



UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

May 1, 2019

Dr. James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

The University of Maryland Eastern Shore (UMES) seeks approval of substantial modifications to our M.Ed. in Counselor Education degree program with a specialization in School Counseling as we intend to seek specialized accreditation of this program from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Currently, our M.Ed. in Counselor Education requires completion of 48 credit hours. The proposed changes to the School Counseling curriculum outlined in the attached proposal are directly in line with CACREP accreditation requirements, including the increase in total credit hours for the program.

If you have any questions or concerns, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Heidi M. Anderson".

Heidi M. Anderson, Ph.D.
President

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
cc: Dr. Rondall E. Allen, Acting Provost and Vice President for Academic Affairs, UMES
cc: Dr. Latasha Wade, Interim Associate Vice President for Academic Operations, UMES




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

Institution Submitting Proposal	University of Maryland Eastern Shore
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input checked="" type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input checked="" type="radio"/> R*STARS Type: <input type="radio"/> Check	Payment Amount: 250.00	Date Submitted: 4/29/2019
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Department Proposing Program	Education		
Degree Level and Degree Type	Graduate; Master of Education (M.Ed.)		
Title of Proposed Program	Counselor Education (School Counseling specialization)		
Total Number of Credits	48		
Suggested Codes	HEGIS: 0826-01	CIP: 13.1101	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: http://catalog.umes.edu/index.php?catoic		
Preferred Contact for this Proposal	Name: Latasha Wade, Pharm.D.		
	Title: Interim Associate Vice President for Academic Operations		
	Phone: (410) 651-6713		
	Email: lwade@umes.edu		
President/Chief Executive	Type Name: Heidi M. Anderson, Ph.D.		
	Signature: 	Date: 5-1-19	
	Date of Approval/Endorsement by Governing Board:		

Revised 3/2019

Master of Education (M.Ed.) in Counselor Education, School Counseling Specialization

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 M.Ed. in Counselor Education program prepares candidates to become professional counselors. As a graduate program, it houses 2 specializations: 1) School Counseling and 2) Community Counseling. The Department of Education at the University of Maryland Eastern Shore is seeking approval to make changes to both specializations for Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation, which is consistent with UMES Strategic Goal I 'to develop and strengthen academic programs.' This proposal specifically relates to the school counseling specialization.

The school counseling specialization prepares graduates for employment as state certified school counselors in Maryland Pre-K-12 schools. In order to meet CACREP standards, UMES will need to transition its existing 48-credit hour program to a 60-credit hour program.

The school counseling specialization supports the UMES mission. As noted in the mission statement, UMES is "grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions." UMES is known for "nationally accredited undergraduate and graduate programs and applied research." Our proposed changes continue our program's facilitation of learning, discovery, and engagement as well as the production of graduate level practitioners who possess an understanding of and skill with applied research.

An element of the UMES mission is the commitment to meeting the workforce needs of the Eastern Shore, state, and nation. Graduates of the M.Ed. in Counselor Education program who specialize in School Counseling will amplify the dwindling numbers of highly qualified school personnel that both local and national communities face.

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

The proposed modifications to the Counselor Education program's school counseling specialization support UMES' Strategic Goal I: "Develop, strengthen, and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance and excellence to meet the challenges of a highly competitive and global workforce." The school counseling specialization provides certified school counselors to county school systems on the Eastern Shore and in the state of Maryland. This specialization offers school systems the opportunity to hire highly qualified, diverse school counselors who are trained in cultural competencies and social justice, making it a program of relevance and excellence.

UMES' Strategic Sub-Goal 1.7 is to "obtain national program accreditations for eligible programs and reaffirmation of accreditation for existing programs". Our pursuit of these

programmatic changes is being initiated with the ultimate objective of CACREP accreditation. Sub-Goal 2.3 is to “expand partnerships with (i) business and industry, (ii) governmental agencies, (iii) community-based organizations, and (iv) other institutions of higher education”. The various MOUs developed with our M.Ed. in Counselor Education program and local school districts is reflective of this goal. The proposed modifications to the Counselor Education Program were vetted and approved by the Graduate Council, the UMES Senate (institution-wide shared governance body), the Provost and Vice President for Academic Affairs, as well as President Anderson, indicating that they have been affirmed by the institution.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

The modified school counseling specialization as part of the M.Ed. in Counselor Education program will continue to be adequately funded by UMES initiatives that support accreditation and reaffirmation. The University will continue to support professional development. It is expected that student enrollment will increase based on local and state needs.

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

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

The internal approval procedure for programmatic modification is indicative of the University’s commitment to ongoing administrative, financial, and technical support of the proposed program. The proposed modifications to the school counseling specialization of the M.Ed. in Counselor Education program were vetted and approved by the Graduate Council, the UMES Senate (institution-wide shared governance body), the Provost and Vice President for Academic Affairs, as well as President Anderson, indicating that they have been affirmed by the institution.

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

UMES is committed to providing continued support to the program in order to provide enrolled students with sufficient time to complete the school counseling specialization as part of the M.Ed. in Counselor Education program. UMES Strategic Sub-Goal 1.7 is to “obtain national program accreditations for eligible programs and reaffirmation of accreditation for existing programs.” Our pursuit of these programmatic changes is being driven by the ultimate objective of obtaining CACREP accreditation. In order to satisfactorily achieve strategic goals and maintain quality and excellence, continued support of Counselor Education and its students and candidates through graduation is essential to the University mission and goals.

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

N/A

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

The proposed modifications to the school counseling specialization as part of the Counselor Education program meet the needs and demands for expanding opportunities and choices of minority and educationally disadvantaged students at institutions of higher education. Currently, there are 36 students in the Counselor Education program; 26 students are Maryland residents and 25 are students of color. Since 2013, the program has graduated 31 candidates who are people of color and 19 graduates have been nontraditional students who were over the age of 40. The data demonstrate that the program does meet the needs outlined in the State Plan. With the proposed changes and acquired accreditation, Counselor Education program enrollment will grow.

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

UMES is one of two HBCUs in Maryland with a Counselor Education program. Bowie State University is the other university and it has been granted CACREP accreditation until 2025. Accreditation of our program supports our institution's desire to offer high quality and unique educational programs to the lower Eastern Shore of Maryland and its rural, minority, and educationally disadvantaged populations.

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

The Maryland State Plan for Postsecondary Education emphasizes access, success and innovation. The M.Ed. in Counselor Education is consistent with the State Plan. The students and candidates in the program represent a spectrum of students who may not have access to opportunities to pursue an advanced degree without options for provisional admission. Remediation and mentoring are interventions that undergird the success of nontraditional students. Along with remediation and mentoring, 'intrusive' advising is a technique that is employed from the time of admission through internship and graduation. This innovation helps students better manage avoidance behavior and faculty can quickly

address problems or difficulties. Although these are graduate students, there are a number who may have backgrounds similar to their undergraduate counterparts.

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.

School Counseling Specialization. Graduates of the school counseling specialization are employed in public and private preK-12 school settings and federally funded college and career readiness programs. Graduates of the school counseling specialization are granted certification in the state of Maryland as school counselors. Graduates are employed as school counselors, deans of students, conflict resolution specialists, and student advisors. With three years of experience and two additional courses offered by UMES, graduates are eligible for certification as pupil personnel workers.

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

School Counselor-to-Student Ratios. The American School Counselor Association recommends a student to school counselor ratio of no more than 250:1 in order to serve all students in a comprehensive school counseling program. According to the State-by-State Student-to-Counselor Report conducted by the American School Counselor Association and the National Association of College Admissions Counseling, Maryland's ratio falls short at a ratio of 369:1.

Market Demand for School Counselors. According to the Bureau of Labor Statistics, employment of school and career counselors is expected to grow 13% from 2016-2026. There is an expectation of increased school enrollments.

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.

Educational and Training Needs in the Region

In 2016, a study was done by Salisbury University and community partners of the Eastern Shore School Mental Health Coalition (ESSMHC) with a grant from the Maryland State Department of Education (Exploring School-Based Mental Health Needs on the Eastern Shore of Maryland). Focus group results of school-based professionals and community-based mental health professionals indicated the following educational and training needs:

- Mental Health First Aid/Mental Health 101
- Behavior Intervention Management
- Stress/Anxiety and Depression

- Specific Diagnoses or Interventions
- Combative, Defiant, and Conduct Disorders

Only 45% of school-based professionals believed they had the knowledge and skills to meet the mental health needs of the children with whom they work, and less than 50% believed they had adequate cultural knowledge to work with diverse children in their schools.

The Counselor Education program can assist in meeting the educational and training needs of the region. Our curriculum addresses most of the training topics identified as needs for our region.

Anticipated Vacancies over the Next 5 Years

According to the Bureau of Labor Statistics, employment of school and career counselors is expected to grow 13% from 2016-2026. There is an expectation of increased school enrollments.

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

NON-CACREP Accredited (48 credit hours)

	Total Applicants	Admitted	Enrolled	Graduated
2016-2017	16	Total -13 School-6 Community-7	Total-39 School-19 Community-20	Total-6 School-4 Community-2
2017-2018	11	Total -9 School-5 Community-4	Total-43 School-20 Community-23	Total -16 School-7 Community-9
2018-2019	13	Total- 8 School-3 Community- 5	Total -38 School-17 Community-21	Total-6 School-4 Community-2

Proposed CACREP Accredited (60 Credit Hours) Projected Enrollment

	Total Applicants	Admitted	Enrolled	Graduated
2019-2020	20	Total -18 School-8 Community-10	Total-55 School-26 Community-29	Total-12 School-5 Community-7
2020-2021	30	Total -30 School-14 Community-16	Total-66 School-32 Community-34	Total -25 School-13 Community-12
2021-2022	35	Total- 30 School-15 Community- 15	Total -64 School-32 Community-32	Total-30 School-13 Community-17

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.**

School Counseling Specialization:

Institution	Similarities	Differences
Bowie State University	60 credits 100 hr. practicum 600 hr. internship HBCU USM Institution	Not located on Eastern Shore CACREP 7 yr. accreditation until 2025
University of Maryland, College Park	100 hour practicum 600 hour internship USM Institution	Not located on Eastern Shore 52 credits
Frostburg State College	USM Institution	Not located on Eastern Shore 45 credits

		500 hr. internship
Johns Hopkins	60 credits 100 hr. practicum 600 hr. internship	Not located on Eastern Shore Private Institution CACREP 2 yr. accreditation until 2019
Loyola University	60 credits 100 hr. practicum 600 hr. internship	Not located on Eastern Shore Private Jesuit Institution CACREP 8 yr. accreditation until 2020
McDaniel College	100 hr. practicum 600 hr. internship	Not located on Eastern Shore Private Institution 51 credits
Wilmington University	51 credits 100 hr. practicum 600 hr. internship	Located in Delaware Leads to Delaware School Counseling certification Private Institution

2. Provide justification for the proposed program.

The proposed changes will allow the program to seek national accreditation through CACREP in the school counseling specialization. In order to meet CACREP standards, the specialization must require a minimum of 60 credit hours, 100 hours of practicum, and 600 hours of internship. The curriculum and assessments also must be aligned with CACREP standards. Previously this specialization was 48 credits.

CACREP accreditation is essential for the school counseling specialization for the following reasons:

- In order to apply for national board certification in school counseling through the National Board for Professional Teaching Standards (NBPTS), students must now have graduated from a CACREP-accredited program.
- CACREP accreditation offers greater ease of transfer of school counseling certification to some states.
- Graduation from a CACREP-accredited program with a school counseling specialization will make graduates more marketable.
- CACREP accreditation provides assurance of program quality given the rigorous, national standards.

In order to remain competitive and to be able to provide a program that will lead to career opportunities for graduates, CACREP accreditation is essential.

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 HBI's.**

UMES is a Historically Black Institution and would benefit from having our Counselor Education program accredited by CACREP. Bowie State University is the only other HBI with a similar program and it is 120 miles away. The program at Bowie State University is accredited by CACREP and will not require reaffirmation until 2025.

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.**

There is only one HBI in Maryland with a 60-credit hour CACREP accredited program in Counselor Education and in the school counseling specialization. If the proposed changes are approved, UMES would be the second HBI in Maryland with a CACREP-accredited Counselor Education program and the only CACREP-accredited HBI on the Eastern Shore of Maryland.

UMES is a Historically Black Institution and would benefit from having our Counselor Education program accredited by CACREP.

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 Counselor Education program is a long-standing program at UMES, and the only institution certifying school counselors on the Eastern Shore of Maryland. The Eastern Shore of Maryland is comprised of nine county school systems. In addition, we draw candidates from the Eastern Shore of Virginia.

This program revision was completed in order to comply with CACREP national standards, in preparation for application for national accreditation. The program revision was approved by the University governance process. In addition, the revisions reflect recommendations made by a recent external review.

The Counselor Education program has three full time faculty whose primary assignment is Counselor Education. Dr. Cheryl Bowers serves as the Director of the Counselor Education Program. Dr. Kimberly Poole-Sykes serves as the Coordinator of the Community Counseling specialization and Community Counseling Internship Coordinator. Dr. Gretchen Foust serves as the Coordinator of the School Counseling Specialization and School Counseling Internship Coordinator. Dr. Lynette Johnson is a

full time faculty member in Special Education who will teach a newly required course for candidates in the school counseling specialization. The program will employ two part time adjunct faculty per semester, most semesters.

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

Goal

The goal of the Counselor Education program at UMES is to prepare candidates to practice as professional counselors in the state of Maryland who are professional, reflective, innovative, value diversity and are effective.

Objectives

1. Prepare candidates with a strong professional identity: We facilitate the development of a professional counselor identity. A professional counselor identity embraces the national standards of CACREP and the guidance of the American Counseling Association. The school counseling specialization is also guided by the standards of the American School Counselor Association (ASCA) for curriculum and clinical practice. Professional ethics are reinforced throughout the program.

Outcome 1a. Candidates will acquire a strong professional counselor identity as evidenced by assumption of a variety of roles and functions of professional counselors promoted by their respective professional organizations (American Counseling Association, American School Counselor Association) during clinical practice.

Outcome 1b. Candidates will be involved in national and/or state or local professional counseling organizations such as ACA, ASCA, the Maryland Counseling Association (MCA), etc. through memberships, conference/training/webinar attendance, presentations, publications, leadership roles, and/or committees.

Outcome 1c. Candidates will apply professional ethical and legal codes to case studies and clinical practice.

2. Prepare candidates who reflect on their practice for continuous development: Self-knowledge and reflective practice are a critical aspect of what is taught and modeled.

Outcome 2a. Candidates will reflect on their individual and small group counseling and other interventions and use the reflections to improve their practice.

3. Provide instruction in innovative, evidence-based practice: Our program emphasizes evidence-based practice and the importance of applying theory, research and current advances in the profession to clinical work. Candidates are encouraged to commit to pursuing professional development throughout their careers.

Outcome 3a. Candidates will identify theoretical and evidence-based rationales for their interventions.

Outcome 3b. Candidates seek out opportunities for continuous learning inside and outside the classroom.

4. Prepare candidates who value diversity and advocate for social justice for clients: A core component of the Counselor Education program is social justice. Candidates are aware of their own biases, are committed to equity in access and service delivery, and are advocates for systemic change.

Outcome 4a. Candidates will use social justice strategies to advocate for all clients/students in order to close access, achievement, attainment gaps, wellness, personal empowerment, access to services.

Outcome 4b. Candidates will reflect on their own biases in order to insure non-discriminatory and inclusive, affirming practice.

5. Prepare candidates who are effective at empowering diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals: The program promotes candidate growth in depth of knowledge, mastery of skills and development of dispositions.

Outcome 5a. Candidates will demonstrate content knowledge in professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

Outcome 5b. Candidates will demonstrate growth in mastery of individual and small group counseling, large group facilitation, consultation, and leadership skills.

Outcome 5c. Candidates will display professional dispositions identified by the UMES Education Department and the Counselor Education program during classroom and clinical experiences.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program**

Annual Assessments for Counselor Education use the following learning outcomes:

- Demonstrate the understanding of core foundational theories and framework in professional counseling including the specialization in School Counseling. It is measured by a comprehensive exam.

- Demonstrate the ability to be an effective professional counselor in terms of knowledge, skills and dispositions of the school counseling specialization. It is measured by the internship evaluation completed by onsite supervisors and university supervisors.
- Demonstrate the ability to modify skills and practices using program feedback and self-critique to improve professional practice. It will be measured by a reflective professional portfolio.

b) document student achievement of learning outcomes in the program

Achievement of learning outcomes:

- 80% of the students who sat for the Comprehensive Exam passed with at least a cutoff score of 70.
- 100% of the students received at least satisfactory evaluation from their onsite supervisor. The internship evaluation is completed by every onsite supervisor for each candidate.
- The reflective portfolio will be introduced with the implementation of the 60 credit program.

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

Curriculum

The Counselor Education program is seeking to modify the current school counseling specialization by increasing the program credit hours from 48 to 60. All courses are 3 credits. The educational objectives are 1) to prepare students seeking certification as school counselors to integrate and apply the knowledge, skills, and dispositions as identified by Maryland State Department of Education (MSDE) and CACREP accreditation standards. (This is not a new objective and has always been the primary objective of this specialization).

Summary of Proposed Curriculum Changes

1. Increase the number of credit hours required from 48 to 60
2. Remove CNED 631: Career and Life Development (3 credits)
3. Remove CNED 698: Seminar in Counseling (3 credits)
4. Add new course CNED 632: College and Career Readiness (3 credits)
5. Add new course CNED 635: Diagnosis and Psychopathology (3 credits)
6. Add new course CNED 671: Practicum in School Counseling (3 credits)
7. Add new course CNED 675: Professional Knowledge Skills and Practices (3 credits)
8. Add department course as required CNED 655: Social Diversity in Counseling (3 credits)
9. Add department course as required SPED 600: Characteristics of Exceptional Individuals (3 credits)
10. Change course title and description for CNED 601: Introduction to Guidance and Counseling (3 credit hours)

11. Change course title, description, and credit hours for CNED 677: Internship in School Counseling (1-3 credit hours)
12. Change course title, description, and credit hours for CNED 697: Advanced Internship in School Counseling (1-3 credit hours)

CNED 632: College and Career Readiness Counseling

This course will provide students with a developmental overview of child and adolescent career development. Students will develop skills to promote pre-kindergarten through 12th grade student career development and college and career readiness skills through the school counseling curriculum, individual planning, individual and small group career counseling, grade level programs, and collaboration with parents, teachers, postsecondary institutions, and the community. The role of the school counselor as a leader and advocate in closing achievement and attainment gaps and preparing all students for success in college, career and life roles is emphasized. *This is a new course which replaces CNED 631, Career and Life Development.*

CNED 635 Diagnosis and Psychopathology

This course examines diagnosis based on current DSM and ICD criteria. Major categories of mental disorders will be surveyed. An examination of various theories related to the etiology of abnormal behavior will be provided. Guidelines for developing diagnostic formulations are emphasized. Emphasis also includes an understanding of the impact of psychopathology on the individual and on society. *This is an additional course requirement for the school counseling specialization.*

CNED 671: Practicum in School Counseling

This course provides opportunities for students to demonstrate their counseling skills with school-age children and/or adolescents in a counseling practicum site under supervision. Students will meet weekly for group supervision and professional development as a class. The focus of this course is the development of counseling skills. One hundred hours of experience over a minimum of a 10 week academic term, with at least 40 hours of direct service to clients, is required. *This is an additional course requirement for the school counseling specialization.*

CNED 675: Professional Knowledge, Skills, and Practices

This course focuses on the application of knowledge, skills, and practices of professional counseling. Products and artifacts from the program will culminate in a professional portfolio. Students are required to demonstrate knowledge and skills of the professional counselor including, but not limited to interviewing techniques, conceptualization skills, suicide assessment, counseling outcome assessment, and advocacy interventions. *This is an additional course requirement for the school counseling specialization.*

CNED 655: Social Diversity in Counseling

This course is study of the nature, characteristics, and needs of socially diverse client groups seeking counseling. Socially diverse groups will include those with differing life-styles, physical disabilities, learning disabilities, the gifted and talented, the elderly, the obese and women. An emphasis will be placed on societal oppression, treatment, discrimination, and specific counseling issues related to these socially diverse groups. *This is an additional course requirement for the school counseling specialization.*

SPED 600: Characteristics of Exceptional Individuals

This course presents an overview of the major types of exceptionalities and their impact on the teaching/learning process. It includes the legal mandates that relate to the field of special education. *This is an additional course requirement for the school counseling specialization.*

CNED 601: Introduction to Guidance & Counseling

- Proposed new title: Introduction to School Counseling
- Proposed new course description: This course is an introduction to the school counseling profession and the field of counseling. As emerging professionals, students will be introduced to national models of school counseling and the roles of the school counselor, professional ethics, professional organizations, credentialing, the education setting and roles of other school professionals, basic counseling concepts, cultural competencies in counseling, the use of research and data in informing practice and evaluating outcomes, and the role of advocacy, leadership, collaboration and systemic change. This course sets forth opportunities for students to examine their personal motives for becoming helpers, to become more self-aware, and to develop the personal characteristics and dispositions needed to become effective counselors.

CNED 677: Internship in School Counseling

- Proposed new title: Internship in School Counseling I
- Proposed new course description: This course assists school counselor trainees in acquiring a broad and varied background of knowledge, skills, and abilities, as well as certain personal characteristics, in order to perform their roles effectively and efficiently. The trainee must demonstrate under supervision the ability to integrate and apply theories and techniques in providing direct counseling services for individuals and groups; and to participate in appropriate professional activities in the practicum setting.
- Proposed new credit hours: 3

CNED 697: Advanced Internship in School Counseling

- Proposed new title: Internship in School Counseling II
- Proposed new course description: This course is an advanced group supervision experience (taken in conjunction with the second internship placement) which seeks to provide a capstone experience that prepares students for a career as a professional school counselor. This course provides school counselor trainees with opportunities to further develop and refine their knowledge, skills, and disposition in a school setting. The trainee must demonstrate under

supervision the ability to effectively and more independently perform the varied roles of a school counselor according to national standards of the profession.

- Proposed new credit hours: 3

Side by Side Curriculum Changes

**Indicates new required course in the curriculum*

Current School Counseling Curriculum	Proposed School Counseling Curriculum
CNED 601 Introduction to Guidance and Counseling	CNED 601 Introduction to School Counseling
CNED 604 Theories and Techniques of Counseling	CNED 604 Theories and Techniques of Counseling
CNED 605 Individual and Group Appraisal	CNED 605 Individual and Group Appraisal
CNED 606 Clinical Applications	CNED 606 Clinical Applications
CNED 631 Career and Life Development (remove from new curriculum)	<i>CNED 632 College and Career Readiness*</i>
CNED 640 Group Processes in Counseling	CNED 640 Group Processes in Counseling
CNED 643 Counseling Children and Adolescents	CNED 643 Counseling Children and Adolescents
CNED 645 Cross-cultural Perspectives in Counseling	CNED 645 Cross-cultural Perspectives in Counseling
CNED 646 Organization and Administration of Guidance Programs	CNED 646 Organization and Administration of Guidance Programs
CNED 660 Crisis Management	CNED 660 Crisis Management
CNED 670 Ethical, Legal, & Professional Issues	CNED 670 Ethical, Legal, & Professional Issues
CNED 677 Internship in School Counseling	CNED 677 Internship in School Counseling I
CNED 697 Advanced Internship in School Counseling	CNED 697 Internship in School Counseling II
CNED 698 Seminar in Counseling (remove from new curriculum)	<i>CNED 671 Practicum in School Counseling*</i>
EDUC 620 Human Growth and Development	EDUC 620 Human Growth and Development
EDUC 690 Introduction to Behavioral Research	EDUC 690 Introduction to Behavioral Research
	<i>CNED 675 Professional Knowledge Skills & Practices*</i>
	<i>CNED 635 Diagnosis and Psychopathology*</i>
	<i>SPED 600 Characteristics of Exceptional Individuals*</i>
	<i>CNED 655 Social Diversity Counseling*</i>

General Requirements

The general requirements of the program is for students to develop, demonstrate and sustain current knowledge, skills and dispositions as is appropriate in the counseling field. Students must maintain a GPA of B or better. They must successfully complete 700 clinical hours as evaluated by both university supervisors and external supervisors. There is a comprehensive examination based on core courses that must be passed and is reviewed by three faculty members. The final capstone experience to be successfully completed is a professional portfolio. The portfolio must provide evidence of students' mastery of course content, the development as a reflective professional, a professional identity and the proficient skills to work in either schools or clinical mental health counseling settings.

The sequencing and distribution of courses is illustrated by the following chart. Sequence is based on full time students enrolling in 12 credits a semester. **

Year	Fall Semester	Spring Semester
1	CNED 601 EDUC 620 CNED 604 EDUC 690	CNED 655 CNED 660 CNED 631 CNED 670 CNED 671
2	CNED 605 CNED 645 CNED 643	CNED 671 CNED 632 CNED 646
3	CNED 606 CNED 646 CNED 677	CNED 697 CNED 675 SPED 600
Winter/Summer	CNED 640 (Summer/Winter) CNED 635(summer)	CNED 640 (Summer/Winter) CNED 635(summer)
Total of 60 credits	Curriculum can be completed in 3-5 years.	

Evaluation

The Counselor Education program will be evaluated on a regular schedule by the University System of Maryland process for external review. The program will be reviewed by CACREP in 2020 when a self-study will be submitted as application for accreditation. Retention rate, student GPA, and comparison of 3 year graduation rates, 4 year graduation rates and 5 year graduation rates will be used as evaluative measures.

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

This is not applicable as program is at the graduate level.

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

CACREP Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) outlines requirements for the institution, the academic unit, faculty and staff, curriculum content for the program and individual specializations, professional practice (practicum and internship), and evaluation of the program and student outcomes. The substantial changes we propose to the program in order to meet these requirements include requiring 60 credits of coursework (from the previous 48 credits), requiring 100 hours of practicum with at least 40 hours of direct service with actual clients that contributes to the development of counseling skills, requiring 600 hours of internship (from the previous 400 hours) with at least 240 hours of direct service with students, and aligning the curriculum for core courses and school counseling specialization courses with the CACREP standards. Each standard must be assessed at some point in the curriculum. The full 2016 CACREP standards can be found at this link:

<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>

Maryland State Department of Education School Counselor Certification Requirements

Students graduating with a master's degree in Counselor Education with a specialization in School Counseling will be recognized by the state of Maryland as certified if they:

- (1) Earn a master's degree in school counseling or school guidance and counseling in a program approved using State-approved standards; and
- (2) Provide evidence with an official transcript of 500 clock hours in a supervised practicum in school counseling or school guidance and counseling.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

- 8. 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.**

With the approval of the modifications, changes will be published in the Graduate Studies Catalog, departmental home page, Counselor Education Facebook page, and Counselor Education student handbooks. It is hoped that publications can be changed by Fall 2019.

- 9. 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 program currently provides recruiting materials and communications to the Office of Graduate Studies regarding program specialization and descriptions and will continue to do so. All approved updates will be immediately communicated to the appropriate offices.

H. Adequacy of Articulation

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

N/A

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.**

PROGRAM FACULTY:

Our three full time Counselor Education program faculty are highly qualified and possess strong counseling identities.

Dr. Bowers graduated from Mount Holyoke College and the University of Pennsylvania. Dr. Bowers has more than 25 years of experience teaching in Counselor Education at the University of Pennsylvania and at UMES. She has helped launch the careers of hundreds of professional counselors. She has experience in community agency counseling and public school teaching. She serves as the Director of the Counselor Education Program.

Dr. Foust graduated from Penn State's undergraduate program in Psychology and masters and doctoral programs in Counselor Education, and has a doctoral minor in Biobehavioral Health and a Certificate in Substance Abuse Prevention. She is a National Board Certified School Counselor through NBPTS with 13 years of elementary, middle school, high school, and vocational school counseling experience in Pennsylvania and Maryland. She has 15 years of experience teaching in Counselor Education at Penn State, the State University of New York at Oneonta, and at UMES. She is active in professional associations, and has served as Postsecondary Vice President for the Maryland School Counselor Association and a Delegate to the American School Counselor Association's Delegate Assembly. She serves as the Coordinator of the School Counseling Specialization.

Dr. Poole-Sykes has an undergraduate degree from UMES in Rehabilitation Services, and masters and doctoral degrees in Rehabilitation Counseling from Southern Illinois University. She is a National Certified Counselor (NCC) and is licensed to practice in the state of Maryland. Dr. Poole-Sykes has 20 years of experience in agency counseling and 17 years of experience teaching in Counselor Education at UMES. Her experience includes counseling individuals and groups with substance use disorders, intensive outpatient treatment of individuals with chronic mental illness and substance use disorders, and providing counseling services to incarcerated men with learning disabilities. She is a Langston Fellow. She has expertise in substance abuse counseling and is the Principal Investigator for a multi-year Alcohol, Tobacco, and Other Drug grant. She serves as Coordinator of the Clinical Mental Health Counseling Specialization.

Bowers, Cheryl

Appointment Type: Tenured

Terminal Degree Title and Field –Ph.D., Professional and Scientific Psychology, University of Pennsylvania

Academic Title/Rank: Assistant Professor

Status: Full time

Role of the faculty member - Director of Counselor Education Program

Courses Taught in Proposed Program:

CNED 605 – Individual and Group Appraisal

CNED 606 – Clinical Applications

CNED 640 – Group Processes in Counseling

CNED 655 – Social Diversity in Counseling

CNED 675 – Professional Knowledge, Skills and Practices

EDUC 690 – Introduction to Behavioral Research

Foust, Gretchen

Appointment Type: Tenured

Terminal Degree Title and Field: Ed.D., Counselor Education, Pennsylvania State University

Academic Title/Rank: Tenured

Status: Full time

Role of the faculty member:

Coordinator, School Counseling Specialization and Internships

Courses Taught in Proposed Program:

EDUC 620HYBRID – Advanced Human Growth and Development

CNED 632 – College and Career Readiness Counseling

CNED 643 – Counseling Children and Adolescents

CNED 646 – Organization and Administration of School Counseling Programs

CNED 677 – Internship in School Counseling I

CNED 697 – Internship in School Counseling II

Poole-Sykes, Kimberly, NCC; LCPC

Appointment Type: Tenured

Terminal Degree Title and Field: Rh.D., Rehabilitation Counseling, Southern Illinois University

Academic Title/Rank: Associate Professor

Status: Full time

Role of the faculty member - Coordinator of Community Counseling/Clinical Mental Health Counseling Specialization and Internships

Courses Taught in Proposed Program:

CNED 601- Introduction to School Counseling

CNED 645- Cross Cultural Perspectives in Counseling

CNED 670- Ethical, Legal and Professional Issues in Counseling

Johnson, Lynette

Appointment Type: Tenure Track

Terminal Degree Title and Field: Ed.D., Educational Leadership, University of Maryland Eastern Shore

Academic Title/Rank: Assistant Professor

Status: Full time in Special Education

Courses Taught in Proposed Program:

SPED 600 – Characteristics of Exceptional Children

Adjunct Instructors to be determined

Appointment Type: Adjunct

Status: Part time

Courses Taught in Proposed Program:

CNED 604 – Theories and Techniques of Counseling

CNED 635 – Diagnosis and Psychopathology

CNED 660 – Crisis Management in Counseling

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

UMES provides training in pedagogy for faculty through the following:

- Annual *Innovations in Teaching and Learning Conference* in June, which is free to UMES faculty and involves faculty from across the region. The conference includes strands such as Assessment, Online Learning, Diversity and the Inclusive Classroom, Teaching with Technology, and Innovative Pedagogy.

- Center for Instructional Technology and Online Learning (CITOL) offers regular seminars in use of a variety of technology tools and platforms to enhance teaching.

- Faculty Reading Circles: The Provost's office offers faculty reading circles focused on enhancing teaching skills. The Provost's office purchases the books for faculty, and faculty meet weekly to discuss the books during a specific time frame.

- Faculty are encouraged to apply for university funds offering stipends to attend professional development activities.

b) The learning management system

UMES uses the Blackboard learning management system. The Center for Instructional Technology and Online Learning (CITOL) offers seminars on the use of a variety of Blackboard features. CITOL staff are available for consultation and troubleshooting, and are very responsive to requests for assistance.

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

N/A

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 Frederick Douglass Library functions as a viable component of the University's academic program through an organized structure which embraces Public and Technical Services. As a member of the University System of Maryland and Affiliated Institutions (USMAI) consortium, the library is affiliated with the University's thirteen campuses and seventeen libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH makes it possible for our patrons to have 24/7 access to USMAI library collections and electronic resources. These collections and resources include the library catalog and over 120 research databases often including full text journals, books and newspapers.

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.

UMES offers adequate space for classroom instruction, faculty offices and laboratories for studies. The Academic Computer Center (ACC) is an academic work area which provides computing resources for instructional purposes and academic research. Students can study, complete homework assignments and do research on the Internet. All student users are given a unique Account-ID and password to allow them to use the facility. Students use the Center for homework assignments, web classes, registering for classes, checking on e-mail, looking up grades, and various other activities. The Academic Computer Center is open 7 days a week and approximately 100 hours per week during the school year. UMES Information Technology Labs offer an opportunity to use specialized software that the student may not wish to purchase, but may need to use for a specific class assignment.

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

The Center for Instructional Technology at UMES assists faculty and students in all aspects of e-learning including hosting, training, development, and support of the Blackboard CE 6 Learning Management System, the Blackboard Portfolio System, and Respondus. Additionally, the Center for Instructional Technology runs an official Microsoft IT Academy and Certification Testing Center as well as supports the Eastern Shore E-Learning Symposium. UMES' web portal is a single sign-on allowing students, faculty, and staff access to:

- HawkWeb - a system where student enrollments and registrations, class rosters, and administrative functions related to academics are located.
- Blackboard - the learning management system where course content can be published as well as manage the entire online course experience for students.
- OWA - Outlook Web Access (OWA) is the employee email system.
- HawkVille - powered by CBORD Odyssey, this is the student residential management system where all on-campus residential needs for students can be met.

- Auxiliary Campus Center - this system is where you can manage the funds on your Hawk Card for dining and other retail usage on and off campus.
- Web Help Desk - the Information Technology Help Desk system where you can create a ticket to request assistance for your computer, networking, and telephone needs.

Many buildings on campus have wireless networking access points to allow network access from a wireless enabled device like a laptop, smartphone, or tablet. See Connecting to UMES Wireless for more information. UMES offers several classrooms with network access and/or LCD projectors to use in presentations.

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

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: RESOURCES

Resources Categories	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$278,040	\$315,180	\$343,500	\$374,880	\$437,220
a. Number of F/T Students	25	30	38	40	48
b. Annual Tuition/Fee Rate	\$8,400	\$8,400	\$8,400	\$8,400	\$8,400
c. Total F/T Revenue (a x b)	\$210,000	\$252,000	\$319,200	\$336,000	\$403,200
d. Number of P/T Students	14	13	5	8	7
e. Credit Hour Rate	\$405	\$405	\$405	\$405	\$405
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$68,040	\$63,180	\$24,300	\$38,880	\$34,020
3. Grants, Contracts, & Other External Sources³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$278,040	\$315,180	\$343,500	\$374,880	\$437,220

Assumptions:

1. Reflects total enrollment for M.Ed. in Counselor Education program
2. Number of full-time students: modest, but steady increase
3. Number of part-time students: modest, but steady decline
4. Tuition: based on 2018-2019 tuition
5. No reallocated funds, grants/contracts/external sources, or other sources of funding

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

TABLE 2: EXPENDITURES					
Expenditure Categories	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1. Faculty Expenses (b + c below)	\$237,600	\$237,600	\$237,600	\$237,600	\$237,600
a. # FTE current faculty:	3	3	3	3	3
b. Total Salary	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000
c. Total Benefits	\$57,600	\$57,600	\$57,600	\$57,600	\$57,600
2. Administrative Staff Expense (b + c below)	\$46,550	\$46,550	\$46,550	\$46,550	\$46,550
a. # FTE	1	1	1	1	1
b. Total Salary	35,000	35,000	35,000	35,000	35,000
c. Total Benefits	11,550	11,550	11,550	11,550	11,550
3. Support Staff Expenses (b + c below)	0	0	0	0	0
a. Number FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
6. Library	0	0	0	0	0
7. New or Renovated Space	0	0	0	0	0
8. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	\$284,150	\$284,150	\$284,150	\$284,150	\$284,150

Assumptions:

1. Constant number of faculty and administrative staff
2. Stable salary and benefits

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.

Evaluating Courses and Faculty:

- Student Evaluation of Instruction
- Faculty Peer Evaluations
- Faculty Evaluation by Chair
- Tenure Review Process
- Post Tenure Review Process (every 5 years after tenure)

There are five standard procedures for evaluating faculty performance and the courses that faculty teach. Students evaluate faculty at the conclusion of each course. This is an anonymous online survey. This assessment evaluates faculty on teaching skills and dispositions. Faculty provide feedback to their colleagues via faculty peer evaluations as part of ongoing tenure and post-tenure review processes. Every year, faculty submit goals and achievements related to teaching, scholarship, and service to the department chair. At the end of the year, the Chair evaluates faculty with respect to accomplishment of their goals. Tenure and Post Tenure Reviews assess faculty accomplishments in teaching, scholarship and service.

Evaluating Student Learning Outcomes:

The following artifacts are used to assess student outcomes in the assessment system:

- Comprehensive Exam
- Reflective Portfolio
- Internship Evaluation
- Dispositions Assessment
- Selected Key Assessments from Courses

The student outcomes are aligned with CACREP standards for the program and the school counseling specialization.

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.

The chair and dean submit annual end of year reports to the Office Institutional Research, Planning, and Assessment evaluating the effectiveness of the department's programs in meeting strategic goals, including student retention, results from annual assessments of student learning outcomes, and cost effectiveness of department and school budgets. Exit surveys of graduating students are administered by the dean in order to assess student satisfaction.

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.

UMES Strategic Plan Sub-Goal 4.1: Improve structure for attracting, developing and retaining high quality and diverse students.

UMES takes pride in the diversity of its faculty, staff and students with representation from 37 states and 47 countries. UMES values people of different ethnicities, orientation, cultures, and perspectives. The University of Maryland Eastern Shore has one of the most racially and ethnically diverse student population in the University System of Maryland. Based on fall 2017 data, UMES faculty were 56% African American, 27% White, 5% Asian, 1% American Indian, and 5% international. Student race and ethnicity statistics from fall 2017 reflect a student population that was 69.7% African American, 12.3% White, 8.8% two or more races, 3.6% Hispanic, 1.2% Asian, and 3.8% international.

UMES offers the most competitive tuition rates in the state of Maryland compared to other institutions in Maryland. This improves minority student access. Our program appeals to minority students, as evidenced by the high proportion of minority student enrollment in our program (70%). We support educationally disadvantaged minority students by offering remediation and mentoring relationships. We also have a policy that allows us to offer provisional admission to students with a GPA less than 3.0 and who possess qualities or life experiences that suggest they are well suited for the counseling profession.

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

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

N/A

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.

N/A

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

N/A