August 1, 2023

Sanjay Rai, Ph.D., Acting secretary
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Rai,

Hood College is submitting for your review a timely proposal for a Doctor of Philospohy (Ph.D.) in Counselor Education and Supervision. With a global pandemic receding, our mental-healthcare system is under significant pressure to attract and retain licensed clinical counselors at all levels of education. While completing a master's degree is the first critical step toward counseling licensure, many such professionals wish to advance their expertise and impact wellness at a higher level. Doctorally trained counselors are needed to provide high-quality care, conduct research, teach the next generation of licensed counselors, shape public policy, and develop or lead large-scale wellness programs.

In response to these trends, Hood College herein proposes the Doctor of Philospohy (Ph.D.) in Counselor Education and Supervision degree to meet the current and projected need for licensed counselors and the professionals who teach, mentor and supervise them. Building on the success of its CACREP-accredited master's degree in counseling, Hood College is uniquely positioned to educate generations of licensed counselor educators and supervisors given the current and projected demand in the field, building on the college's resources and geographic location. Pending the Commission's concurrence, the College wishes to begin offering the proposed Ph.D. in the fall of 2024. Therefore, we formally request your review and approval of this program.

Sincerely,

Deborah D. Ricker, Ph.D.
Provost and Vice President of Academic Affairs

Enclosure

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Hood College

Each action below requires a separate proposal and cover sheet.

- ◉ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No
Payment Type: ○ R*STARS # 225148 ○ Check # 225148
Payment Amount: 850.00
Date Submitted: 7/21/23

Department Proposing Program	Psychology and Counseling
Degree Level and Degree Type	Ph.D.
Title of Proposed Program	Counselor Education and Supervision
Total Number of Credits	60
Suggested Codes	HEGIS: 2104.11 CIP: 13.1101
Program Modality	◉ On-campus ○ Distance Education (*fully online*)
Program Resources	○ Using Existing Resources ◉ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2024
Provide Link to Most Recent Academic Catalog	URL: https://hood.smartcatalogiq.com/en/2022-2023/catalog/

Preferred Contact for this Proposal	Name: April M. Boulton, Ph.D.
	Title: Dean of the Graduate School
	Phone: (301) 696-3619
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President/Chief Executive	Type Name: Andrea E. Chapdelaine, Ph.D.
	Signature: *Andrea E. Chapdelaine* Date: 07/21/2023
	Date of Approval/Endorsement by Governing Board: 06/12/2023

Revised 1/2021

Program Proposal
Doctor of Philosophy in Counselor Education and Supervision
1/3/23

A. Centrality to institutional mission statement and planning priorities:

Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.

-Hood College Mission Statement

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 Hood College Counseling Program is proposing the addition of a Ph.D. degree in Counselor Education and Supervision (CES). Doctoral programs in counselor education address professional roles in five areas: 1) counseling, 2) supervision, 3) teaching, 4) research and scholarship, and 5) leadership and advocacy, according to the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016), the gold standard of counseling degree accreditation. These five areas represent the minimal knowledge required of doctoral graduates in counselor education. The program will be delivered in person, with the option for online courses during dissertation in the last year of the proposed curriculum plan. The degree described below has been designed as a full-time program, which should take 3 years total, including summers, for a total of 9 semesters and 60 credit hours.

The proposed CES program, with a focus on the CACREP areas of counseling and supervision, will prepare counselor educators to extend their knowledge base in clinical practice, scholarly inquiry, and leadership to serve the mission of Hood College. A doctorate in counselor education and supervision will prepare graduates to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings.

A list of the required courses for the CES program is in Table 4, Section G.4, titled Course Curriculum.

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

Hood College, founded in 1893, is in downtown Frederick, Maryland and is approximately one hour from Washington D.C. and Baltimore. The College offers thirty-three (33) undergraduate majors, nineteen (19) master's degrees, eleven (11) post-baccalaureate certificate programs and two (2) doctoral degrees. Thirty-eight percent (38%) of the student body is from under-represented racial or ethnic populations, hailing from more than 28 states and 21 countries. Over 90% of the faculty hold doctoral or terminal degrees. With a 1:11 faculty to student ratio, students are given high-quality, personalized attention, which fosters their academic and professional success. For over a century, Hood College has been preparing students to make a difference in their chosen career and community.

Since its inception in Fall 2015, Hood College's M.S. in Counseling has grown to become the college's largest graduate program by headcount. It continues to grow since earning full accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the gold standard of counseling degree accreditation, in 2019. With 88 graduates as of January 2023, and more than 100 students currently enrolled, the Counseling M.S. program is one of only four programs in Maryland with CACREP accreditation. CACREP's clear and stringent requirements ensure that accredited programs continue to train students according to the professional standards of the counseling field. Graduates from CACREP-accredited programs enjoy a streamlined path toward state licensure, National Certified Counselor (NCC certification, and Maryland State Department of Education (MSDE) certification as school counselors. Hood's counseling program currently has a 100% pass rate on the National Counselor's Examination (NCE), with students typically exceeding the national mean.

A doctoral program in Counselor Education and Supervision will continue to support the mission of both Hood College and the current MS in Counseling, particularly through an enhanced student experience. Academic achievement will continue to be emphasized through the pursuit of CACREP accreditation at the doctoral level with a site visit scheduled when we are in the last semester of the first cohort of students (expected 2027 if approved by MHEC). Experiential learning opportunities integrate with the CACREP standards of 600 hours of internship experience in 3 of the 5 core doctoral areas (counseling, supervision, teaching, research and scholarship, and leadership and advocacy). Doctoral students will have the opportunity to serve as counselors and supervisors in the NeighborHOOD Counseling and Training Center (NCTC), a training clinic housed within the Hood College Counseling program. Founded in January 2022 with the assistance of a Behavioral Health Workforce Education and Training (BHWET) grant from HRSA, NCTC now has more than 20 active clients, who are seen by master's students in Counseling under the supervision of a licensed professional counselor.

The doctoral program will improve the College's diversity, equity, and inclusion initiatives by offering a practice-based program that will create additional opportunities for a diverse student body, faculty, and staff. Also, due to the nature of the counseling field, doctoral students can help develop additional wellness-prevention programs as Hood community members in conjunction with NCTC, Hood Counseling Services, and the Director of Wellness. Finally, a new doctoral program helps to expand the strategic plan within the School of Behavioral Health

Sciences through the identification of the need for such a program and launching it within the developed timeframe.

The proposed program is an institutional priority for several reasons. CACREP requires that counselor-education faculty members be trained in CACREP-accredited doctoral programs. Currently, there are no CACREP-accredited doctoral programs in the state of Maryland, so Hood would be an innovator in providing such a program during the current and long-term mental-health needs of this country. The geographically closest programs are at George Washington University in DC, William & Mary University in Williamsburg, VA, and Shippensburg University in Shippensburg, PA. This is a major issue due to the nationally projected 22% increase in substance abuse cases and behavior disorders for 2021-2031. In addition, mental-health counselors will be a major growth industry, with about 43,600 openings projected each year, on average, over 2021-2031. In Maryland specifically, the projected growth from 2018-2028 is 31%, which is well above the national average of 23% growth rate—also a much higher growth rate than any other employment projections[1]. The current mental health crisis we are in, plus the national counselor shortage is partially due to a lack of CES faculty for master's level programs. In our research of the local region, we've identified at least 8 postings for full-time counselor education faculty trained by CACREP accredited programs, with dozens more postings nationwide, demonstrating the severe need for counselor educators trained in CACREP-accredited programs

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

As shown in the financial projections under Section L, the College has reviewed projected expenditures for the first five years of the proposed CES program. Given the projected tuition revenue and our existing strengths, both faculty and infrastructure, we have charted a path to fund this new program if approved. All governing bodies at the College are in the process of reviewing the projected expenditures and wholly endorse the proposed funding needs, including Graduate Council, the full faculty, Planning, Budgeting and Assessment Committee (PBAC), and the college's Board of Trustees.

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

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

Hood College is committed to the ongoing administrative, financial, and technical support of this program. Given our existing strengths in the Counseling Department with strategic plans for significant expansion in both curriculum and clinical space in the coming decade (particularly through the recent launch[2] of our new School of Behavioral and Health Sciences, SBHS), we are confident that we can launch and support the program proposed herein. Due

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[1] U.S. Bureau of Labor Statistics, https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm
[2] https://www.hood.edu/news/hood-announces-establishment-ruth-whitaker-holmes-school-behavioral-and-health-sciences

to the strength of the current master's program in counseling, we are confident in providing the necessary experiences in direct clinical hours and supervision training to our doctoral students in the NCTC clinic. CES students will also have the opportunity to provide mental-health services and supervision of marginalized populations as part of their training. Community partnerships are already in place through the Practicum and Internship experiences at the master's level which will continue at the doctoral level. Finally, doctoral students will contribute to the current master's program through teaching classes as required by CACREP to fulfill the teaching internship portion of the degree.

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

Given the Maryland statewide focus on strengthening our healthcare system[3], and particularly the focus on the mental-health crisis[4], we are confident that the proposed program will be sustainable for decades to come. However, should we need to discontinue (or sunset) the program, the College has a formal process that supports current students through degree completion via a "teach out" plan.

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

The local, regional, and national demand for professional degrees and certificates in the mental-health field continues to be strong. According to the Maryland Department of Labor, Frederick County boasted the fastest- paced job growth in the state from 2009-2018. Additionally, counseling professions make up the fifth largest master's-level category for projected occupational growth in the state with a growth rate of 19.73% by the year 2026. According to the Bureau of Labor Statistics (https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm), mental health counseling jobs are expected to grow by 22%, and school-counseling jobs are expected to grow by 8% by 2028—both projections are higher than the national average.

Doctoral programs in CES provide evidence that they extend the knowledge base of the profession by immersing students into a climate of scholarly inquiry foremost demonstrated by preparing professional-level students to generate new knowledge that can inform counseling practice. Additionally, a doctoral program will focus on equipping students to assume positions of leadership in the counseling profession and preparing students to

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[3] https://health.maryland.gov/newsroom/Pages/Medicaid-Program-Innovation-Increases-Access-to-Mental-Health-and-Substance-Use-Disorder-Treatment-Amid-COVID-19-Crisis.aspx

[4] https://www.mdeconomy.org/new-maryland-data-show-the-pandemics-toll-on-the-mental-health-and-well-being-of-children-and-families/

become familiar with and knowledgeable about current trends and technology use in the delivery of counseling, counselor education, and counselor supervision.

    b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Hood College, as an institution of higher education, is attending to these important societal needs by increasing the faculty and counselor education programs in Maryland. In particular, our current master's degree program is extremely focused on increasing educational opportunities and choices for minority students through two grants funded by the U.S. Department of Health and Human Services, Health Resources and Services Administration. The doctoral program will support the master's program in many ways, but two significant ways are described below.

Need for Counseling Faculty

There is an existing and future need for counseling faculty across the region, state, and nation to educate the future counselors of the United States. The shortage of counseling faculty is expected to continue related to aging faculty and their associated retirements, and the shortages of licensed counselors prompting more enrollments in master's programs across the nation. CACREP requires that counseling faculty hold a minimum of a doctoral degree. Thus, the addition of the proposed doctoral program in Counselor Education and Supervision will help to address the current staffing shortage[5].

Need for Improved Access to Health Services

As one of the main goals for the Health Resources and Services Administration (HRSA), providing improved access to quality health services, the proposed program also meets MHEC's goals in providing expanded opportunities within higher education for educationally disadvantaged students. Hood College attracts a diverse student population, and with the addition of two competitive HRSA grants, the counseling program attracts additional minority and/or low-income students. The attraction of such students means Hood is providing more trained counselors and much-needed mental health services to the local community. The doctoral program will be supporting the master's program in providing teaching assistants, clinical supervisors, and research mentors.

    c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

This program will expand the capacity of Maryland's HBIs by training counselor educators for higher-education careers thereby bolstering HBI (Historically Black Institutions) faculty pools at schools in Maryland such as Bowie State University, Coppin State University and

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[5] Counselor Educators and Supervisors-NET (professional listserv for counselor educators).

University of Maryland Eastern Shore which all have CACREP master's program in counseling. Graduates from our proposed program will benefit the diverse spectrum of programs at HBIs and meet the growing national and local goals to expand the counseling workforce and to fully represent the populations we serve. In addition, the proposed program does not compete with HBIs in Maryland given our location, our proposed specialty track, and the lack of any other doctoral program in counselor education in the state of Maryland.

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

MHEC's statewide plan for 2022 focuses on equitable access to education for all Maryland residents. More clearly, the state plan has a charge to educational institutions regarding mental health, stating,

> "Additionally, it is clear that the COVID-19 pandemic has taken a toll on the general population's mental health. Higher education will need to be responsive to this in at least three ways: (1) expanding programs that train mental health professionals; (2) providing mental health resources to students, faculty, and staff; and (3) accommodating the impact of mental health crises on student performance" (p. 24).

A program at Hood College in Counselor Education and Supervision is focused on providing mental health resources and accommodating the impact of mental health crises on student performance as the doctoral students work in conjunction with the training clinic, the wellness center on campus, and the campus counseling services in their practicum and internship experiences. Additionally, adding a doctoral program in counseling will help to expand existing programs and will be an additional program itself in training mental health professionals for needed leadership opportunities either in the corporate world or in academia.

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.

As there currently are no doctoral programs in Counselor Education and Supervision in Maryland, this would be an innovative opportunity to not only maintain high-quality education in Maryland, but to provide new options for high-quality education in Maryland. This is a large, identified gap in the pipeline for current Maryland counselors that is a lost connection between the current mental health needs of the community and higher education. This program will have a required dissertation and required internship hours which will strengthen community experiences as part of a practical curricula. There are two specific ways the Counselor Education and Supervision proposed degree program can do that at Hood College:

1. *Academic programs should include real-world experiences, such as internships, externships, or cooperative learning opportunities.*

The counseling program at Hood College currently has over 90 site agreements with various schools and community mental health agencies, hospitals, and private practices to implement the connections between the institution and the community and to equip our students with the required internship experiences. The doctoral program will only increase these connections as the doctoral students will also be required to engage in practical training.

2. Expand faculty development and training in pedagogy, including graduate student training in pedagogy.

Quality faculty are instrumental to developing quality professionals in any field. A doctoral program in Counselor Education and Supervision at Hood College will be an explicit effort to support the academic pipeline with graduate students and graduate training in pedagogy. As we train up new educational experts, these experts will go on to train the next level of counseling professionals. One of the required internships will be in pedagogical training at the master's level, confidently fulfilling this goal of MHEC's strategic plan.

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 (ex: mid-level management) for graduates of the proposed program.

The need for licensed counselors continues to grow with an expected increase of 22% through 2023 as cited above. To meet the increased demands of counselors, counselor educators are needed to teach graduate level classes to train and supervise new counselors. There are currently five CACREP accredited master's level counseling programs in the state of Maryland, but there are no doctoral programs in the state to train future counselor leaders.

   2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

A January 2023 job search on HigherEdJobs.com demonstrated 501 open counselor education positions nationally, with 99 jobs in the mid-Atlantic region consisting of Delaware, DC, Maryland, New Jersey, New York, and Pennsylvania. A similar search of national openings in counselor education in January of 2023 provides 202 job listings. On a professional listserv, titled CESNET (Counselor Educators and Supervisors-NET) as of November 2022 there were 31 listed openings just in the mid-Atlantic region for full time faculty in counseling program. All of these positions require a doctorate in Counselor Education from a CACREP-accredited program.

   3. 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.

Table I
Job Outlook in Occupations for Counselors

The following table summarizes the job outlook according to the Bureau of Labor Statistics (O*NET) for four different job categories for counselors, all of which are classified as "Bright Outlook Occupations." In other words, these professions are expected to have large numbers of openings over the next several years[6]. All these areas far outpace the national average of job growth, which was 8% as of September 2021 (See Table 1). Given that there is a lack of doctoral programs in Maryland, it is essential to develop such programs to provide the number of mental-health professionals needed; this program will enhance the marketability of Hood College counseling graduates.

Table 1: Job Outlook in Occupations for Counselors

Type	SOC Code	National Job Outlook 2020-2030	Relevance to Maryland 2018-2028
Substance abuse and behavioral disorder counselors; Mental health counselors	21-1011; 21-1014	23% (Much faster than average)	Projected change of +31% with 860 annual job openings
Marriage and family therapists	21-1013	16% (Faster than average)	Projected change of +23%, with 370 annual job openings
Educational, guidance, school and vocational counselors	21-1012	12% (Faster than average)	Projected change of +16%, with 940 annual job openings
Counselors, all other	21-1019	9% (Average)	Projected change of +21%, with 100 annual job openings

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

The current number of the projected supply of prospective graduates in Maryland is zero, as there are no doctoral programs. The national predicted job outlook (2014-2024): 19% expected increase, compared to 7% expected increase in total US jobs. (US Department of Labor, Bureau of Labor Statistics). We would expect to graduate 6-8 CES PhD students ANNUALLY.

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[6] https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm

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.

Currently, there are no current CACREP-accredited counselor education Ph.D. programs in the state of Maryland. The University of Maryland, Loyola, and The Chicago School of Professional Psychology in DC temporarily had doctoral programs, but they were not CACREP accredited and have since closed. There are only six schools in the state that have a CACREP-accredited master's program in clinical mental health, school, or rehabilitation counseling. If an individual wishes to obtain a doctoral degree in counselor education, they are forced to attend an institution in another state or select a fully online program, which is not desirable for many professionals. Listed below are the closest doctoral programs in the area. Many of these programs are within a few hours' drive of Maryland.

Table 2. Maryland Higher Education Institutions with Counselor Doctoral Programs

Institution	Location	Distance from Hood College	Degree(s) Offered
George Washington University	Washington, D.C	44 miles	Ph.D.
Shippensburg University	Shippensburg, PA	52 miles	Ed.D.
James Madison University	Harrisonburg, VA	121 miles	Ph.D.
Pennsylvania State University	State College, PA	123 miles	Ph.D.
Indiana University of Pennsylvania	Indiana, PA	148 miles	Ph.D.
Duquesne University	Pittsburgh, PA	183 miles	Ph.D.
College of William & Mary	Williamsburg, VA	196 miles	Ph.D.
Old Dominion University	Norfolk, VA	265 miles	Ph.D.

2. Provide justification for the proposed program.

There is currently a proposed 22% increase for mental health counselors from 2021 to 2023 as cited above. This increase is considered a faster than average increase according to the U.S Bureau of Labor Statistics. There is a current projection of 43,600 openings annually for counselors. To compensate for this increasing need for counselors, counselor education and supervision programs are needed to train educators to teach and supervise new and upcoming counselors, who will meet this state and national need. Not only is there justification for this proposed program, but there is also a severe need for more doctoral programs in Counselor Education across the state.

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

Hood College acknowledges the need for diversity, equity, and inclusion and fully recognizes its impact on health outcomes. Of the four HBIs in Maryland, three of them offer a master's level graduate program in counselor education. Once again, no schools in the state of Maryland have a doctoral program in Counselor Education. The current master's programs, however, are in need of trained faculty. Thus, the proposed program would support HBI's in Maryland by providing faculty for those programs.

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

Hood College acknowledges the key role Maryland's HBIs play in the state, but we do not believe that our proposed program will detract from the successful graduate counseling programs at Maryland's three HBIs with graduate counseling programs, namely Bowie State University, Coppin State University and University of Maryland Eastern Shore. Given the statewide and nationwide shortage of doctorally trained counselors and counselor educators, all available data suggest that our proposed program will attract counseling students from across the state of Maryland and even states that border Maryland.

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.

The CES program is designed by licensed Ph.D. counseling faculty in accordance with established standards of counselor education the future accreditation by CACREP guidance from the Maryland Board of Professional Counselors. The program will be directed by faculty with the appropriate educational and experiential backgrounds and competencies. See Table 3 below.

Table 3: **Faculty for CES Program**

Faculty	New/Existing	Rank/Status	Degree/Credentials
Dr. Megan Shaine	Existing	Associate Professor	Ph.D., LCPC
Dr. Erik Messinger	Existing	Assistant Professor	Ph.D., LCMHC
Dr. Andrew Campbell	Existing	Associate Professor	Ph.D., LCPC
Dr. Atiya Smith	Existing	Assistant Professor	Ph.D., LCPC

Dr. Shannon Shoemaker	Existing	Associate Professor	Ph.D., LCPC, LMHC
Dr. Amber Samuels	Existing	Assistant Professor	Ph.D., LGPC

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

Doctoral programs in counselor education address professional roles in five areas: 1) counseling, 2) supervision, 3) teaching, 4) research and scholarship, and 5) leadership and advocacy. These five areas represent the minimal knowledge required of doctoral graduates in counselor education, according to CACREP-accreditation requirements. The following learning outcomes are an amalgamation of the CACREP requirements that we will use to measure student progress through the program.

1. Examine and integrate scholarly, evidenced-based theories relevant to counseling
2. Conceptualize clients from multiple theoretical perspectives with the appropriate legal and ethical issues and responsibilities across multiple settings and delivery platforms
3. Understand the purposes of clinical supervision including theoretical frameworks, modalities, models, roles and relationships, and skills of supervision across multiple settings with the use of technological integration
4. Evaluate and assess supervisory relationships and gatekeeping using legal and ethical mandates for culturally sustaining strategies in conducting clinical supervision
5. Understand and utilize evidence-based pedagogical and andragogical methods and practices related to adult learning theories in instructional design and delivery across teaching platforms
6. Utilize appropriate assessment, screening, remediation, and gatekeeping functions relevant to teaching with respect for individual differences in learning and an integration of diversity, equity, inclusion, and social justice principles in the curriculum
7. Integrate research designs appropriate to qualitative, quantitative, mixed methods, and action research with appropriate data analysis methods and models in culturally relevant and culturally sensitive ways as dictated by ethical strategies for conducting research
8. Develop research into professional peer-reviewed journal publications, professional conference proposals, grant/funding proposals, and research proposals for human subjects/institutional board review.
9. Demonstrate and utilize theories and models of leadership development in consultation to advocate for and with clients and the profession at multiple levels

3. Explain how the institution will:
4.

    a. provide for assessment of student achievement of learning outcomes in the program

The curriculum is designed to build a solid foundation that is evidence-based and to master skills that will make our program graduates work-ready at time of hire. Critical thinking and problem-solving skills will be honed while working on real-life problems. It is anticipated that program graduates will be successful in gaining professional employment in their chosen field.

Ongoing assessment developed by the program and required by accrediting and regulatory bodies (CACREP and the Maryland Board of Professional Counselors) will be conducted to evaluate learning outcomes. Assessment tools including tests, practicums, projects, case studies, evidence-based projects, written and oral presentations will be used to measure students' knowledge, skills, and competencies. Feedback from surveys, focus groups, an advisory board, and students – past and present – will be collected on an annual basis and evaluated.

    b. document student achievement of learning outcomes in the program

Key assignments and corollary data are documented and housed in our assessment software, *Anthology,* formerly *Chalk and Wire*. Findings will be analyzed annually and used for continuous improvement and program growth. These will be posted annually on the program webpage per CACREP requirements.

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

The courses for the CES program will largely be delivered in-person, utilizing appropriate synchronous and asynchronous learning. There are practicum hours which are completed in-person with a supervisor in the appropriate specialty area and academic settings. The program is 60 credits with 600 practicum hours over several courses and culminates in a dissertation of original research. The courses are listed below in Table 4.

Table 4: Proposed Course Curriculum

COURSE NUMBER	COURSE NAME	CREDITS	COURSE DESCRIPTION
	YEAR 1		
	SEMESTER 1 FALL:		
CNED 600	Advanced Counseling Skills- Doctoral Internship 1	3	First in a series of 3 related courses, students will demonstrate their clinical counseling skills at NCTC or an external site for a minimum of 200 hours.
CNED 601	Professional Issues in Counselor Education	3	This course will provide an overview of professional issues in counselor education and lead to an examination of these issues by students to begin prompting thought on a possible dissertation topic.
CNED 602	Advanced Theories in Counselor Education & Supervision	3	This course provides an advanced exploration of the assessment, intervention, and evaluation procedures for counseling problems frequently encountered in multiple settings.
	SEMESTER 2 SPRING:		
CNED 603	Supervision Theory & Practice in Counselor Education and Supervision- Doctoral Internship 2	3	Second in the series of practicum and internship courses, this course focuses on providing clinical supervision of the master's students by doctoral students for 200 hours at NCTC, while studying research and theoretical models of clinical supervision of counselors.
CNED 604	Scholarly Writing and Presentations in Counselor Education & Supervision	3	This course provides a critique and synthesis of evidence for practice-related research evolving into the possible literature review for the dissertation topic.
CNED 605	Pedagogy & Andragogy in Counselor Education & Supervision	3	This course provides the necessary teaching roles and responsibilities related to counselor education including instructional design and curricular evaluation methods.

	SUMMER 1:		
CNED 606	Advanced Counseling Techniques & Treatment Planning	3	This course focuses on providing a blend of applicable knowledge of theoretical orientations, clinical techniques, and diagnosis to do proper treatment planning and case conceptualization.
CNED 607	Leadership and Consultation in Counselor Education & Supervision	3	Synthesis of leadership concepts for advanced practice counselors in complex healthcare delivery systems to enable the achievement of desired health outcomes, and the safe, quality delivery of care.
	YEAR 2		
	SEMESTER 3 FALL:		
CNED 608	Research Methodologies: The Design, Implementation, and Evaluation of Counseling Research Projects	3	This course is a practical overview of social science research to help students explore research question development and methodology and to explore possible methods for dissertation.
CNED 609	Advocacy in Counselor Education & Supervision	3	This course explores the current sociopolitical and social justice issues and how those issues affect the counseling profession and the models and competencies for counselors and counselor educators advocating on behalf of the profession and professional identity
CNED 610	Doctoral Teaching-Internship 3	3	Third in the series of application, this course focuses on providing applicable teaching experience to students for a minimum of 200 hours.
	SEMESTER 4 SPRING:		
CNED 611	Statistical Methods for Social Science Research: Design and Analysis	3	This course features an overview of the most popular tools/approaches to quantitative data analysis.

			Topics include analysis of variance, multiple regression, factorial analysis, and correlational analysis.
	Elective	3	
	SUMMER 2:		
CNED 612	Advanced Quantitative Methods *or*	3	This course is one of two choices students will make based on their dissertation design to further explore quantitative methodologies and analyses.
CNED 613	Advanced Qualitative Methods	3	This course is one of two choices students will make based on their dissertation design to further explore qualitative methodologies and analyses.
	Elective	3	
	YEAR 3		
	SEMESTER 5 FALL:		
CNED 614	Comps Process: Negotiated Exams	3	This course develops the theory and integrates that with the dissertation plan.
CNED 630	Dissertation 1	3	Upon successful completion of comps. First in a series of 3 related courses, the student will develop an initial plan for the dissertation, most likely from previous course instruction, including identifying a lead faculty and two other committee members. Students will complete the written proposal for presentation.
	SEMESTER 6 SPRING:		
CNED 631	Dissertation 2	3	In this second of three related courses, the student will gain IRB approval to move forward in data collection for the dissertation process.
	SUMMER 3:		
CNED 632	Dissertation 3	3	In the final phase of the student will write the final dissertation for presentation, including incorporating edits

				from the dissertation committee.
		Cumulative Total	**60**	

6. Discuss how general education requirements will be met, if applicable.

Not applicable for Hood College graduate degrees.

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

Hood College will seek accreditation for the CES program from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The process for accreditation requires that students need to be in their last semester of the program by the time a site visit occurs. From there, it takes roughly 18 months from the time of submission of a self-study to conferral of a decision. Once the decision is conferred, all students that graduated from the program within that 18-month period prior, would be considered graduates of a CACREP-accredited program.

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.

It is the College's mandatory policy and standard practice of operation to provide current and accurate information on academic programs, curriculum, course and degree requirements. This is also a requirement of accrediting agencies, and the program will adhere to policy. The information will be available in the College Catalog and on the website at www.hood.edu. Tuition, fees, and payment policies including a payment plan is available at the College's

website (www.hood.edu). It is also a mandatory requirement by CACREP, the accreditation we hope to seek, to provide this information annually on the program's webpage.

One of the many strengths of Hood College is the low student to faculty ratio. The low student to faculty ratio of 11:1 and small class size enhances the learning environment by allowing more personalized, high-quality attention. The College is committed to maintaining this low ratio—not to exceed 14:1. Due to CACREP accreditation, the program requires a 12:1 ratio, and in practicum and internship courses, an even smaller ratio of 6:1. Currently, approximately 90% of the Hood College faculty hold doctoral or terminal degrees, and likewise, the CES program will hire terminal degree holders. Current counseling faculty will serve as advisors to further enhance the learning experience and interactions.

The Information Technology (IT) Department provides technical support and is responsible for the proper operation and configuration of all college-owned computers, software, network, telephone, computer labs and information infrastructure. Hood's learning management system is Blackboard and is accessible via username and password. The classrooms are fully functional and equipped smart rooms. The students will have access to the building after hours to utilize the resources in the building. At the learning commons, students will have access to study rooms with reading materials, computer labs, and kitchenette.
The program will have administrative support for clerical duties and general office management. In addition to the faculty serving as advisors, the Josephine Steiner Student Success Center supports undergraduate and graduate students. The center provides tutoring, coaching, and writing support. Students will be able to take advantage of the services offered by the Office of Accessibility Services, which is hosted within the Josephine Steiner Student Success Center.

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.

Hood College follows a model of centralized recruitment and admissions under the direction of The Graduate School, led by the Dean of the Graduate School. Program information for all programs at Hood College are readily available on the College's website. The information is presented in a user-friendly format. The CES program will be posted in a similar manner. Recruitment and advertising materials for the programs will also be posted on the website and distributed at academic fairs and professional conferences. The program will have a webpage on the website with detailed program information that will include learning and student outcomes. The website will be monitored and updated as needed. The application form will be easily accessible to prospective students on the College's website.

H.   Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

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 the proposed program.

The counseling program curriculum includes new counseling and existing courses in other disciplines. Upon approval of the CES program, the College will hire two additional CES faculty with terminal degrees and professional credentials. All faculty are expected to engage in teaching, research/scholarship, and service to the College and to the profession of counseling. Existing courses from business, nursing, and organizational leadership will be incorporated into the CES curriculum. Current counseling faculty will provide teaching and leadership for the CES program the first year. With a low student to faculty ratio (12:1 as required by CACREP), students are given high-quality, personalized attention, which fosters their academic and professional success. See Table 5 below.

Table 5: Adequacy of Faculty Resources

Faculty	New/Existing	Rank/Status	Degree/Credentials	Courses
Dr. Megan Shaine	Existing	Associate Professor	Ph.D., LCPC	CNED 600, 603, 608, 611, 612, 614, 615, 616, 617
Dr. Erik Messinger	Existing	Assistant Professor	Ph.D., LCMHC	CNED 600, 603, 604, 605, 606, 610, 613, 614, 615, 616, 617
Dr. Andrew Campbell	Existing	Associate Professor	Ph.D., LCPC	CNED 600, 601, 602, 603, 604, 605, 608, 609, 610, 611, 612, 614, 615, 616, 617
Dr. Atiya Smith	Existing	Assistant Professor	Ph.D., LCPC	CNED 600, 601, 602, 603, 606, 607, 609, 610, 614, 615, 616, 617
Dr. Shannon Shoemaker	Existing	Associate Professor	Ph.D., LCPC, LMHC	CNED 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 613, 614, 615, 616, 617
Dr. Amber Samuels	Existing	Assistant Professor	Ph.D., LGPC	CNED 600, 601, 602, 606, 609

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
   a. Pedagogy that meets the needs of the students

The College has a Center for Teaching and Learning.[7] The Center's purpose is to "provide support and encouragement to explore, develop and refine teaching pedagogy to promote academic excellence, and it is committed to promoting teaching and learning as ongoing and collaborative processes of inquiry, experimentation and reflection." It is a collaboration of faculty and staff, which promotes and supports pedagogy, teaching innovation and faculty scholarship/research in all of its forms.

Further, the Center's mission is to:

- Promote the value and practice of excellent teaching both in and out of the classroom to facilitate student learning and growth.
- Serve as an on-campus resource that provides professional development opportunities to promote teaching and learning.
- Provide opportunities for faculty to reflect on their work, share and learn from the experiences and expertise of their colleagues.
- Encourage faculty collaboration to enhance and refine their teaching.
- Promote active engagement and innovation in teaching and learning; and Act as a hub for knowledge of effective, evidence-based practices as well as a conduit to bring faculty together[8].

All faculty will have access to a small research stipend to advance individual research in their field and access to a block of travel funds for attending and presenting new material at conferences.

b. The learning management system

Hood College uses the Blackboard Learning Management System (LMS) to provide the following support services in a format appropriate for delivery of online offerings.
- Support for different digital modality types in the delivery of online content. There are three supported types: fully online programs, online courses (individual online courses that are available both to students enrolled in fully online programs and to students enrolled in face-to-face programs) and mixed-modality or hybrid courses.
- Support different instructional strategies using Screencast-O-Matic.com.
- Support for course assessment using the online portal SmartEvals.com.
- Support for video collaboration, by enabling the online portal Skype for Business; accessible from within the college's Office 365 Organization.
- Support for academic advising, by enabling the online portal Skype for Business; accessible from within the college's Office 365 Organization.
- Support for ordering new or used, renting, or buying back traditional textbooks, or purchasing instant eBooks, using the online bookstore portal BarnesAndNoble.com.
- Support early alerts for students using Self-Service by Ellucian.
- Support predictive analytics by enabling Microsoft's Power BI or another analytics tool.

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[7] Hood College Center for Teaching and Learning (n.d.). Retrieved August 1, 2022 from
http://www.hood.edu/CTL

- Support accessibility compliance such as ADA 508, using the Blackboard Ally product.
- Support for Open Educational Resources (OER).
- Support for adaptive courseware, by enabling a third-party provider of digital adaptive content and programming.
- Support user and testing authentication, by enabling a lock down browser and online proctoring software.
- Support 24/7 technical support, by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.
- Support adequate access to learning resources, including library, information resources, laboratories, equipment, and tracking systems by enabling 24-hour access to the Beneficial-Hodson Library.
- Support for student complaints, by enabling a third-party, anonymous suggestion box for the LMS environment.
- Support from and access to student services, including financial aid, course registration, and career and placement counseling, through the Hood.edu web site and by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.

c. Evidenced-based best practices for distance education, if distance education is offered.

Hood College is compliant with C-RAC guidelines and best practices; the College was approved to offer fully online programs by MSDE, MHEC and the Middle States Commission on Higher Education (MSCHE) in 2019. See Appendix B. We have a robust academic program review requirement to which this proposed online program will be subjected if approved. Hood College provides ongoing pedagogy training for online faculty in evidenced-based best practices as well through the Center for Teaching and Learning described above in Section I.2.a.

Hood College's training program includes a two-part series of training courses. Faculty commit to actively participating in an intensive, 10-day training for each part of the training series. Part I of the training series occurs twice each year, and its content includes critiquing and creating a hybrid syllabus, building meaningful connections between face-to-face and online learning activities, establishing an online learning community, engaging learners in the online setting, and encouraging active online participation.

Part II of the training series focuses on teaching and learning in fully online courses. Training participants utilize a range of resources including a current textbook, instructional and support videos, online tools, and more to explore research-based best practices in online teaching and learning. Training participants apply this learning to the development of online content including building an online learning community, creating purposeful activities that maximize the use of the online medium, and assessing students understanding of core content using multiple online tools. Participants also learn about and demonstrate competency with Blackboard, the College's online learning environment and course management system.

They utilize a range of Blackboard features including collaboration tools, progress monitoring, assessment, assignments, and plagiarism tools. They also utilize the College's suite of Office 365 products including Word and PowerPoint. Other online teaching, learning and collaboration resources such as YouTube and Zoom are explored. Participants utilize the range of tools to design effective online lessons, online course syllabi, and assessment rubrics. Content in the training series is routinely updated with current, evidence-based resources and tools.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

The College recently renovated the library as a visionary learning commons. The library supports graduate and undergraduate programs. The Beneficial-Hodson Library provides books, eBooks, government publications, journals, audiovisuals, databases, historical collections, and more, to support students and faculty. The library adds to its collection of monographic and subject-specific materials, based upon the recommendations of faculty. As a participant in MIC, the Beneficial-Hodson Library is able to obtain almost any book held by those partner libraries within 24 hours through our shared courier service. Interlibrary loan (ILL) is available as an alternative for materials not held within the Consortium, and our interlibrary loan manager is able to fill about 85% of all ILL requests. Journal materials are available in both print and electronic formats. The online "Journal Finder" lists the combined print and electronic holdings (including full-text and citation-only titles) and enables searching for specific journals by title or by subject. Electronic access to books, journals and other materials are available at https://www.hood.edu/library.

Hood students and faculty have access to nearly 150 academic databases, including over 20 psychology and counseling-related research databases. These include:
- Academic Search Ultimate (Scholarly journal and other articles covering all subject areas. Full text.)
- Counseling and Therapy in Video (Part of the Academic Video Online [AVON] collection, these videos demonstrate working with clients and putting theoretical concepts into practice.)
- Mental Measurements Yearbook with Tests in Print (A comprehensive guide to over 3,000 contemporary testing instruments, with a bibliography of commercially available tests currently in print in the English language.)
- PsychARTICLES (Articles from scholarly journals published by the American Psychology Association. Full text.)
- PsycINFO (Citations for research in behavioral science and mental health. Limited full text.)
- PsycTESTS (Psychological measures, scales, surveys, and other instruments for researchers in the behavioral and social sciences. Limited full text.)

Journal materials are available in both print and electronic formats. The online "Journal Finder" lists the combined print and electronic holdings (including full-text and citation-only titles) and enables searching for specific journals by title or by subject. More than 600 counseling and psychology-related journals are available to all Hood students and faculty, including highly ranked titles such as:
- *Journal of Counseling and Development*
- *Journal of Multicultural Counseling and Development*

- *Journal of LGBTQ Issues in Counseling*
- *Psychological Trauma: Theory, Research, Practice and Policy*
- *Journal of Trauma and Loss*
- *Death Studies*
- *Omega: The Journal of Death and Dying*

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.

The proposed program will be taught using existing resources such as the NCTC Clinic and standard classroom facilities along with the current LMS. The clinic area is planned for expansion with the recent formalization of a lease agreement and the development of the School of Behavioral Health Sciences. The College has already established sufficient hardware and software capacity to support this program. Students can conveniently access classroom LMS systems remotely through a virtual environment at any time (24 hours per day, 7 days per week), using Windows, Mac, iPad, iPhone, or Android devices. Therefore, the network infrastructure at Hood College needed to run the courses in the graduate counseling program is more than adequate.

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

Hood College ensures that <u>both</u> our students and faculty have adequate and uninterrupted access to the College's electronic mailing system (via Office 365).

    b.   A learning management system that provides the necessary technological support for distance education

Blackboard is Hood College's LMS software platform, which provides the necessary technological support for distance education:
- Support for different digital modality types in the delivery of online content. There are three supported types: fully online programs, online courses (individual online courses that are available both to students enrolled in fully online programs and to students enrolled in face-to-face programs) and mixed-modality or hybrid courses.
- Support different instructional strategies using Screencast-O-Matic.com.
- Support for course assessment using the online portal SmartEvals.com.

- Support for video collaboration, by enabling the online portal Skype for Business; accessible from within the college's Office 365 Organization.
- Support for academic advising, by enabling the online portal Skype for Business; accessible from within the college's Office 365 Organization.
- Support for ordering new or used, renting, or buying back traditional textbooks, or purchasing instant eBooks, using the online bookstore portal BarnesAndNoble.com.
- Support early alerts for students using Self-Service by Ellucian.
- Support predictive analytics by enabling Microsoft's Power BI or another analytics tool.
- Support accessibility compliance such as ADA 508, using the Blackboard Ally product.
- Support for Open Educational Resources (OER).
- Support for adaptive courseware, by enabling a third-party provider of digital adaptive content and programming.
- Support user and testing authentication, by enabling a lock down browser and online proctoring software.
- Support 24/7 technical support, by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.
- Support adequate access to learning resources, including library, information resources, laboratories, equipment, and tracking systems by enabling 24-hour access to the Beneficial-Hodson Library.
- Support for student complaints, by enabling a third-party, anonymous suggestion box for the LMS environment.
- Support from and access to student services, including financial aid, course registration, and career and placement counseling, through the Hood.edu web site and by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.

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

Table 6: Revenues

REVENUES					
Resource Categories	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (g)	0	$151,200	$311,616	$427,776	$481,740
a. Number of F/T Students	0	6	12	18	20
b. Annual Credit Hour Generation for 2a	0	144	288	384	420
c. Number of P/T Students	0	0	0	0	0
d. Annual Credit Hour Generation for 2c	0	0	0	0	0
e. Total Annual Credit Hour Generation for 2a and 2c	0	144	288	384	420
f. Credit Hour Rate	0	$1050	$1082	$1114	$1147

		FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
g. Total Tuition Revenue (e * f)		0	$151,200	$311,616	$427,776	$481,740
3. Grants, Contracts & Other Ext. Sources		0	0	0	0	0
4. Other Sources		0	0	0	0	0
Total (Add 1-4)		**0**	**$151,200**	**$311,616**	**$427,776**	**$481,740**

Line 2a and 2c: Assumes ~1% attrition rate per year.
Line 2f: Assumes 3% increase per credit cost per year.
Line 2e: Assumes students will take 24 credits/year based on a three-year degree plan.

Table 7: Expenditures

EXPENDITURES					
Expenditure Categories	**FY 2024**	**FY 2025**	**FY 2026**	**FY 2027**	**FY 2028**
1. Faculty (b + c + f)	0	$11,405	$103,455	$197,226	$199,279
a. AC (full-time)	0	0	1	2	2
b. Total Salary (assume 3% salary increase)	0	0	$70,000	$144,200	$148,652
c. Total Benefits (est. 31.5% of salary)	0	0	$22,050	$45,423	$46,825
d. Additional Adjunct Faculty (number of credit hours taught)	0	9	9	6	3
e. Additional Adjunct Faculty for F/T course buyout	0	0	0	0	0
f. Total Adjunct Faculty Salary	0	$11,405	$11,405	$8,096	$4,048
2. Administrative Staff	0	0	0	0	0
3. Support Staff	0	$21,900	$22,476	$23,052	$23,646
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. Software	0	0	0	0	0
7. Marketing	$3000	$5000	0	0	0
8. Professional development	$5000	$3000	$5400	$5400	$5400
9. Other Expenses	0	0	0	0	0
Total Revenues (Add 1-4)	0	$151,200	$311,616	$427,776	$481,740
Total Expenditures (Add 1-9)	**$8,000**	**$41,305**	**$131,331**	**$231,678**	**$234,325**
Net Surplus/Deficit (Revenues-Expenditures)	-$8,000	$109,895	$180,285	$196,098	$247,415

Line 1.f. The adjunct salary assumes a base pay rate of $1,350/credit.
Line 3. GAs, TAs
Line 7. We have included the launch of the proposed program, which will require paid ad placements in all social-media platforms, in addition to Google search ads.
Line 8. Professional development such as conferences and professional organizations

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.

Evaluation of programs will include both formative and summative assessment, using direct and indirect assessment strategies to meet objectives and student learning outcomes. Supervised practice competencies will be assessed using performance indicators and disposition assessments. Evaluation of the program will be consistent with the Accreditation Standards of CACREP.

Procedures for evaluating courses:

- Direct assessment of program courses will include review of a course matrix or table that maps each class assignment to course objectives.
- Direct assessment of program courses also will include a review of grading rubrics with clear grading criteria for each assignment, so students may evaluate their own work (formative) before submitting that work for a summative assessment.
- Indirect assessment of courses will occur via course evaluations completed by students.

Procedures for evaluating student learning outcomes:

- Direct assessment will also occur using a sample of student key assignments with subsequent modification of course content, based on these reviews.
- Competency-based and dispositional assessments for supervised practice
- Indirect assessment of student learning outcomes will occur via student surveys, course evaluations, and/or student interviews upon students' completion of the course and/or program.

Procedures for evaluating faculty:

- Direct assessment of program faculty will include a review of faculty credentials such as degrees, awards, years of professional experience, publications, conference presentations, and grade distributions
- Direct assessment of program faculty also will include classroom observations of faculty to assess classroom climate, rapport of faculty with students, actual instructional strategies used, and student response to such instructional strategies.
- Indirect assessment of program faculty will be obtained through student surveys and course evaluations.

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.

Hood College has a robust academic program review requirement that aligns with CACREP accreditation standards to which this proposed program will be subjected if approved. Currently, all existing programs are part of a 5-year review cycle that includes analysis of program learning outcomes, retention data (e.g., progression, leave of absence filings, graduation rates), student and faculty satisfaction and cost-effectiveness of the instructional and student-centered support. As part of the academic program review, academic departments and graduate programs specifically address the following areas, all of which are implied by the above prompt: enrollment, retention, post-graduation success, faculty resources, and resource management.

This review process requires at least one external reviewer, which informs the final outcomes and recommendations to the provost and president. Each report is shared with the college's Board of Trustees for their review and determination of next steps in the program's evolution. If program enrollment shows a consistent, negative trend line and instructional/infrastructure costs exceed said enrollment, a formal probationary period is often recommended prior to the decision to discontinue a program. In such cases, however, the College formulates a teach-out plan to ensure all current students in the program are able to complete their degree.

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

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Thirty-eight percent (38%) of the student body are from under-represented racial or ethnic populations—one of the highest percentages across colleges/universities in the state of Maryland—which demonstrates Hood College's commitment to a diverse student population. There are several offices within the divisions of academic and graduate student life that promote inclusion and cultural sensitivity. The Offices of Community and Inclusivity and International Student Services (OCI/ISS) provide programs and initiatives for students and supports activities for African American, Hispanic, Asian, Native American and international students and organizations such as the International Club, Black Student Union and La Comunidad. To meet the needs of the growing number of students from other countries, the director of ISS assists these students in making the adjustment to a new country and in achieving their educational objectives. Additional graduate programming on inclusivity is supported by both The Graduate School and student-led groups, like Graduate Students of Color (GSOC) and the Graduate Student Association (GSA). The college also has a strong track record for supporting our students of color from a variety of successful grant initiatives (e.g., HRSA[9] and CGS-JED[10,11]).

[1] https://www.hood.edu/news/hood-college-receives-22-million-grant-hrsa

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[9] https://www.hood.edu/news/hood-college-receives-22-million-grant-hrsa
[10] https://cgsnet.org/new-initiative-support-graduate-student-mental-health-and-wellness
[11] https://www.hood.edu/news/dean-grad-school-joins-national-mental-health-committee

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

This program is not directly related to an identified low productivity program.

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

1.   Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Hood College has several fully online programs, which it has been approved to offer by both MSCHE and MHEC since 2019. See Appendix B.

2.   Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Modes of delivery for the CES program will be primarily on campus in a traditional classroom. However, the final year of the program will permit online courses with both synchronous and asynchronous offerings. The program requires 3 in-person internships as designated in the course descriptions. Faculty will be required to complete the college's trainings in hybrid and online instruction, offered through the Center for Teaching and Learning. Additional faculty support of online course development is provided by an instructional designer. The College is required to reconfirm our adherence to C-RAC guidelines and has done so successfully since approved to offer online programs by both MSCHE and MHEC since 2019. See Appendix B.

Appendix A
Partner Letters of Support

Letters requested from Advanced Behavioral Health, Trauma Specialists of Maryland, FCPS.

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

January 9, 2019

Dr. Deborah D. Ricker
Provost and Vice President of Academic Affairs
Hood College
401 Rosemont Avenue
Frederick, MD 21701

Dear Dr. Ricker:

The Maryland Higher Education Commission (the Commission) has reviewed an application from Hood College to provide distance education in accordance with the Code of Maryland Regulations (COMAR) 13B.02.03.22.

I am pleased to inform you that your application is approved to provide distance education offerings in the State of Maryland. This decision was based on an analysis of the application in conjunction with the Commission's Institutional Approval to Offer Distance Education - COMAR 13B.02.03.22B. An institution offering distance education shall comply with the C-RAC guidelines:

- Online learning is appropriate to the institution's mission and purposes.
- The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.
- Online learning is incorporated into the institution's systems of governance and academic oversight
- Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
- Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.
- The institution provides effective student and academic services to support students enrolled in online learning offerings.
- The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
- The institution assures the integrity of its online offerings.

I wish you continued success in your endeavors.

Sincerely,

Dr. James D. Fielder
Secretary

JDF:kks

C: Dr. Jennifer Frank, Vice President for Academic Affairs, MICUA
File: 18520

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