



June 21, 2022

Dr. James D. Fielder, Jr., Secretary
Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Secretary Fielder,

Hood College is submitting for your review a highly tailored, practical, and timely certificate in Trauma, Crisis, Grief & Loss, to be operated by our existing CACREP-accredited master's program in Counseling. Capitalizing on our faculty's expertise in trauma and thanatology, we have repackaged existing courses into a comprehensive certificate that will appeal to current master's students as well as working professionals in the fields of mental health, education, and healthcare. Current students will be able to take the certificate courses as their twelve credits of electives, while established professionals may enroll in the stand-alone certificate. This program offers a great deal of choice and flexibility, including the ability to take 50-75% of the coursework online, depending on the student's selected program. To our knowledge, the proposed certificate would be unique among our competitors in Maryland and neighboring states.

Recent events both domestically and internationally have highlighted the urgency and importance of training professionals in trauma, crisis, grief and loss. Pending the Commission's concurrence, the College wishes to begin offering the proposed certificate during the 2022-23 academic year. 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	
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Each action below requires a separate proposal and cover sheet.

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

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Anselma E. Chapman</i> Date:		
			Date of Approval/Endorsement by Governing Board:		



TRAUMA, CRISIS, GRIEF & LOSS (TCGL) CERTIFICATE

June 21, 2022

A. Centrality to institutional mission statement and planning priorities

I. Hood College as a Top Tier Institution for Educating and Preparing Professional Counselors

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

For more than 125 years, Hood College has prepared students for successful careers and the responsibilities of citizenship. Located in Frederick, Md., the college is widely recognized for its graduate and undergraduate degree programs, opportunities for high-caliber research in the natural, behavioral, and social sciences, and its industry and community partnerships. Hood College offers 33 undergraduate majors, master's degrees in 19 professional areas, 11 post-baccalaureate certificate programs, certification programs in education, and a doctoral program in organizational leadership or business administration. More than 1,100 undergraduates and nearly 1,000 graduate students from across the globe are currently enrolled at Hood.

Since its inception in Fall 2015, Hood College's M.S. in Counseling has grown to become the college's largest single graduate program. 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 program accreditation. With 63 graduates as of 2021, and more than 100 students currently enrolled, the Counseling M.S. program is one of only four programs in Maryland with CACREP accreditation.

As a CACREP-accredited program, Hood College's M.S. in Counseling curricula meet rigorous education standards in the following core areas: 1) professional counseling orientation and ethical practice; 2) social and cultural diversity; 3) human growth and development; 4) career development; 5) counseling and helping relationships; 6) group counseling and group work; 7) assessment and testing; and 8) research and program evaluation. Both the Clinical Mental Health and School Counseling specialties also follow CACREP standards specific to that specialty. 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, NCC certification, and MSDE certification as school counselors.

Licensure as a professional counselor in the state of Maryland requires that counselors complete a 60-credit program in Counseling or a related field, pass the National Counseling Examination (NCE), and complete 3,000 clinical hours, supervised by a licensed clinical professional counselor (LCPC). Students who pass the NCE also have the option of becoming a Nationally Certified Counselor (NCC). To become certified as school counselors in the state of Maryland, students must graduate with a master's degree in School Counseling or a related field.

As part of the 60-credit degree program, students are required to complete a 700-hour practicum and internship. This experiential learning component of the degree paves the way for students to begin their first real-world clinical practice as counselors-in-training, working in schools, hospitals, inpatient and outpatient programs, rehabilitation centers, or private practice. As a result, the faculty and administrators of the degree program have successfully partnered with more than 40 mental health service sites in the community. In this partnership, the program faculty and internship coordinators keep a direct line of communication with mental health practitioners in the larger community and incorporate valuable feedback they provide.

Within 60-credit programs, there is typically room for 9-12 credits of elective courses. Many graduates of Counseling and related human services programs also choose to pursue post-master's certification in specialty topics. Some states and jurisdictions — including Maryland's neighbor, Washington, D.C. — require at least one course in Trauma & Crisis Counseling for clinical licensure.

II. Detailed Description of the Certificate

The Certificate in Trauma, Crisis, Grief & Loss (TCGL) is designed for graduate students and professionals (e.g., counseling, thanatology, education, and related human service fields) who wish to increase their knowledge, skills, and awareness in the areas of psychological trauma, grief and loss, crisis intervention, and disaster mental health. The certificate is designed to provide a broad foundation, with additional flexibility to customize coursework according to specialty or interest.

Students will complete two survey courses (Trauma and Crisis Intervention; Grief, Mourning, & Bereavement) and choose one of two contextual courses (Developmental OR Historical and Multicultural Perspectives in Thanatology). Finally, they may tailor their certificate to their individual interests by choosing from a range of one-credit and three-credit electives for their final three credits. Master's students in Clinical Mental Health or School Counseling may earn the TCGL certificate as part of their 60-credit master's degree by selecting TCGL courses as their allotted 12 credits of electives.

The TCGL Certificate will inform the practice of professionals in all categories of counseling work. Resolutions and standards from the American Counseling Association and CACREP demonstrate the field's growing emphasis on training counselors to be knowledgeable and skilled in trauma and crisis intervention. The TCGL Certificate will enable counselors to provide effective, evidence-based treatment and techniques through the awareness of trauma and loss as far-reaching influences on many facets of mental health domains, including substance abuse and behavioral disorders; marriage and family dynamics; and educational, guidance, school and vocational needs.

By offering the TCGL certificate program, Hood's M.S. in Counseling program is heeding the call of major national organizations to increase training and education in trauma-informed practice and care:

- In 2014, the Substance Abuse and Mental Health Services Administration (SAMSHA), a division of the U.S. Department of Health and Human Services, released guidelines for a trauma-informed approach for organizations. This approach is founded on four key assumptions: that an organization “1) **realizes** the widespread impact of trauma and recognizes potential paths to recovery; 2) **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved in the system; 3) **responds** by fully integrating knowledge about trauma into policies, procedures, practices, and 4) actively seeks to **resist re-traumatization**.” Additionally, SAMSHA identified six key principles of a trauma-informed approach: 1) safety; 2) trustworthiness and transparency; 3) peer support; 4) collaboration and mutuality; 5) empowerment, voice, and choice; 6) cultural, historical and gender issues.
- In 2016, CACREP required accredited programs to educate and train students in strategies specific to crisis intervention and trauma on both individual and community levels. This specification parallels a field-wide recognition that trauma-informed counseling is of increasing importance in case conceptualization and intervention.
- In a 2018 published resolution, the American Counseling Association (ACA) reiterated its commitment to promoting the training and clinical practice of trauma-informed care. The ACA pointed to the importance of culturally responsive counselor training, emphasizing trauma's both direct and indirect impact through a societal lens. Additionally, the ACA's Code of Ethics (2014) stresses the necessity of counselor competence and practicing within one's scope and capabilities. Therefore, specialized knowledge and skills in research-based practices concerning trauma make up a needed area of expertise across many modalities of counseling, including private practice, school counseling, disaster mental health, inpatient community mental health centers, intensive outpatient programs, and more.
- In March 2022, the International Association for Resilience and Trauma Counseling (IARTC) became an official full division of the ACA. IARTC had been an official organization affiliate since July 2021, as the result of a building

momentum to promote trauma-informed mental health care. The IARTC mission is “to enhance the quality of life for people and communities worldwide by promoting the development of professional counselors, advancing ACA, the counseling profession, and the ethical practice of counseling through trauma-informed practices, respect for human dignity, cultural inclusivity, and resilience.”

In addition to a push toward increased trauma-informed counselor competency, the field remains vigilant in the comprehensive education of counselors-in-training on the larger societal impact of disaster trauma, racial trauma, and generational trauma. The TCGL Certificate will reflect these additional emphases and ensure students meet applicable objectives. For example, the foundational course COUN 507: Trauma & Crisis Intervention includes models of racial and intergenerational trauma (e.g., Race-Based Traumatic Stress [RBTS]; Carter, 2007), as well as the psychological impact of police and institutional violence.

Similarly, students may tailor their certificate toward disaster mental health by selecting the one-credit Foundations in Disaster Mental Health course as one of their issue-based electives. This course will equip students to serve community members, including first responders and caregivers in crisis, through the application of disaster mental health theories and clinical responder techniques.

III. Descriptions of courses

The 12-credit TCGL Certificate will be composed of six credits of required, foundational courses; three credits from a contextual dimensions course of the student’s choosing; and three issue- or intervention-based elective credits of the student’s choosing. This structure allows students to tailor the certificate to suit specialized interests (e.g., crisis and disaster intervention; attachment-based interventions in counseling; military and veteran’s issues). All courses listed below have already been developed and offered by annual contract or adjunct faculty at least once. New one-credit special topics courses (COUN 599) can be developed and added based on relevance, student interest, and availability of qualified faculty, but those courses must be approved by the Program/Certificate Director and Hood College’s Graduate Council.

The TCGL Certificate will be delivered in hybrid format, with 50-75% of coursework currently available online depending on preference and course selections. Furthermore, in-person coursework is delivered primarily on weekends, which may appeal to students who live farther from campus.

Foundational courses (required; 6 credits total):

COUN 507 Trauma and Crisis Intervention (3 credits; hybrid)

This course provides students with an introduction to research, theory, and practice within the field of trauma counseling. The course will cover the historical evolution of the

field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues in diagnosis, assessment, and intervention from a culturally diverse framework; and a synthesis of best practices as they are currently evolving. Using a developmental and systemic approach, the course will provide a counseling perspective based on knowledge from the multiple disciplines that contribute to the field of traumatology.

This course meets in person over two weekends (Friday evenings, Saturdays all day), with the remaining coursework delivered asynchronously online.

COUN/THAN 521 Grief, Mourning, and Bereavement (3 credits; online)

This course offers an in-depth study of mourning and the grief process. Students will explore all aspects of theories of grief in natural and accidental death as well as special losses, suicide, prenatal death, stillbirth, homicide, etc., differentiating between normal and complicated grief.

This course meets asynchronously online.

Contextual dimensions (choose 1; 3 credits):

COUN/THAN 528 Developmental Perspectives in Thanatology (3 credits; online)

This course examines death, dying, and bereavement at different stages of life. Students will understand how death confronts human beings at important moments in the life cycle and how we can learn to appreciate the significance and value of such varied approaches and understandings.

This course meets asynchronously online.

COUN/THAN 529 Historical and Cultural Perspectives in Thanatology (3 credits; online)

Students will explore three areas in the field of thanatology: 1) the role played by death in Western history; 2) Egypt as a death culture; and 3) how death and bereavement are experienced across cultures, ethnic groups, and religions around the world.

This course meets asynchronously online.

Intervention- and issue-based electives (choose 3 credits total):

COUN 562 Attachment Theory in Clinical Practice (1 credit)

This course provides an overview of the Attachment Theory as applied to clinical practice. Students will be exposed to the neurobiology of attachment, evaluating attachment as a developmental model, reviewing the history of attachment theory, as well as the incidence of attachment disorders in the clinical population. Discussion and

training will be provided on the various therapeutic techniques and approaches to consider when working with attachment disorders, both in children, with families, and with adults. Students will be expected to integrate their learning by evaluating research trials with this treatment modality. Upon completion of this course, students are expected to understand Attachment Theory and its clinical practice application.

This course is offered in person over one weekend (Friday night, all-day Saturday).

COUN 563 Foundations in EMDR Therapy (1 credit)

This course provides an overview of the Adaptive Information Processing (AIP) model and conceptualization behind Eye Movement Desensitization and Reprocessing Therapy (EMDR). Students will be exposed to the neurobiology of trauma as well as the incidence of trauma in the clinical population. Discussion and training will be provided on the various therapeutic techniques that are unique to EMDR therapy and that make it effective for various treatment groups. Students will be expected to integrate their learning by evaluating research trials with this treatment modality. Completion of this course provides students with a basic understanding, not training leading to certification in EMDR Therapy.

This course is offered in person over one weekend (Friday night, all-day Saturday).

COUN 565 Introduction to Using Creativity in Counseling (1 credit)

This course is designed to introduce students to the endless possibilities that a creative counselor may introduce in therapeutic relationships. Students will be exposed to different variations of creativity in counseling such as art therapy, Sandtray therapy, music therapy, adventure-based counseling, and ceremonies in counseling. Students will be introduced to the ethical considerations for these forms of creativity in counseling as well as national organizations that govern creativity in counseling. This class is designed as an introduction to these models of therapy in which students will be provided with the basic concepts and methods of these specialty areas which will be explored through experiential activities and discussions. Students are advised that this course is not a means toward accreditation in any one specialty but rather an opportunity to evaluate the different specialties so students may make an educated decision about further pursuing a specialty certification.

This course is offered in person over one weekend (Friday night, all-day Saturday).

COUN 566 Mindfulness-Based Behavioral Approaches (1-credit)

This class will provide an introduction to a range of mindfulness-based behavioral approaches, including a primary focus on mindfulness-based stress reduction, mindfulness-based cognitive theory, acceptance and commitment therapy, and dialectical behavior therapy. Students will study the available research on the different

approaches, specifically their effectiveness with a range of diverse client populations, including those with anxiety, mood disorders, chronic pain, and borderline personality disorder.

This course is offered in person over one weekend (Friday night, all-day Saturday).

COUN 567 Foundations of Disaster Mental Health (1 credit)

The purpose of this course is to expose students to fundamental concepts of disaster mental health (DMH). This includes definitions of key constructs related to working as a DMH responder within various response agencies/organizations. Theories associated with conceptualizing DMH are reviewed along with psychosocial factors associated with trauma responses (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith). Students will be exposed to an overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma. Introduction and application of skills and techniques utilized in disaster mental health, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance will also be addressed. Special topics in DMH, including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality will be reviewed. Understanding concepts related to caring for first responders and caregivers, including compassion fatigue and vicarious traumatization will be introduced. Students are expected to challenge themselves and consider their own strengths and limitations, and how these might influence their work as DMH responders.

This course is offered in person over one weekend (Friday night, all-day Saturday).

COUN 568: Crisis Prevention & Response in Schools (1 credit)

This course is designed to provide students with a variety of skills, insights, strategies and knowledge required to understand and respond to the social, emotional, and personal development of students. Students will learn to recognize indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse. We will also identify professional resources to help students in crisis. Emphasis will be placed on providing participants with real life experiences while exploring the causes of and remedies for the prevention of suicide. This course meets the educational requirements for HB 947 (Lauryn's Law) for school counselors' professional development for MSDE certification renewal.

This course is offered synchronously online over one weekend (Friday night, all-day Saturday).

COUN 570 Contemporary Perspectives in Veterans' Health (3 credits)

This course explores contemporary issues and experiences impacting the health and well-being of military veterans. This course introduces students to the military/veteran culture and health care needs and concerns of this unique population and is particularly focused on the contemporary topic of post-traumatic stress disorder and how it impacts returning veterans and their families.

This course is offered in person over two weekends (Friday evening, Saturday, Sunday).

COUN 599: Special Topics

Additional 1-credit electives will be offered according to faculty expertise and student interest (e.g., Children & Loss; Trauma & Addiction; Traumatic Grief & Complicated Mourning).

These courses are offered over one weekend (Friday night, all-day Saturday).

IV. Expected Student Learning Outcomes

Student learning outcomes integrate the study of trauma, crisis intervention, and grief and loss, with the aim of serving current master's students as well as professionals in behavioral health, healthcare, education, thanatology, and other related fields. Through the TCGL Certificate program, students will:

1. Explain and distinguish the effects of crises, disasters, and traumatic events on diverse populations across the lifespan (Foundational Knowledge, Contextual Dimensions).
2. Develop an in-depth understanding of the grief, mourning, and bereavement processes, including complicated grieving, traumatic grief, and non-death loss (Foundational Knowledge).
3. Understand trauma, grief, and loss as related psychosocial processes occurring within developmental and sociocultural contexts (Foundational Knowledge; Contextual Dimensions).
4. Explain the effects of historical, cultural, and racial trauma on diverse clientele across the lifespan (Foundational Knowledge, Contextual Dimensions)
5. Apply specific, evidence-based, trauma-informed counseling and/or crisis intervention strategies for specialized populations related to their field of study (Foundational Knowledge; Interventions and Issues).

V. Program Funding and Institutional Commitment to the Program

Hood College remains committed to ongoing administrative, financial, and technical support of this program. All the courses used to construct this new certificate have already been developed and offered at least once by the Counseling and/or

Thanatology programs, allowing the College to offer the TCGL Certificate with minimal additional cost. Furthermore, the institution, and more specifically the Graduate School, already supports an online certificate program in Thanatology that focuses more specifically on the study of death and dying. The TCGL Certificate will share some courses with the Thanatology Certificate but will provide the opportunity to specialize more specifically in trauma, crisis, non-death losses, and traumatic grief.

The Graduate School at Hood College receives regular inquiries from both prospective and current students regarding a certificate or specialization in crisis and trauma counseling. Though several faculty members (e.g., Dr. Megan Shaine and Dr. Erik Messinger) have specializations and can teach courses in these areas, they are not currently formalized into a cohesive grouping or certificate. Many Counseling students take existing Thanatology courses as their 12 credits of electives to earn the Thanatology certificate, and the TCGL certificate would provide the same opportunity for students interested in trauma, crisis, and disaster mental health, as well as grief and loss. Furthermore, by collecting these existing courses into a formal certificate, Hood College will be able to attract and serve professionals and community members with a variety of human service backgrounds to enroll in the standalone certificate program.

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

I. Regional & Statewide Needs

The local, regional, and national demand for professional degrees and certificates 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, mental health counseling jobs are expected to grow by 22%, and school counseling jobs are expected to grow by 8% by 2028, both higher than the national average.

One public health issue that is being included in local, state, and national strategies is the opioid crisis. Addiction has far-reaching consequences, prompting the need to tackle the crisis on multiple levels. The 2020-2024 Workforce Innovation and Opportunity Act (WOIA) State Plan acknowledges the myriad and immense needs of children, parents, and other family members of SUD sufferers as a secondary effect of addiction. The State Plan emphasizes the changing family structure as a result of addiction; for example, children of a parent with SUD may need to live with grandparents or another family member—a trend that is increasingly seen not only in Maryland but across the country.

The WOIA State Plan highlights the need for trauma-informed mental health services for families that have been traumatically disrupted by addiction via the 2Gen Approach. In

2020, the Maryland 2Gen Approach was adopted by the state government as a philosophy for catering to the changing family structure.¹ According to the State Plan, “In alignment with the States’ 2Gen approach, families who are impacted by substance abuse will be screened so both somatic and mental health needs are addressed for all impacted members of a family” (p. 58). The secondary trauma of caretakers, due to incarceration, prolonged absences from the home, and participation in rehabilitation programs, is noted as a “complex system to navigate” in the State Plan (p. 288).

Some of the Maryland-supported programs listed by the WOIA State Plan as key players in screening and assisting families in times of crisis include Families Now, Intensive Family Services, Continuing Protective Services, Services to Families with Children, Kinship Care, Parent Aide Services, the Family Recovery Program, and others.

Supporting safe and stable families remains a priority in Maryland state government. The promotion of programs that provide protective services or potential protective services to families would be supported by a work force of mental health professionals that are educated and competent in trauma and crisis interventions. Among other services, the programs are in place specifically for “counseling families in crisis, referring them to other existing services, and providing a wide range of service to the family to maximize the chances the children grow up in safe, stable, and loving homes” (p. 311).

Some of the coursework offered by the TCGL Certificate that would be especially applicable to the secondary trauma associated with the opioid crisis include:

- Adolescents/Children
- Assessment
- Attachment Models
- Complex Trauma
- Crisis Intervention and Suicide Prevention in Schools
- Diagnosis
- Dying & Bereaved
- Family Caregivers
- Lifespan Development
- Misc. Life transitions
- PTSD Prevention
- Systemic Paradigms

¹ <https://dhs.maryland.gov/two-generation-family-economic-security-commission/#:~:text=A%202Gen%20approach%20seeks%20to,the%20whole%20family%20through%20the>

- Trauma Intervention
- Treatment Methods
- Violence

II. Critical and Compelling Need as Identified in the State Plan

The proposed TCGL Certificate will support the following strategies of the 2017-2021 Maryland State Plan for Postsecondary Education:

- a. Under Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness (p. 85).
- *Identify and create preferred partnerships in Maryland.*
 - *Support business-driven credentials.*
 - *Include long-term graduate education opportunities when considering a student's career trajectory.*

Hood College works closely with the local and regional community and is well-integrated with local practices, agencies, and hospitals. Hood's Counseling M.S. program, which opened in Fall 2015 and offers both Clinical Mental Health and School Counseling specialties, has received an overwhelmingly positive response from the community. As part of the 60-credit degree program, students are required to complete a 700-hour practicum and internship. Over the past six years, the Counseling program has successfully developed formal partnerships for field placement at more than 40 clinical sites and four local school districts (Frederick, Montgomery, Carroll, and Washington Counties). Many of those partner sites, including Trauma Specialists of Maryland, go on to hire their Hood College counselor interns once they graduate.

Program faculty and Internship Coordinators of Hood's counseling program are in close contact with these sites and, as a result, have first-hand access to important feedback regarding the preparation of their counselors-in-training. This feedback enables the M.S. Counseling program to remain informed and knowledgeable about the continuously evolving real-world needs of clientele and demands of new counselors, thereby strengthening the professional capability of the mental health workforce.

- b. Under Strategy 3 and Strategy 5, respectively:

Strategy 3: Strategy 3: Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.

- Develop initiatives to identify and address obstacles that students face in preventing them from continued enrollment and completion.

Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and nontraditional students (p. 83).

- Systematically review policies and practices to ensure they are student-focused and are implemented with the goal of student success.
- Improve policies regarding academic program review that meet the State's needs – e.g., workforce shortages, do not duplicate, do not saturate, allow for responsiveness, do not sacrifice student growth and development, and allow for career exploration and goal setting.
- Ensure academic policies and campus practices support all students, including non-traditional students.

The TCGL Certificate program will be hybrid, with 50-75% of instruction available online, depending on the student's course selections. Faculty have designed the program this way so that students can benefit from experiential, in-person education where most useful, while enjoying the convenience of remote learning where practical. This unique mix of modalities may be a key draw for students across a wide geographic area, including not only Maryland and Washington, D.C., but also nearby parts of Pennsylvania, Virginia, and West Virginia.

Coursework that is synchronous will also be scheduled in the evenings and/or weekends to accommodate nontraditional students who work during the daytime hours. Therefore, mental health care professionals may be able to continue their regular caseloads while pursuing the TCGL Certificate.

Additionally, there are only two other similar certificates currently being offered in the region. Both programs are based well over an hour's commute from Frederick with one in Baltimore, Md., and the other in Washington, D.C. (See Table II: Local and Online Trauma-Related Certificate Programs as of October 2021 in Section II.D.).

- c. *Under Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.*
 - *Find ways to incorporate career advising into academic advising.*

The curriculum of the TCGL Certificate program is geared toward students with a clear path to starting or continuing their careers. Non-degree students who enroll in Hood Counseling's TCGL Certificate program will likely be current or future mental health clinicians, school counselors, or educators looking to broaden their depth of understanding of trauma for their work. Alternatively, many non-degree students completing the TCGL Certificate program may be fulfilling required credits for state licensure if they earned their master's degree from another institution's program that was not CACREP-accredited and/or fewer than 60 credits.

Additionally, with faculty who continue to practice as mental health clinicians, the students are exposed to real-world counselors who can advise on the pursuit of rewarding and successful careers. Dr. Erik Messinger, who teaches the Foundations of Disaster Mental Health course, is also a trained firefighter and first responder.

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

The TCGL Certificate is designed to prepare both current Hood College Counseling graduate students and mental health professionals with a master's degree in Counseling (or closely related field) to apply knowledge of trauma and loss in their work. Counselors work in a variety of settings, including community agencies, hospitals, private practices, and schools, and are qualified to apply for jobs with a variety of titles including case manager, clinician, counselor, mental health counselor, mental health therapist, therapist, or school therapist. Certified school counselors work in public and private K-12 educational settings and can apply for school counselor or school therapist positions. Mental health counselors earn an average of \$47,660, most commonly working in individual and family services, outpatient care centers, residential facilities, healthcare facilities, and government facilities. School counselors find jobs primarily in elementary and secondary schools, with an average salary of \$58,120.

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. All these areas far outpace the national average of job growth, which was 8% as of September 2021 (See Table I: Job Outlook in Occupations for Counselors). Given the emphasis on trauma-informed care in the counseling field and from the U.S. Government via SAMSHA, the TCGL certificate will enhance the marketability of Hood College graduates and other professionals in the field.

Table I
Job Outlook in Occupations for Counselors²

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

D. Reasonableness of Program Duplication:

There is a growing need for the knowledge and application of trauma-informed practice and a corresponding need for applicable quality education programs. Nationally, certification programs are being introduced to meet this need. Currently, there are only two other certificate programs offered in the region, at the University of Maryland-Baltimore and George Washington University in Washington, D.C. Hood College’s location in historic Frederick, Md., near the intersection of I-70 and I-270, is more accessible for residents of central and Western Maryland, while still commutable from Baltimore and Washington, D.C. in less than an hour (See Table II: Local and Online Trauma-Related Certificate Programs as of October 2021).

Table II
Local and Online Trauma-Related Certificate Programs as of October 2021

² onetonline.org

Institution	Hood College	Univ. of Maryland	George Washington Univ.	Chestnut Hill College	Regent Univ.	Bay Path University	George Fox Univ.	Grand Canyon Univ.	Marshall Univ.	San Diego State Univ.
Certificate Name	Certificate of Trauma, Loss, and Crisis	Trauma Treatment with Children and Adolescents Certificate ¹	Graduate Certificate in Counseling and Life Transitions (Concentration on Grief, Loss, & Life Transition) ²	Certificate of Advanced Graduate Academic Study in Trauma Studies ³	Certificate of Graduate Studies in Trauma Counseling ⁴	Advanced Trauma-Informed Counseling Certificate ⁵	Post-Graduate Trauma Counseling Certificate ⁶	Post-Master of Science Trauma Counseling Certificate ⁷	Certificate of Advanced Studies in Violence, Loss, and Trauma ⁸	Restorative Justice Practice and Trauma-Informed Care Certificate ⁹
Credit Hours for Completion	12		12	12	12	12	12	15	18	12
Cost per Credit/Total Cost	\$725/\$8,700		\$895 ¹⁰ /\$10,740	\$745 ¹¹ /\$8,940	\$710 ¹² /8,520	\$895 ¹³ /\$10,740	\$756/\$9,072	\$557/\$8,355	\$426 ¹⁴ /\$7,668	NA/\$6,000
Format/Location	Classroom/Frederick, Md., and Online	Classroom/Baltimore, Md.	Classroom/Washington, DC	Classroom/Philadelphia, PA	Hybrid/Virginia Beach, Va., and online	Online	Online for School Counseling	Online	Online	Online
Advertised Curriculum										
Addictions & Trauma Adolescents/Children	✓	✓	✓			✓		✓	✓	
Anxiety Disorders	✓							✓		
Assessment	✓	✓		✓	✓			✓		✓
Attachment Models	✓					✓		✓	✓	
Chronically Ill Clients	✓		✓							
Community Focus				✓				✓		✓
Complex Trauma	✓			✓				✓	✓	
Diagnosis	✓	✓						✓		
Dying & Bereaved	✓		✓						✓	
Emergency Mgmt.					✓					
Family Caregivers	✓		✓							
Human Trafficking	✓				✓					
Lifespan Devel.	✓		✓					✓		
Mind-Body	✓							✓	✓	
Misc. Life Transitions	✓		✓							
Neurobiology	✓					✓			✓	
Military Trauma	✓								✓	
Practitioner Self-Care	✓								✓	
PTSD Prevention	✓						✓			
School Focus	✓							✓		✓
Sexual Abuse	✓				✓					
Spirituality & Loss			✓							
Systemic Paradigms	✓									✓
Trauma Intervention	✓			✓	✓		✓			
Treatment Methods	✓	✓		✓	✓	✓		✓	✓	✓
Violence	✓							✓	✓	✓

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

Of the four HBIs in Maryland, only Coppin State University and Bowie State University offer professional counseling-related certification programs. Coppin State University’s certificate is designed for master’s degree graduates seeking licensure as LCPCs and does not specifically emphasize trauma as a specialty. Bowie State University’s two certification programs are similarly designed as broader academic offerings in psychotherapy or addictions counseling. The advertised curricula of both institutions’ counseling-related certificate programs do not suggest a specialized trauma purpose and therefore would not directly compete with Hood College’s proposed TCGL certificate program. The TCGLC would be suitable for graduates of both Coppin State and Bowie State who are pursuing further expertise in trauma, grief and loss, and crisis.

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

Not applicable.

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

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

The Hood College Department of Psychology and Counseling has a well-established, nationally recognized online certificate program in Thanatology (the study of death and dying). Students in the Counseling program currently may choose to take the Thanatology certificate courses as their 12 credits of electives. Many of our students, however, have indicated that this certificate does not quite meet their needs and interests, in that it focuses exclusively on death and dying, and does not incorporate in-depth content on trauma and crisis. The program already offers a variety of courses related to trauma and crisis as electives, including COUN 507: Trauma and Crisis Intervention; COUN 567: Foundations of Disaster Mental Health; and COUN 568: Crisis Prevention & Response in Schools. Therefore, our program is well-positioned to offer an additional certificate program that will serve the needs of current and future students who are interested in trauma and crisis as well as grief and loss (and we will continue to offer the Thanatology certificate program to those students who are exclusively interested in death, dying, and bereavement). Two of the core Counseling faculty who are specialists in trauma, crisis, grief, and loss will oversee the certificate program at the outset:

Dr. Megan Shaine will be promoted to Associate Professor of Counseling in Fall 2022 and is currently director of the Counseling M.S. program and Thanatology Certificate. Dr. Shaine holds master's and doctoral degrees in Counseling from The George Washington University and has specialized in trauma, crisis, grief and loss since 2009, when she completed her master's internship at The Wendt Center for Loss and Healing in Washington, D.C. Dr. Shaine is a published scholar in the field of trauma and crisis counseling--including a recent mixed-methods article in the flagship journal of the American Counseling Association focusing on the mental healthcare experiences of trans military service members and veterans (*Journal of Counseling and Development*, July 2021) --and presents regularly at national and regional conferences on related topics. She represents the Counseling program on multiple interdisciplinary teams and committees at Hood College, including the Sexual Assault Victims Services Committee. She is a Maryland Board-Approved Supervisor and Licensed Clinical Professional Counselor in Maryland and Washington, D.C. Dr. Shaine maintains a private practice specializing in trauma, loss, and life transitions. She is a member of the American Counseling Association; Association for Counselor Educators and Supervisors; International Association for Resilience and Trauma Counseling; and serves as the Co-Chair of the Grief Counseling Competencies Task Force commissioned by the Association for Adult Development and Aging.

Dr. Erik Messinger is an Assistant Professor of Counseling at Hood College. He specializes in the areas of trauma and addictions, as well as counseling first responders. Dr. Messinger is a licensed clinical mental health counselor associate (LCMHCA) in North Carolina and a nationally certified counselor (NCC), as well as a trained firefighter. He earned his MA in Clinical Mental Health Counseling from Indiana University of Pennsylvania and his Ph.D. in Counseling and Counselor Education from North Carolina State University. Dr. Messinger has extensive experience in counseling adults and adolescents in outpatient community and substance use treatment settings. He has presented at local, state, and national counseling conferences, and his research is primarily focused on meeting the mental health needs of first responders along with supervision and instruction of counselors in training. He is a member of the American Counseling Association, the Association of Counselor Education and Supervision, and serves as Vice Chair for the Association of the Specialist in Group Work's membership committee and member of the special initiatives committee.

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

Student learning outcomes integrate the study of trauma, crisis intervention, and grief and loss, with the aim of serving current master's students as well as professionals in behavioral health, healthcare, education, thanatology, and other related fields. Through the TCGL Certificate program, students will be able to:

1. Distinguish and explain the effects of crises, disasters, and traumatic events on diverse populations across the lifespan (Foundational Knowledge, Contextual Dimensions).
2. Develop an in-depth understanding of the grief, mourning, and bereavement processes, including complicated grieving, traumatic grief, and non-death loss (Foundational Knowledge).
3. Apply concepts of trauma, grief, and loss as related psychosocial processes occurring within developmental and sociocultural contexts (Foundational Knowledge; Contextual Dimensions).
4. Explain the effects of historical, cultural, and racial trauma on diverse clientele across the lifespan (Foundational Knowledge, Contextual Dimensions)
5. Evaluate and apply specific, evidence-based, trauma-informed counseling and/or crisis intervention strategies for specialized populations related to their chosen specialty (Foundational Knowledge; Interventions and Issues).

III. Explain how the institution will provide for assessment of student achievement of learning outcomes in the program and document student achievement of learning outcomes in the program

The TCGL certificate program's evaluation plan is based on the current evaluation for the Thanatology certificate program. Each student learning outcome (SLO) is mapped to at least two required courses in the certificate program. Within each of those courses, there is at least one key assignment that measures that particular SLO. The Office of Institutional Research at Hood College assists degree and certificate programs with their evaluation procedures. All assignments linked to a program's evaluation plan are tracked in Chalk & Wire, the online assessment program used by Hood College. Students will be required to maintain an average of 3.0/4.0 ("Meets Expectations") on all key assignments.

Upon approval of the TCGL certificate, Dr. Shaine will forward the SLOs and evaluation map to Nathan Reese, Assistant Director of Institutional Assessment, for entry into Chalk & Wire.

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

The 12-credit TCGL Certificate will be composed of six credits of required, foundational courses; three credits from a contextual dimensions course of the student's choosing; and three issue- or intervention-based elective credits of the student's choosing. This structure allows students to tailor the certificate to suit specialized interests (e.g., crisis and disaster intervention; attachment-based interventions in counseling; military and veteran's issues). All courses listed below have already been developed and offered by annual contract or adjunct faculty at least once. New one-credit special topics courses (COUN 599) can be developed and added based on relevance, student interest, and availability of qualified faculty, but those courses must be approved by the Program/Certificate Director and Hood College's Graduate Council.

The TCGL Certificate will be delivered in hybrid format, with 50-75% of coursework currently available to students online depending on their course selections. Furthermore, in-person coursework will occur primarily in weekend format, making it possible for students to travel from longer distances for those meetings.

Foundational courses (required; 6 credits total):

COUN 507 Trauma and Crisis Intervention (3 credits; hybrid)

This course provides students with an introduction to research, theory, and practice within the field of trauma counseling. The course will cover the historical evolution of the field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues

in diagnosis, assessment, and intervention from a culturally diverse framework; and a synthesis of best practices as they are currently evolving. Using a developmental and systemic approach, the course will provide a counseling perspective based on knowledge from the multiple disciplines that contribute to the field of traumatology.

This course meets in person over two weekends (Friday evenings, Saturdays all day), with the remaining coursework delivered asynchronously online.

COUN/THAN 521 Grief, Mourning, and Bereavement (3 credits)

This course offers an in-depth study of mourning and the grief process. Students will explore all aspects of theories of grief in natural and accidental death as well as special losses, suicide, prenatal death, stillbirth, homicide, etc., differentiating between normal and complicated grief.

This course meets asynchronously online.

Contextual dimensions (choose 1; 3 credits):

COUN/THAN 528 Developmental Perspectives in Thanatology (3 credits)

This course examines death, dying, and bereavement at different stages of life. Students will understand how death confronts human beings at important moments in the life cycle and how we can learn to appreciate the significance and value of such varied approaches and understandings.

This course meets asynchronously online.

COUN/THAN 529 Historical and Cultural Perspectives in Thanatology (3 credits)

Students will explore three areas in the field of thanatology: 1) the role played by death in Western history; 2) Egypt as a death culture; and 3) how death and bereavement are experienced across cultures, ethnic groups, and religions around the world.

This course meets asynchronously online.

Intervention- and issue-based electives (choose 3 credits total):

COUN 562 Attachment Theory in Clinical Practice (1 credit)

This course provides an overview of the Attachment Theory as applied to clinical practice. Students will be exposed to the neurobiology of attachment, evaluating attachment as a developmental model, reviewing the history of attachment theory, as well as the incidence of attachment disorders in the clinical population. Discussion and training will be provided on the various therapeutic techniques and approaches to consider when working with attachment disorders, both in children, with families, and with adults. Students will be expected to integrate their learning by evaluating research

trials with this treatment modality. Upon completion of this course, students are expected to understand Attachment Theory and its clinical practice application.

This course is offered over one weekend (Friday night, all-day Saturday).

COUN 563 Foundations in EMDR Therapy (1 credit)

This course provides an overview of the Adaptive Information Processing (AIP) model and conceptualization behind Eye Movement Desensitization and Reprocessing Therapy (EMDR). Students will be exposed to the neurobiology of trauma as well as the incidence of trauma in the clinical population. Discussion and training will be provided on the various therapeutic techniques that are unique to EMDR therapy and that make it effective for various treatment groups. Students will be expected to integrate their learning by evaluating research trials with this treatment modality. Completion of this course provides students with an understanding, not a certified training, of EMDR Therapy.

This course is offered over one weekend (Friday night, all-day Saturday).

COUN 565 Introduction to Using Creativity in Counseling (1 credit)

This course is designed to introduce students to the endless possibilities that a creative counselor may introduce in therapeutic relationships. Students will be exposed to different variations of creativity in counseling such as art therapy, Sandtray therapy, music therapy, adventure-based counseling, and ceremonies in counseling. Students will be introduced to the ethical considerations for these forms of creativity in counseling as well as national organizations that govern creativity in counseling. This class is designed as an introduction to these models of therapy in which students will be provided with the basic concepts and methods of these specialty areas which will be explored through experiential activities and discussions. Students are advised that this course is not a means toward accreditation in any one specialty but rather an opportunity to evaluate the different specialties so students may make an educated decision about further pursuing a specialty certification.

This course is offered over one weekend (Friday night, all-day Saturday).

COUN 566 Mindfulness-Based Behavioral Approaches (1-credit)

This class will provide an introduction to a range of mindfulness-based behavioral approaches, including a primary focus on mindfulness-based stress reduction, mindfulness-based cognitive theory, acceptance and commitment therapy, and dialectical behavior therapy. Students will study the available research on the different approaches, specifically their effectiveness with a range of diverse client populations, including those with anxiety, mood disorders, chronic pain, and borderline personality disorder.

This course is offered over one weekend (Friday night, all-day Saturday).

COUN 567 Foundations of Disaster Mental Health (1 credit)

The purpose of this course is to expose students to fundamental concepts of disaster mental health (DMH). This includes definitions of key constructs related to working as a DMH responder within various response agencies/organizations. Theories associated with conceptualizing DMH are reviewed along with psychosocial factors associated with trauma responses (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith). Students will be exposed to an overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma. Introduction and application of skills and techniques utilized in disaster mental health, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance will also be addressed. Special topics in DMH, including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality will be reviewed. Understanding concepts related to caring for first responders and caregivers, including compassion fatigue and vicarious traumatization will be introduced. Students are expected to challenge themselves and consider their own strengths and limitations, and how these might influence their work as DMH responders.

This course is offered over one weekend (Friday night, all-day Saturday).

COUN 568: Crisis Prevention & Response in Schools (1 credit)

This course is designed to provide students with a variety of skills, insights, strategies and knowledge required to understand and respond to the social, emotional, and personal development of students. Students will learn to recognize indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse. We will also identify professional resources to help students in crisis. Emphasis will be placed on providing participants with real life experiences while exploring the causes of and remedies for the prevention of suicide. This course meets the educational requirements for HB 947 (Laurn's Law) for school counselors' professional development for MSDE certification renewal.

This course is offered over one weekend (Friday night, all-day Saturday).

COUN 570 Contemporary Perspectives in Veterans' Health (3 credits)

This course explores contemporary issues and experiences impacting the health and well-being of military veterans. This course introduces students to the military/veteran culture and health care needs and concerns of this unique population and is particularly focused on the contemporary topic of post-traumatic stress disorder and how it impacts returning veterans and their families.

This course is offered over two weekends (Friday evening, Saturday, Sunday).

COUN 599: Special Topics

Additional 1-credit electives will be offered according to faculty expertise and student interest (e.g., Children & Loss; Trauma & Addiction; Traumatic Grief & Complicated Mourning).

These courses are offered over one weekend (Friday night, all-day Saturday).

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

Not applicable.

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

Not applicable.

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

Not applicable.

VIII. *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.*

All incoming graduate students receive a comprehensive new-student orientation at the beginning of their first semester, which covers all the categories listed above. New students spend an hour with the graduate dean learning about the myriad of support services at the College before they move into the program-specific orientations with faculty directors. All courses in the TCGL certificate are offered as stand-alone electives within the Counseling M.S. program. Counseling students receive a copy of the most current Student Handbook at the beginning of their first semester describing all curricular requirements for the program. TCGL students who are completing the certificate as a stand-alone course of study will receive a separate orientation along with new Thanatology Certificate students.

The Hood College Graduate School website provides a comprehensive guide for graduate students. Each program has a detailed landing page where curriculum,

course, and degree requirements are clearly described. The TCGL certificate will have a page akin to the existing Thanatology certificate, linked below.

Curriculum, course, and degree requirements:

https://www.hood.edu/graduateacademicsprograms/thanatology-c?utm_medium=Google&utm_source=display&utm_campaign=HoodGraduate

The Hood College Department of Information Technology has developed an Online Success Toolkit for hybrid and online courses. This page provides detailed information about our learning management system, Blackboard, as well as Zoom video conferencing and other key technology for success in the TCGL certificate program.

Information Technology Resources:

<https://www.hood.edu/offices-services/information-technology>

Online Success Toolkit:

<https://www.hood.edu/academics/josephine-steiner-student-success-center/online-success-toolkit>

The Hood College Graduate School has many resources available to help students understand the cost, payment plans, and financial aid resources associated with our certificate and degree programs. Representatives from the Office of Financial Aid are present at all Graduate School Admissions Café Events, as well as New student Orientation.

Funding Your Education:

https://www.hood.edu/graduate/admission/funding-your-education?utm_medium=Google&utm_source=display&utm_campaign=HoodGraduate

IX. 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 TGLC certificate will be posted in a similar manner. Recruitment and advertising materials for the program 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

I. 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).

Table 4: Academically Qualified Faculty

Over ninety percent (90%) of the faculty hold doctoral or terminal degrees. 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.

Faculty	New/Existing	Rank/Status	Degree/Credentials	Courses
Dr. Megan Shaine	Existing, full time	Associate Professor (as of Aug. 2022)	Ph.D., LCPC	COUN 507, 521
Dr. Erik Messinger	Existing, full time	Assistant Professor	Ph.D., LPCA	COUN 567, 521
Dr. Andrew Campbell	Existing, full time	Associate Professor (as of Aug. 2022)	Ph.D., LCPC	COUN 566
Dr. Atiya Smith	Existing, full time	Assistant Professor	Ph.D., LCPC	COUN 568
Dr. Shannon Shoemaker	Existing, full time	Assistant Professor	Ph.D., LCPC	COUN 565
Dr. Laura Jones	Existing	Adjunct faculty	Ph.D., LCPC	COUN 568
Ms. Rachel Harrison	Existing	Adjunct faculty	LCPC	COUN 562, 563
Dr. Brenda Schildknecht-Hargett	Existing	Adjunct faculty	Ed.D.	COUN 528, 529

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

The Beneficial-Hodson Library supports graduate and undergraduate programs. Books, eBooks, government publications, journals, audiovisuals, databases, historical collections, and more are available to 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 can obtain almost any book held by those partner libraries within 24 hours through our shared courier service, Interlibrary Loan (ILL). ILL is available as an alternative for materials not held within the Consortium, and the ILL manager is able to fill approximately 85% of all ILL requests.

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)

The proposed certificate curriculum will be taught using existing resources such as the campus library and standard classroom facilities. Additionally, 50-75% of the courses will be taught via virtual modality, depending on an individual student's course selections. During the COVID-19 pandemic, Hood College significantly expanded its capability to offer hybrid and online instruction, incorporating programs like Panopto and Zoom, as well as webcams in every classroom.

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

REVENUES					
Resource Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue					
a. Number of F/T Students	0	0	0	0	0
b. Annual Credit Hour Generation	0	0	0	0	0
c. Credit Hour Rate	\$0	0	0	0	0
d. Total F/T Revenue (b x c)	\$0	\$0	\$0	\$0	\$0
e. Number of P/T Students	5	8	12	16	20
f. Annual Credit Hour Generation for 2e	9	9	9	9	9
g. Credit Hour Rate	\$725	\$740	\$765	\$790	\$810
h. Total P/T Revenue (f x g)	\$32,625	\$53,280	\$82,620	\$113,760	\$145,800
i. Total Tuition Revenue (d + h)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other Ext. Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
Total (Add 1-4)	\$32,625	\$58,280	\$82,620	\$113,760	\$145,800

g. Assumes a 3% increase each year.

Table 6: Expenditures

EXPENDITURES					
Expenditure Categories	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
1. Faculty (b + c)	\$0	0	0	0	0
a. AC (full-time)	0	0	0	0	0
b. Total Salary (assume 3% salary increase)	\$0	\$0	\$0	\$0	\$0
c. Total Benefits (est. 31.5% of salary)	\$0	\$0	\$0	\$0	\$0
d. Additional Adjunct Faculty (number of credit hours taught)	0	0	0	0	0
e. Additional Adjunct Faculty for F/T course Buyout	\$3,520	\$3,625	\$3,735	\$3,845	\$3,960
f. Total Adjunct Faculty Salary	\$0	\$0	\$0	\$0	\$0
2. Administrative Staff (b + c)	0	0	0	0	0
a. FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff	0	0	0	0	0
a. FTE	0	0	0	0	0
b. Total Salary (assume 3% salary increase)	0	0	0	0	0
c. Total Benefits (est. 30%)	0	0	0	0	0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. Software	\$0	\$0	\$0	\$0	\$0
7. Marketing	\$3,000	\$2,000	\$2,000	\$2,000	\$2,000
8. Professional development	\$0	\$0	\$0	\$0	\$0
9. Other Expenses	\$0	\$0	\$0	\$0	\$0

Total Expenditures (Add 1-7)	\$6,520	\$5,625	\$5,735	\$5,845	\$5,960
Net Surplus/Deficit (Revenues-Expenditures)	\$26,105	\$52,655	\$76,885	\$107,915	\$139,840

e. Assumes a 3% annual increase.

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

The TCGL certificate program’s evaluation plan is based on the current evaluation for the Thanatology certificate program. Each student learning outcome (SLO) is mapped to at least two required courses in the certificate program (see attached). The Office of Institutional Research at Hood College assists degree and certificate programs with their evaluation procedures. All assignments linked to a program’s evaluation plan are tracked in Chalk & Wire. Upon approval of the TCGL certificate, Dr. Shaine will forward the SLOs and evaluation map to Nathan Reese, Assistant Director of Institutional Assessment, for entry into Chalk & Wire.

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

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. The program will reserve 20% of its available spots for students who are attending or attended Historically Black Colleges and Universities (HBCU) and Minority Serving Institutions (MSI), who have met the program’s admission requirements. There are several offices within the divisions of academic and graduate student life that promote inclusion and cultural sensitivity. The Division of Inclusivity and Community provides programs 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 International Student Services 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 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^[1] and CGS-JED^{[2],[3]})

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

^[2] <https://cgsnet.org/new-initiative-support-graduate-student-mental-health-and-wellness>

^[3] <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)

Modes of delivery for the certificate will include traditional face-to-face, hybrid, synchronous and/or asynchronous online instruction. Hood College has several fully online programs, which we are approved to offer by both MSCHE and MHEC. Thus, we have demonstrated through multiple reporting requirements that we adhere to all C-RAC guidelines in order to deliver content effectively online. Faculty will also 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 as needed.