes reflective practice, critical thinking, and inquiry-based learning through a robust review of performance-based assessment measures, which ultimately drive program and unit-level improvements and aim to increase student learning outcomes, satisfaction, and impact on their community.

At the core of the CAS is the course-based assessment focusing on knowledge, skills, and behaviors in courses within a program. The program faculty will collaborate with the Office of Innovative Learning, Design, and Assessment (OILDA) to establish program learning goals and objectives and create a well-rounded curriculum alignment map in which all course learning outcomes are aligned with appropriate program learning goals and objectives.

Building upon this solid foundation, program faculty will work closely with instructional designers and the assessment specialist in OILDA to design and develop courses with well-constructed learning outcomes, identify key assessments from courses that are suitable in the program curriculum, create robust assessment rubrics, facilitate learning assessment data collection, analyze/review assessment data, and consistently engage in continuous curricular improvement activities.

It is SOE's as well as the program's goal to create an integrated, evidence-based, and data-driven assessment culture.

b. Document student achievement of learning outcomes in the program.

Starting in fall 2022, SOE and all other Johns Hopkins schools will move to Canvas, the University's new learning management system (LMS). Additionally, a new

learning assessment management system, AEFIS (Assessment, Evaluation, Feedback, and Intervention System), will be implemented to support and manage the School's learning assessment effort. As an industry leader, AEFIS provides a comprehensive set of solutions to strengthen and facilitate SOE's goal of building an integrated, evidence-based, and data-driven assessment culture.

To achieve this goal, OILDA has dedicated experts in program development, learning assessment, data analytics, and data visualization to collaborate with program faculty and provide ongoing training and support. Course-based learning assessment data are collected, analyzed, and reported each semester. At the end of each assessment cycle or academic year, the OILDA Director and the assessment specialist will prepare an assessment report, create an assessment data dashboard powered by Microsoft Power BI, and review the results with the program lead faculty and the department chair at a working session. Collaboratively, areas of improvement are identified, and an action plan is formulated. The action plan will then be implemented and incorporated into the next assessment cycle.

In addition to course-based assessment data, course evaluation data collected and analyzed each semester, annual alumni survey data, and annual employer surveys will provide an indirect data source to measure program effectiveness, student achievement of learning outcomes, as well as insights on continuous program improvements.

5. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

At minimum, to be eligible for admission to the post-master's certificate program, candidates must: (1) hold a bachelor's degree from an accredited college or university, and (2) have earned a minimum cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) in all previous undergraduate and graduate studies.

Students will be required to complete 15 credits to earn the certificate. Participants must maintain a cumulative GPA of at least 3.0 (on a 4.0 scale) to receive approval for graduation.

A full course listing is provided in See Appendix A. No course content has been changed as a result of the program seeking off-campus instruction.

6. **Discuss how general education requirements will be met, if applicable.**
Not applicable.
7. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**
Not applicable
8. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**
Not applicable.
9. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The School of Education will provide students enrolled in the certificate program with clear, complete, and timely information. New candidates entering the program will participate in an orientation that provides a program overview detailing the curriculum and program requirements, guidance on the use of all technologies involved with Canvas and the University's student information system, and information about the entire range of student services available to students, including registration, financial aid, and student accounts. In addition, SOE offers online training modules for students on conducting library searches, formatting papers and references, and understanding and avoiding plagiarism, among other topics.

Additionally, all essential course-related information (for example, course learning outcomes and requirements, assignments, deadlines, technology requirements, etc.) will be detailed in the syllabus for each course, which will be posted on the Canvas course site prior to the course start date. Program-related information (for example, degree requirements, learning management system information, availability of academic support services, financial aid resources, and tuition and cost payment policies, etc.) can be found both on the SOE website (<https://education.jhu.edu/>) and the School's Academic Catalog (<https://education.jhu.edu/academics/academic-catalog/>)

10. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The School of Education regularly reviews its advertising, recruiting, and admissions materials to ensure that: (1) they clearly and accurately represent the program and services available, and (2) there is content alignment across different modes of communication: the SOE website, the School's Academic Catalog, print and other forms of marketing materials,

etc. The School affirms that these materials represent a good faith effort to be clear and transparent in all communications with current and prospective students, and that the proposed program will be held to the same standards as other SOE programs.

H. Adequacy of Articulation.

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).**

See Appendix B for a table of current full-time faculty who will be involved in the development of the program and/or who will teach courses once it launches.

- 2. Demonstrate how the institution will provide ongoing pedagogy training for the faculty in evidenced-based best practices, including training in: a) Pedagogy that meets the needs of the students, b) The learning management system, and c) Evidenced-based best practices for distance education, if distance education is offered.**

During fall 2018, the Office of Diversity and Faculty Development (ODFD) was created in an effort to provide professional development support for full-time and adjunct faculty. One major initiative within the ODFD is the planning and development of a comprehensive faculty support system that includes onboarding orientations, workshops, book clubs, and individual coaching.

In addition to these faculty development initiatives, SOE is implementing a new faculty evaluation system. This faculty evaluation system serves two primary purposes: (1) to provide meaningful feedback that can enhance professional performance and identify opportunities for growth, and (2) to provide accurate and reliable summative information based on a pattern of performance over time in four specific areas: scholarship, teaching, service, and program administration.

The School requires instructors to undertake training in how to teach an online course prior to teaching one. Through its Office of Innovative Learning, Design, and Assessment, SOE offers an online training course (How to Teach Online), which is customized as needed for specific programs, and which trains faculty on how to teach online and how to effectively manage the course—for example, how to oversee an online discussion—as well as how to use the technology involved with the LMS. In addition, the School also develops and offers ongoing training sessions for faculty on specific technologies and processes—on everything from grading in the LMS to effective use of technologies including Panopto, VoiceThread, and Zoom. Faculty have access to a growing online bank of resources related to online instruction, including policies, forms, tutorials, library resources, and technology resources.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).**1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

The Johns Hopkins Sheridan Libraries have a history of strong and continued support for the School of Education. Significant resources are allocated to build collections and provide academic liaison services that support the research and teaching of the faculty and help students with the knowledge they need to become effective educators. In addition to more than 4.2 million books, the libraries provide 24/7 access to a rich collection of electronic resources, including over 154,000 print and e-journals and more than 1.6 million e-books. Included in the Libraries' special collections are rare books, manuscripts, digital collections, and archival materials. The library's materials and services reflect the development and increasing diversification of resources used for teaching, research, and scholarship. Librarians are available to assist students remotely and the library maintains an extensive website to take visitors through all its services and materials. Furthermore, the interlibrary loan department allows students access to resources at any other university in the nation.

Additionally, the School is served by dedicated academic liaison librarians with subject area expertise who provide research consultation and instructional services to faculty and students, and who help build electronic and print collections to support the teaching and research needs of the University.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13).**1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

SOE has determined that the degree can be delivered in its entirety using the institution's existing physical facilities/campus resources. In terms of technology infrastructure, the proposed program will use Canvas as its LMS. The University's central IT office provides technical maintenance and system-wide updates for the LMS. The School's OILDA also has a dedicated team to support the LMS and many other instructional technology needs. SOE has successfully delivered hundreds of online, blended, and web-enhanced courses annually using different learning management system platforms over the years. As part of the program's development, the School's OILDA and Office of Finance and Operations have determined that SOE possesses the necessary technology infrastructure and instructional equipment in place to support successful delivery of the proposed program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have

adequate access to: a) an institutional electronic mailing system, and b) a learning management system that provides the necessary technological support for distance education.

All SOE students and faculty have access to an Office 365 account that includes email capabilities (built on Outlook Live), which is managed and supported by a central University IT office. The email account is accessible from a variety of browsers on both PC and Mac systems.

As indicated previously, the proposed program will launch in a blended/hybrid format. For all instructional delivery modes, SOE uses Canvas as its LMS. Canvas is one of the world's leading providers of e-learning systems for higher education institutions. The system's software focuses on educational outcomes and provides a highly flexible learning environment for students. Both the University, which supports the LMS centrally, and SOE are outfitted with suitable technical and professional staff to provide technical assistance to students taking online and blended/hybrid courses. Additionally, all participants have full access (both in-person and remotely) to counseling and student support services, IT support services, and other administrative resources.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14).

Please see Appendix C.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes

At the individual course level, SOE conducts end-of-semester summative evaluations of every course. The course evaluation focuses on three primary areas: quality of course design, quality of instructor, and quality of student experience. The results of every course evaluation are analyzed to determine if changes to the course content or course delivery mechanisms are necessary, and results are also shared with department chairs and program leads.

As part of an annual performance review process, SOE faculty are evaluated, among other things, on both the effectiveness of their teaching; their service to the School, community, and the intellectual field; and their scholarship in their areas of expertise.

As outlined under G.3.a, the School of Education houses a long-established teaching and learning support unit, OILDA, that is staffed by personnel with expertise in curriculum development, instructional design, technology integration, learning assessment, program evaluation, data analysis and visualization, and learning analytics.

Program faculty will: (1) work with OILDA's instructional designers to ensure that program curriculum and courses are designed and developed to align closely with program learning outcomes; (2) collaborate with the OILDA Director and learning assessment specialists to develop a robust assessment plan with key assessments mapped onto every program learning outcomes; (3) construct rigorous assessment rubrics that are directly and

closely connected to the corresponding target program learning outcomes to be measured; and (4) support OILDA assessment staff on learning assessment data collection; and (5) annually review assessment results, identify areas of improvement, and develop and implement an action plan, in collaboration with the OILDA Director and assessment specialists.

Through this iterative and continuous improvement cycle, the program director and faculty will systematically and methodically evaluate how well the program learning outcomes are achieved and how the program curriculum can be improved for more optimal student learning outcomes.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Evaluation of the program's educational effectiveness will be guided by SOE's Comprehensive Assessment System (CAS). As elaborated in G.3.a., the School aims to promote reflective practice, critical thinking, and inquired-based learning through a robust review of performance-based assessment measures to drive program improvement and increase student learning outcomes, satisfaction, and impact on their community.

The effectiveness of the program will primarily be determined by benchmarking how well student learning outcomes are achieved, drawing from a variety of assessments and data sources, both direct and indirect.

Through semester and/or annual review of both direct and indirect assessment data (e.g., course-based assessment results, course evaluation results, alumni and exit survey responses, feedback from faculty and instructors, etc.), the program director will collaborate with OILDA's assessment team to identify areas of improvement, develop an action plan to address those areas of improvement, and implement the action plan.

With regards to student retention, SOE is able to run regular reports detailing student retention data for its programs. More importantly, faculty advisors will serve as the first point-of-contact for students should any problems (whether academic or non-academic) arise and can direct their advisees to appropriate student support services as needed.

As part of the program's development, SOE has determined (as outlined in Appendix C) that the proposed program will be cost effective. SOE is looking to partner with BCPS and various philanthropic organizations, as well as State and federal agencies, to provide full funding support (tuition and a living stipend) for all students during the initial program implementation phase, and subsequently for as many students as possible depending on program growth in later years.

The program's revenues and expenses will be monitored closely in the future to ensure that the program is being delivered in a cost-effective manner. For example, should newer, cheaper, and more effective technologies emerge in the online space that would enhance program quality, they will be adopted.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race and ethnicity are not considered in the administration of the School’s academic programs. Nonetheless, in accordance with both the Johns Hopkins University’s and School of Education’s stated commitment to diversity, and the program’s commitment to producing graduates who will seek to promote educational equity and social justice, the program will employ recruitment strategies and offer student support services to attract and sustain a diverse student body.

O. Relationship to Low Productivity Programs Identified by the Commission:

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22).

Not applicable.

Appendix A Course Listing

ED 860.369 Cognitive Behavior Therapy-3 credits

Cognitive behavior therapy is one of the most popular contemporary models across the helping professions because it allows clients to evaluate and alter maladaptive thought patterns that may have an adverse impact on behavior. This course explores foundations of cognitive behavior therapy to include theoretical underpinnings, methods/models, applications, and research findings around efficacy for use with various adult populations. Cross-cultural issues and ethical practices are also examined, and the course reviews models and methods for child and adolescent populations.

ED.860.501 Crisis Intervention and Assessment-3 credits

This course provides an overview of the various crises that may trigger trauma; theories and models of intervention; assessment techniques in crisis situations, and the issue of client resistance is also examined from a cognitive-behavioral point of view.

ED.861.502 Counseling Theory and Practice-3 credits

This course provides an overview of the major theories of counseling and therapy, such as cognitive, behavioral, existential, Gestalt, and Adlerian. Students explore integrative approaches, as well as multicultural and feminist perspectives. Participants focus on a wide range of specific techniques and practices that are associated with each theory and how they are applied in various situations.

ED.861.503 Group Counseling and Group Experience-3 credits

Students investigate practical and theoretical concepts of group dynamics and group counseling to acquire skills in facilitating various kinds of group interaction. Students explore interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation through class and laboratory experiences.

ED.861.507 Counseling Techniques-3 credits

This course provides an overview of the history and philosophy of professional counseling, with special attention to the roles, functions, and limitations of school, community, and organizational counselors. Included is an understanding of the essentials of basic counseling skills; attending, listening, and interviewing stages of clinical treatment; and client/counselor relationships. Students learn about professional counseling organizations, professional credentialing, and standards and ethics in counseling and related human services. The course emphasizes self-growth, awareness, and observational skills as related to becoming a facilitator of individual, group, family, and systems change.

ED.861.511 Career/Life Development and Planning-3 credits

Participants review major theories of career development and decision making, occupational sociology, and vocational psychology. The course places career counseling concepts in a life-span perspective and reviews career development materials and cross-cultural strategies. (3 Credits)

ED.861.605 Human Development and Learning-3 credits

This course reviews significant findings regarding current theory and practice in human growth and development along the life span through a biopsychosocial lens. Learners gain insights into aspects of human development that impact behavior in a variety of realms to include biological, cognitive, socio-emotional, and dispositional influences. Course outcomes focus on theoretical understanding and application of research findings to normal functioning as well as case

conceptualization and counseling interventions within school and clinical mental health counseling populations. (3 Credits)

ED.861.609 Diagnosis in Counseling-3 credits

Students study the Diagnostic and Statistical Manual of Mental Disorders (DSM V) to learn to assess, diagnose, and treat psychopathology based on current DSM criteria. Theories related to the etiology of major categories of mental disorder such as anxiety, depression, substance abuse, and personality disorders are examined. Students gain an understanding of the impact of abnormal behavior on individuals, families, and society. Instructors provide a developmental framework for understanding diagnosis from multicultural, feminist, and systems perspectives.

ED.861.612 Appraisal and Testing for Counselors-3 credits

Students explore individual and group approaches to assessment and evaluation through the use of standardized test instruments and rating scales. Emphasis is given to principles of test construction, reliability and validity, psychometric properties, and strategies for the selection, administration and interpretation of behavioral, psychological, and educational tests. Implications of age, gender, ethnicity, culture, heritage, language, disability, and professional/ethical issues are examined.

ED.861.614 The Foundations of School Counseling-3 credits

This course is a survey of the knowledge base and practices in contemporary school counseling. It will emphasize the educational, historical, sociological, economic, philosophical, and psychological dynamics of the professional school counselor's role. Students integrate knowledge and learn skills to examine data driven comprehensive school counseling programs that enhance academic, career, and personal/social development for all students.

ED.861.713 Advanced Treatment Approaches-3 credits

This course explores a wide range of effective techniques and strategies in counseling and therapy, in the context of successfully treating various mental and emotional disorders. Approaches and procedures from such diverse models as psychodynamic, cognitive, behavioral, experiential, and systemic are explored, along with theories of change and research findings on effective counseling and therapy.

ED 863.501 Introduction to Clinical Mental Health Counseling-3 credits

This course provides an overview of the role and scope of the clinical mental health counseling profession. Students address a number of topics including the historical, theoretical, philosophical, and empirical foundations of clinical mental health counseling. The course addresses role functions and employment settings of mental health counselors; program development, emergency management, prevention, intervention, consultation, assessment approaches, and education; and the contextual dimensions of diverse clients seeking mental health counseling services. This course is a requirement of our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This is a foundational course that prepares students to work in a broad range of mental health counseling programs by acquainting them with the foundations of clinical mental health counseling.

ED.863.526 Introduction to Play Therapy with Children-3 credits

The major goal of this course is to facilitate students' knowledge, dispositions and skills to counsel children through play therapy and other major theoretical applications. Students' learning will be facilitated through didactic presentations, interactive discussions, and supervised counseling practice with elementary school children. This course also emphasizes the counselor's

collaborative work with children's legal guardians/family members.

ED.863.571 Counseling Adolescents-3 credits

This course provides an overview of the various aspects of adolescent counseling, ranging from adolescent depression, suicide, crisis, drug and alcohol abuse, peer pressure, self-esteem issues, culture, family issues, and developmental themes. Part of the course is dedicated to examining current research on adolescents. The emphasis of the course is on clinical training in group, family, and individual contexts. Relevant ethical and legal issues are addressed. (3 Credits)

ED.863.603 Couple and Family Therapy-3 credits

Students study the theory and practice of family therapy with an emphasis on models of family development and major approaches to intervention with families. Systemic models of family intervention are emphasized, as well as the study of other historically important and contemporary approaches to family therapy. The course blends didactic and experiential learning.

ED.863.607 Diversity and Social Justice in Counseling-3 credits

Participants explore aspects of counseling clients from diverse ethnic, racial, and socioeconomic backgrounds. Through didactic and experiential learning techniques, students consider counseling strategies for enhancing cross-cultural interventions.

ED.863.626 Behavioral Medicine and Health Psychology Applications in Clinical Mental Health Counseling-3 credits

This course provides a broad introduction to the field of behavioral medicine as part of the field of health psychology. Through a culturally-sensitive biopsychosocial lens, students examine theory and research as it applies to behavioral and emotional factors that impact the delivery of primary, secondary, and tertiary prevention efforts as part of a multidisciplinary team within medical settings. The content will explore applications of behavioral medicine and health psychology principles to a variety of health care conditions as they occur across the developmental continuum, preparing the clinical mental health counselor for a variety of roles in health care systems.

ED.863.674 Meditation and Mindfulness-3 credits

This course explores various methods of meditation from a counseling perspective to experientially understand multicultural practices that offer relief from emotional disorders such as anxiety and depression. Emphasis is placed on neuroscientific validation of meditation as a process to cultivate mindfulness and healing presence in a counseling setting. Students research natural outcomes such as concentration, awareness and insight both into self and with client. Eastern world concepts of ego, mind, body, mental health, psychopathology, suffering, (3 Credits)

ED. 863.681 Research and Evaluation for Counselors-3 credits

Participants learn the basic concepts for understanding and conducting research and program evaluation related to the counseling and human services fields. Students study experimental and quasi-experimental designs, examine quantitative and qualitative methodologies, and learn basic statistical procedures for data analysis. (3 credits)

ED.863.709 Psychopathology-3 credits

This course provides a broad overview of the field of psychopathology using lifespan development and biopsychosocial models to understand the etiology, psychological dynamics, trajectory, and symptomatology of disordered behavior. Students examine theoretical, clinical, legal, ethical, multicultural, and empirical perspectives as they influence case conceptualization, diagnosis, and treatment formulations within a social justice framework.

863.736 School Counseling Leadership and Consultation-3 credits

This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent. Ultimately, the course will assist future school counselor leaders build effective stakeholder consultation teams that promote equitable services for all K-12 students.

ED. 863.795 Ethical and Legal Issues of Mental Health Counseling-3 credits

Participants explore professional issues in counseling, with specific regard to ethics and laws that pertain to the profession, such as ethical codes, responsibility, competence, public statements, confidentiality, reporting abuse, and dual relationships. Professional issues in the context of community mental health are also covered in terms of historical, societal, and philosophical aspects, as well as licensing, roles, policies, legislation, reimbursement, and the professional identify of community counselors. Racial and ethnic issues, as well as gender, sexual orientation, socioeconomic status, and mental status in community counseling settings are also addressed.

ED. 863.808 Practicum in School Counseling-3 credits

This supervised practicum experience is offered in two modalities. The first modality is an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis here is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization). The second modality is a practicum course involving 100 hours of individual counseling and group counseling, as well as supervisory experience in a school setting or clinical setting where children and/or adolescents are served. Supervision of this experience will be provided by the on-site supervisor and a school counseling program faculty member. Emphasis here is given to the development of cultural competence, social/emotional issues of children and adolescents (e.g., depression, bullying) and school-related issues (e.g., crisis management). The course is taken near the end of a student's program of study just prior to the internship. (3 credits)

ED.863.820 Internship in School Counseling-3 credits

This supervised internship is the first semester of a two-semester supervised internship in school counseling. The course includes both class instruction and a 300-hour internship.

ED.863.828 Internship in School Counseling II-3credits

This supervised internship is the second semester of a two-semester supervised internship in school counseling. The course includes both class instruction and a 300 hour internship.

ED.863.860 Addictions Counseling I: Theory and Approaches-3 credits

Students explore the fundamental principles of addictions counseling from a wide range of perspectives. These include the psychopharmacological aspects of alcohol and abusable drugs, along with theories and assessments of addictive disorders. Many treatment models are considered and examined in the context of individual, group, and family therapy perspectives. The course also addresses the research literature on codependence, COA's, AA and other 12-step programs, dual diagnosis, relapse, prevention, and multicultural and gender issues.

ED.863.870 Practicum in Clinical Mental Health Counseling-3 credits

This supervised practicum experience is offered in two modalities. The first modality is an experiential course including seminar discussions, review of major theories of counseling with an emphasis on the integration of theory and practice, interview analysis, video and/or audiotape observations, and supervised exercises. Emphasis here is given to the development of foundational counseling skills (i.e. trust building, collaborative goal development, interpretation, summarization, paraphrasing, case conceptualization). The second modality is a practicum course involving practical training at a community-based agency or institution. Training focuses on integrating counseling theories in social context with individual counseling practice. Emphasis here is given to the development of cultural competence in joining, trust building, developing clinical hypotheses and interventions, and collaborating with clients in the development of goals, relevant legal and ethical issues. The course includes both didactic and experiential learning and is taken near the end of a student's program of study just prior to the internship.

ED. 863.875 Internship in Clinical Mental Health Counseling-3 credits

This supervised internship is the first semester of a two-semester supervised internship in clinical mental health counseling. The course includes both class instruction and either a 300 or 500-hour internship.

ED. 863.876 Internship in Clinical Mental Health Counseling-3 credits

This supervised internship is the second semester of a two-semester supervised internship in clinical mental health counseling. The course includes both class instruction and a 300-hour internship.

Appendix B Faculty Listing

The following full-time Johns Hopkins School of Education faculty will contribute to the program:

Faculty Name	Academic Rank/ Title	Highest Degree	Degree Field	Specialization(s)	Likely Course Assignments
Matthew Bonner	Assistant Professor	PhD	Counselor Education	Clinical Mental Health Counseling	Couple and Family Counseling, Diagnosis, and Appraisal
Nathaniel Brown	Assistant Clinical Professor	PhD	Counselor Education	Clinical Mental Health Counseling	Introduction to Clinical Mental Health, Ethics
Ileana Gonzalez	Assistant Professor	PhD	Counselor Education	School Counseling	Diversity, School Counseling Practicum, and Internship
Justin Lauka	Assistant Professor	PhD	Counselor Education	Clinical Mental Health Counseling	CMHC Practicum and Internship, Counseling Techniques, Cognitive Behavioral Therapy
Sean Newhart	Assistant Professor	PhD	Counselor Education	Clinical Mental Health Counseling	Research, Advanced Counseling Techniques, CMHC Internship
LaNail Plummer	Lecturer	EdD	Counselor Education and Supervision	Clinical Mental Health Counseling	Counseling Adolescents, Entrepreneurship
Rosanna Sanchez-John	Lecturer	EdD	Counselor Education and Supervision	Clinical Mental Health Counseling	Practicum, Introduction to CMHC, Crisis Intervention
Hsin-Ya Tang	Assistant Professor	PhD	Counselor Education	Clinical Mental Health Counseling	Group Counseling, Counseling Techniques, Theories, CMHC Practicum
Sterling Travis	Assistant Professor	PhD	Counselor Education	Clinical Mental Health Counseling	Psychopathology, Internship, Couple and Family Counseling
Anita Young	Associate Professor	PhD	Counselor Education	School Counseling	Foundations of School Counseling,

					Leadership in School Counseling, Internship
Yiying Xiong	Associate Professor	PhD	Counselor Education	Clinical Mental Health Counseling	Theories, Group Counseling

In addition to a core of full-time faculty, the program will be supported by qualified adjunct faculty who have previous teaching experience as SOE instructors and extensive clinical experience in the field of educator preparation.

**Appendix C
Budget**

TABLE 1: PROGRAM RESOURCES		
Resource Categories	Year 1	Year 2
1. Reallocated Funds	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$207,360	\$316,800
a. Number of F/T Students	9	12
b. Annual Tuition/Fee Rate	\$23,040	\$26,400
c. Total F/T Revenue (a x b)	\$207,360	\$316,800
d. Number of P/T Students	0	0
e. Credit Hour Rate	0	0
f. Annual Credit Hour Rate	\$960	\$1,100
g. Total P/T Revenue (d x e x f)	0	0
3. Grants, Contracts & Other External Sources	\$0	\$0
4. Other Sources	\$0	\$0
TOTAL (Add 1 – 4)	\$207,360	\$316,800

Program Resources and Narrative Rationale

Reallocated Funds

No funds will be reallocated from existing campus resources so there will be no impact on the SOE's existing programs and departments.

Tuition and Fee Revenue

SOE is continuing its same program tuition and fee structure for the existing graduate school post-master's certificate program.

Grants, Contracts, and Other External Sources

Not applicable

Other Sources

Not applicable

Total Year

No additional explanation or comments.

TABLE 2: PROGRAM EXPENDITURES		
Expenditure Categories	Year 1	Year 2
1. Faculty (b + c below)	\$1,278,779	\$1,316,484
a. Number of FTE	16	17
b. Total Salary	\$1,000,418	\$1,021,354
c. Total Benefits	\$278,361	\$295,130
2. Admin. Staff (b + c below)	\$131,656	\$149,784
a. Number of FTE	2	2
b. Total Salary	\$96,848	\$111,779
c. Total Benefits	\$34,808	\$38,005
3. Support Staff (b + c below)	\$0	\$0
a. Number of FTE	0	0
b. Total Salary	\$0	\$0
c. Total Benefits	\$0	\$0
4. Technical Support and Equipment	\$21,189	\$12,300
5. Library	\$288,398	\$297,050
6. New or Renovated Space	\$350,129	\$360,633
7. Other Expenses	\$1,615,975	\$1,664,454
TOTAL (Add 1 – 7)	\$3,686,126	\$3,800,705

Program Expenditures and Narrative Rationale

The post-master's certificate financial expenditures cannot be disaggregated from the master's degree program. The counseling department shares resources, courses, faculty, administrative staff, equipment, library access, and facilities between the post-master's certificate program and the master's degree program.

Faculty

The budget reflects an additional full-time faculty hire in year two to keep pace with added enrollment and responsibilities in the program.

Administrative Staff

The budget reflects all current levels of staffing will be maintained during the transition to the off-campus location.

Support Staff

Not applicable

Equipment

Technical costs are expected to rise to ensure all classrooms in the new off-campus location have the technical support to troubleshoot any issues that emerge for faculty or students. All classrooms will have access to Wi-Fi, whiteboards, and audio and video recording technology.

Library

The figures represent the central tax for the Milton S. Eisenhower Library allocated to the counseling program. No library expenditures beyond those provided to the School of Education are requested now.

New/Renovated Space

The counseling program will have costs to lease the new academic space at Mount Washington Conference Center for the duration of the renovation of the SOE's main academic building.

Other Expenses

The counseling program incurs other expenses related to marketing, recruitment, and course development. Funding will be allocated to cover annual costs on a per student basis in the areas of stipends, books, health insurance, and school fees.

Total Expenses

No additional information.

Appendix D

List of Current Counselor Educator Preparation Programs Offered by Maryland Institutions (pulled from MHEC Academic Program Inventory)

School Name	Degree Level	Program Name	CIP
Coppin State University	Post-Master's Cert	Counseling Licensure	131101
Johns Hopkins University	Post-Master's Cert	Clinical Mental Health Counseling	511508
Loyola University Maryland	Non-Degree Graduate	Clinical Mental Health Counseling	390701
McDaniel College	Non-Degree Graduate	Counseling	131199