



**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.

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|---|---|
| <input checked="" type="radio"/> New Academic Program | <input 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 type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # 223196	Payment <input type="radio"/> No	Payment Amount: \$850	Date Submitted: 3/1/23
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #			

Department Proposing Program	Education		
Degree Level and Degree Type	Doctor of Philosophy		
Title of Proposed Program	Counselor Education and Supervision		
Total Number of Credits	60		
Suggested Codes	HEGIS: 82601.00	CIP: 13.1102	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.bowiestate.edu/index.php		
Preferred Contact for this Proposal	Name:	Jacqueline M. Cade	
	Title:	Manager of Institutional and Academic Programming	
	Phone:	301-860-3110	
	Email:	jcade@bowiestate.edu	
President/Chief Executive	Type Name:	Aminta H. Breaux, Ph.D.	
	Signature:		Date: 03/01/2023
	Date of Approval/Endorsement by Governing Board:		

Revised 1/2021



Aminta H. Breaux, Ph.D.

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March 1, 2023

Emily A.A. Dow, PhD
Assistant Secretary of Academic Affairs
Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore, Maryland 21201

RE: Bowie State University's new academic program proposal – Doctor of Philosophy in Counselor Education & Supervision

Dear Assistant Secretary Dow,

Please find enclosed Bowie State University's academic program proposal for the Doctor of Philosophy (Ph.D.) in Counselor Education & Supervision. This innovative academic program provides for the development of culturally responsive school counselors and counselor educators in the Maryland-District of Columbia-Virginia region, and beyond.

There are currently no Ph.D. degree programs in Counselor Education and Supervision in the Washington Metropolitan area with the specific focus and/or mission of preparing and educating Black counseling students. Bowie State University intends to address this void with the proposed Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision. The program is comprised of 60-credit hours, inclusive of 12-credit hours specifically designed to prepare students to address national and international topics related to systemic change, leadership, and advocacy. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills. Statistical and technological training will foster students' ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. The required internships, practicum, and dissertation all aim to prepare students as future practitioners, educators, and researchers in the field of counseling.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

Aminta H. Breaux

Cc: Dr. Carl B. Goodman, Provost and Vice President for Academic Affairs, BSU
Dr. Alison Wrynn, Senior Vice Chancellor, USM
Dr. Candace Caraco, Associate Vice Chancellor, USM
Dr. Darlene Smith, Special Asst. to the Sr. Vice Chancellor for Academic Affairs, USM

Bowie State University
Doctor of Philosophy in Counselor Education and Supervision
(Specialization in Social Justice Counseling)

A. Centrality to Institutional Mission and Planning Priorities:

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

The proposed Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision (with a specialization in Social Justice Counseling) at Bowie State University (BSU) will be a 60-credit hour program that strives to prepare students as future practitioners, supervisors, counselor educators, and researchers in the field of counseling. Students will identify areas of interest that affect the counseling community and develop basic and applied research skills. Statistical and technological training will foster students' ability to develop analytical skills, scientific knowledge, and problem-solving capabilities. They will also be prepared to form collaborative relationships with other disciplines and agencies to alleviate societal concerns. As leaders in the field, future graduates will be skilled to make scientific contributions via grants, publications, and research.

The proposed curriculum will be aligned with the 2016 Council of Accreditation for Counseling and Related Educational Programs (CACREP) Standards. For doctoral programs, in particular, a minimum of 48-credit hours is required by CACREP. The following five accreditation standards will guide the core curriculum: Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy. These standards will be covered throughout the program and course objectives. Through accreditation, the program will seek to maintain the highest in academic standards, quality, and enhancement. (See CACREP Standards: <https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision/>).

The doctoral program will include a specialization in Social Justice Counseling. Of the 60-credit hours required, 12-credit hours will specifically prepare students in addressing national and international topics related to systemic change, leadership, and advocacy. The specialization will offer four specialty courses that include: (a) Advanced Theories & Applications in African-Centered Counseling, (b) Social Justice, Leadership, & Advocacy Counseling, (c) Seminar in Systemic Change & Decolonization, and (d) Public Policy, Politics, and Mental Health. In addition to these courses, social justice counseling will be infused throughout the core curriculum, such as dissertation topics, practicum and internship experiences, and course assignments. Students will learn to work with culturally diverse and marginalized populations.

With the widespread developments in cultural assessments, cultural counseling theories, cultural competencies, cultural identity models, and the like, the counseling field has dramatically shifted over the past fifty years (Williams, 2022). Today, cultural responsiveness in counseling has become an integral and formal requirement in accreditation standards, provider guidelines, board licensing and certification regulations, and ethical codes (Williams, 2022). In 2014, the counseling profession revised its competency guidelines to include social justice as a major premise of multiculturalism (Ratts et al., 2016). Singh et al. (2020) and others have recently heralded social justice as the “fifth force” in the field of counseling—following psychoanalysis, behaviorism, humanism, and multiculturalism. In essence, social justice has become widely recognized as counseling's staple identity (cited in Williams, 2022). The need to prepare and train students with a social justice background is more exigent than ever.

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Mission Statement:

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

With regard to the institution's mission, the proposed Counselor Education and Supervision doctoral program would be the only program of its kind in the state of Maryland. As an HBCU, BSU is equipped to enroll diverse students who will engage in innovative academic programs. Engagement in these academic programs will help to transform their identity as educators into future counselors within the counseling profession. As educators to counselors, the proposed program would touch on diverse and often underserved counseling related to mental health services and teaching in academic settings. Engagement in outreach within the Maryland workforce will take place through advocacy and leadership opportunities; and meeting the growing mental health needs by preparing and training counselors for the field. The doctoral students and graduates of the proposed program will be prepared to continue their scholarship through teaching and research, disseminating their findings to key professional journals, and applying them in their practices.

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

The proposed Counselor Education and Supervision program aligns with Bowie State University's 2019-2024 Strategic Plan, *Racing to Excellence*. Below are specific examples of how the proposed doctoral program aligns with the institution's strategic goals:

Goal #1: Achieve Academic Excellence Supported by Curricular as well as Co-Curricular Experiences

The proposed program will seek accreditation through CACREP, the gold standard for counselor training programs across our nation and even internationally. Students within the program will receive instruction and be enrolled in a program that values data-driven and innovative academic programs. For example, CACREP requires Counselor Education and Supervision programs to conduct surveys to collect data from stakeholders such as students, site supervisors, and/or administration. The student surveys collect data to understand whether the program meets CACREP standards, workforce needs, and students' needs. Faculty review the surveys and make changes in the curriculum on a consistent basis. This ensures students receive a curriculum that matches workforce needs, increasing their competitiveness within the field, and engaging in learning that matches adult pedagogy. The program assesses its effectiveness on a consistent basis.

The Department of Counseling also offers students' professional development and leadership opportunities through various graduate student organizations to support co-curricular experiences. These organizations are listed below.

- African Psychology Student Association
- Bowie State University's Chapter of the Maryland School Counselor Association

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- Chi Sigma Iota (The International Counseling Honor Society)
- Student Adlerian Society

All counseling graduate students are invited to the workshops held by these organizations, and a select group of students comprise the executive board of each organization. These co-curricular experiences are often attended by BSU alumni, strengthening our community connections and for current students, expanding the curriculum in practical, impactful ways for professional development and networking.

Goal #2: Promote a Holistic and Coordinated Approach to Student Success

The proposed doctorate in Counselor Education and Supervision is a program that continues the commitment to access for doctoral candidates. Admission to the proposed program will be competitive as accepted students who choose to enroll will be provided with financial support through tuition remission, graduate assistantships, teaching assistantships, and grant funding. Admission into the program will align with honoring Bowie State's historic mission of access and opportunity to present their application beyond simply the written format. To support student retention, upon admission, each doctoral candidate will be assigned an advisor and will be a part of a cohort for collaborative engagement and support. Students will be paired with advisors who share similar research initiatives in order to collaborate on research, provide mentoring on instructional strategies and model service engagement at every level of the University. This gives students the needed exposure and mentorship to become research-based practitioners and advanced-level clinicians. Lastly, students are encouraged to maximize the available resources on campus, for example, The Writing Center and the Office of Accessibility Services.

Goal #3: Encourage Academic and Administrative Innovation to Meet Student Needs

Throughout the doctoral program, students will be regularly assessed for their academic and professional progress. The proposed program will have academic student learning objectives that align with CACREP standards. These standards align with assessments to ensure students obtain the awareness, knowledge, and skills to be competent counselor educators. Our performance metrics include an annual student portfolio. Candidates will be evaluated on their productivity in three areas: (a) research: to include conference presentations, grant applications, and manuscript submissions; (b) teaching: to include assistant teaching or co-teaching courses in the master's degree programs; and (c) leadership and advocacy: to include professional organization involvement and service, community outreach and partnership.

Every year the data collected from the assessments will be used to enhance and update the program. In addition to coursework, markers such as the comprehensive examination dissertation proposal and defense will be indicators of student success. Administrative processes will also be reviewed at the end of the academic year and are assessed through accreditation surveys given to stakeholders. This review allows the doctoral program faculty to address areas of improvement in the student's overall experience systematically.

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Each doctoral student will be expected to be a member of a research team each year, with the opportunity to work with several faculty members on their innovative projects. An expected outcome is for their work to culminate in manuscripts submitted for publication in academic journals. There is also the expectation that doctoral students will attend and present at departmental, university, state, regional, and national conferences, and submit proposals for grant funding, scholarships, and fellowships.

Goal #4: Enhance our Campus Culture of Diversity, Inclusion and Civic Engagement

Collaboration is a hallmark of the Department of Counseling at Bowie State University. With an emphasis on social justice, leadership, and advocacy counseling, the proposed Counselor Education and Supervision program will equip doctoral candidates to consider the impact of culture in every theory, intervention, and technique. Inclusivity, diversity, and accountability are a part of the fabric of this program: from the readings that are assigned, to the guest speakers, to how assignments are structured, to the topics chosen for research projects. At each turn, collaboration and engagement are sought among the faculty, students, and the larger community within our metropolitan area.

Goal #5: Ensure Long-term Viability of BSU

Bowie State University will create a unified understanding of the elements that define the unique qualities of its value to attract a culturally diverse student body and actively engage alumni, friends, and partners to address critical needs of Prince George's County, Maryland, and the surrounding region. We will leverage fiscal resources from public and private sources to advance strategic priorities creating a sustainable future for the university, the county, and the State of Maryland.

The proposed doctoral program in Counselor Education and Supervision was partly conceptualized in response to identified needs within Prince George's County and the surrounding region. Graduates from our Mental Health Counseling, School Counseling, and Counseling Psychology master's degree programs are often still in the metropolitan area and engaged with the Department of Counseling via supervision opportunities, our advisory board, and professional/social networks. The long-term viability of BSU is a priority, and the Department of Counseling is continuing to prepare students who will positively impact the community and represent the BSU brand in their spheres of influence.

The Chief Academic Officer, the Provost, of Bowie State University has set a priority for the University to become a Research II institution according to the Carnegie classification. This requires a minimum of 20 doctoral graduates per academic year. The Department of Counseling foresees having a cohort of 8-12 students in the Counselor Education and Supervision program who will graduate every four years.

- 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.***

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The proposed program will be adequately funded through the Department of Counseling's annual fiscal budget. For the first five years, the university has agreed to increase the department's budget to finance additional faculty, accreditation, and other resources through the use of existing institutional funds from the Maryland HBCU Coalition Funds (\$10.6 million). With a portion of these funds, BSU aims to implement new and innovative programs— particularly doctoral level programs— as part of its mission to obtain R2 classification.

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

- a) *ongoing administrative, financial, and technical support of the proposed program*
- b) *continuation of the program for a period of time sufficient to allow enrolled students to complete the program*

The Department of Counseling currently has four master's level counseling and psychology programs. The proposed doctoral program is expected to share the department's existing technology, communication services, office supplies, equipment, travel, and other daily operational resources. Program administrative responsibilities will mainly be performed by the Department Chair and Administrative Assistant II. Administrative tasks are also shared by adjacent offices, particularly the Graduate School Office, College of Education Dean's Office and the Center for Assessment, Accreditation, and Retention (CAAR). The department currently collaborates with these offices to provide administrative services to faculty and students.

Financial support will be provided by the department's annual budget. BSU is committed to increasing the department's annual budget through the use of existing HBCU Coalition Funds to support new faculty salaries and benefits. Financial support and resources will also be sought at the university and college levels, such as the University's Office of Research and Sponsored Programs, University's Title III Office, and College's Travel and Professional Development Committee.

Ongoing technical support will be provided by the BSU's Division of Information Technology (DoIT). This unit is primarily responsible for maintaining "technology infrastructure and services for the entire Bowie State University Community. DoIT provides technical support and services for applications, communications, and technologies for the academic and administrative environment including PeopleSoft Financials, Campus Solutions, Human Resources, email, network wired and wireless access, etc."

If, for any reason, a decision is made to discontinue the program, BSU is committed to allow all enrolled students to complete the program. No new students will be permitted to enroll.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) *The need for the advancement and evolution of knowledge*
- b) *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education*

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

The proposed program meets the following 2022 Maryland State Plan goals;

- Goal 2: Student Success and
- Goal 3: Innovation

The doctoral degree program demonstrates a need for the advancement and evolution of knowledge in the field of counseling. The doctoral degree in Counselor Education and Supervision is the primary focus of training for counselor educators. The advancement of future leaders for the counseling profession depends on the doctoral education of counselor educators (Goodrich et al., 2011). Students pursuing doctorates in counselor education who are enrolled in schools recognized by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) receive advanced training in administration, counseling, research, and instruction (CACREP, 2015; Del Rio & Mieling, 2012). This aligns specifically with Goal 2 priority 5, with a commitment to high-quality postsecondary education (Maryland Higher Education Commission, 2022). The growing need for trained trainers of a school, college, rehabilitation, clinical mental health, addictions, and family counselors who can address the psychosocial needs of a diverse global population is met by students who are enrolled in a high-quality doctoral counselor education program.

The proposed doctoral Counselor Education and Supervision program will include 60 credit hours in which students will move progressively from didactic instruction to active experience. In recent years, particularly considering the Covid-19 pandemic and racial protest, the United States has witnessed an increased need to address Black mental health from a social justice perspective. The connection between social injustices and mental health issues among oppressed groups is well documented (Chang, Crethar, & Ratts, 2010). Issues such as poverty, racism, and discriminatory practices may promote or maintain psychological anguish for affected groups (Morrow & Weisser, 2012). Counselors-in-training must be prepared to develop their level of awareness, knowledge, and skills concerning issues of social justice so that they may serve as leaders and change agents in the mental health community (Decker, Manis & Paylo, 2015). Counseling students have communicated a desire for social justice training to be infused throughout the program curriculum (Donald & Moro, 2014), increasing their self- efficacy and competence (Paylo, 2016). The inclusion of social justice in the proposed program addresses Goal 7 Innovation: Priority 8, by promoting new methods and process to support student learning (Maryland Higher Education Commission, 2022).

The only public university in Maryland that offers the CACREP-accredited Mental Health Counseling and School Counseling programs at the moment is Bowie State University. BSU is also the only historically black university in Maryland that has received CACREP accreditation. Not only will the planned doctoral program be the only Ph.D. program in Counselor Education and Supervision at a public school in the state of Maryland, but will also be the only doctoral program offered by an HBCU in Maryland. The proposed doctoral degree in Counselor Education and Supervision will increase BSU, a historically black institution, capacity to offer excellent and distinctive educational programs.

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

The 2017-2021 State Plan for Postsecondary Education has several strategies that this proposed program meets the perceived need with Maryland State Plan for Postsecondary Education. The proposed program ensures educational opportunity for all Marylanders by supporting HBCUs in Maryland, therefore increasing the African American/Black student attendance at postsecondary institutions and ensuring equal and equitable opportunities to all Marylanders (Strategy 4). In addition, the proposed program encourages traditional and non-traditional students that wish to continue to enhance their knowledge and skills across the CACREP five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy (Strategy 5). Lastly, the proposed program will create pathways for students within counseling programs within Maryland as the counseling field continues to expand. Students will engage in partnerships and internships with professional organizations and institutions, within Maryland.

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.***
- 2. *Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.***
- 3. *Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.***
- 4. *Provide data showing the current and projected supply of prospective graduates.***

The doctoral program in Counselor Education and Supervision prepares graduates to work in various fields of counseling. A variety of careers can be obtained with a degree in Counselor Education and Supervision, such as mental health supervisor, department administrator, high school education educator, researcher, school counselor director, and much more. In a review of the U.S. Bureau of Labor Statistics (2022), the careers listed above exceeded the U.S. Bureau of Labor Statistics average projected growth rate of 8%, which looks at the projected change in employment from 2020 to 2030. According to the U.S. Bureau of Labor Statistics, a mental health counselor has a projected growth rate of 23%, a department administrator has a projected growth rate of 32%, a school counselor has a projected growth rate of 11%, and a postsecondary educator has a projected growth rate of 12%. All the projected growth rates for careers for graduates with a doctorate in Counselor Education and Supervision exceed the average projected growth rate.

Several factors contribute to the projected growth in the field, according to the U.S. Bureau of Labor (2022). A significant factor contributing to the increase in projected growth is the increase in the number of people attending postsecondary education schools, which is expected to increase in the next decade (U.S. Bureau of Labor Statistics, 2022). Another factor is the increased need for mental health services in schools and the community (U.S. Bureau of Labor Statistics, 2022).

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Finally, another factor referenced by the US Bureau of Labor Statistics (2022) is the increase of current people in the field retiring in the next ten years.

The US Bureau of Labor 2022 does not identify Counselor Education and Supervision teacher postsecondary, however, there is a category of postsecondary teacher-psychology, which is the closest aligned to the Counselor Education Supervision teacher, postsecondary position. According to the US Bureau of Labor 2022 the projected growth for this category, national projected growth is 10% from 2021 to 2031 and 14% in the state of Maryland from 2021 to 2031. This provides compelling evidence that the estimated number of vacancies will exceed the national average during the next ten years.

The increased demand for mental health services within society has led to increased funding to expand services. For example, the Covid pandemic and racial killings of Black Americans caused an influx of individuals to seek mental health services. Reported disorders were for the treatment of anxiety and depression. Unfortunately, the increased need for services was met with long waitlists and low capacity for new clients. We continue to see this demand within the counseling field today. The proposed program would increase the number of counselor educators within the counseling field, but most importantly the number of competent (Black) counselor educators as well. These counselor educators would then train and prepare diverse counselors who will enter the field and meet the growing mental health needs of counselors for clients.

The growing need for mental health services has also provided an increased opportunity for research funding from grant funding organizations such as the Health Resources and Services Administration (HRSA), the National Institute of Mental Health (NIMH), and the National Institute for Health (NIH). For example, to meet the needs of the mental health demand, all counselors were able to engage in telehealth counseling with their clients. Telehealth counseling has continued and been approved by most states as a valid method to provide mental health services. In August 2021, HRSA awarded \$19 million to 36 grant funds to improve telehealth in rural and underserved communities. NIH is currently seeking applications for: (a) understanding mechanisms by which mental illness impacts SARS-CoV-2 morbidity and mortality, (b) exploring how COVID-19 contributes to incident mental illness or HIV-outcomes, (c) identifying modifiable targets uniquely or robustly implicated in the pandemic and are relevant to new and worsening mental illness, and (d) conducting mechanistic trials probing the biological or behavioral processes of those targets that may be pursued in future mental health therapeutic development. Research is anticipated to be informed and directed towards vulnerable populations based on evidence of preexisting and worsened health disparities. Counselor educators within the proposed doctoral program could apply for grants such as these while supporting doctoral students in their educational endeavors and providing research to support Black and Brown communities.

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.*

Within the University System of Maryland (USM), no other Counselor Education and Supervision doctoral programs exist. The University of Maryland-Baltimore has a Social Work

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doctoral program, while University of Maryland-College Park has a Counseling Psychology doctoral program. Both programs differ markedly from that of a Counselor Education and Supervision program. In addition, in the state of Maryland, there are no other institutions with a CACREP accredited doctoral program in Counselor Education and Supervision.

Outside the state of Maryland, the following regional institutions have CACREP doctoral programs: George Washington University, College of William and Mary, James Madison University, Liberty University, Old Dominion University, Regent University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. See table below for a regional summary of existing Counselor Education and Supervision doctoral programs. See table below for a summary.

Regional Doctoral Programs in Counselor Education and Supervision

(District of Columbia, Maryland and Virginia)

Institution(s)	USM	In-State	CACREP	HBCU	Social Justice Counseling
George Washington University			√		
College of William and Mary			√		
James Madison University			√		
Liberty University			√		
Old Dominion University			√		
Regent University			√		
Virginia Commonwealth University			√		
Virginia Polytechnic Institute and State University			√		
Hampton University				√	
North Carolina A & T State University			√	√	

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2. Provide justification for the proposed program.

Of the Counselor Education and Supervision programs (with CACREP accreditation) listed above, BSU would be the only HBCU, which is a major distinction. The closest HBCU with a CACREP-accredited doctoral program in Counselor Education and Supervision would be North Carolina Agricultural & Technical State University. However, unlike all other programs mentioned, Bowie State University's program will have a curriculum specialization in Social Justice Counseling. As a HBCU, BSU will serve as the leading institution in preparing Black students from a social justice perspective to address national and international mental health concerns.

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.

The proposed doctoral program in Counselor Education and Supervision is the first Doctors of Philosophy (PhD) offered at Bowie State University. In this sense, it holds a foundational place for advanced and graduate education at Bowie State University. The proposed doctoral program would provide opportunities for counseling and mental health Masters' graduates across the state, nationally and internationally to pursue their doctorate in a social justice focused approach to Counselor education. Towards this end, the program continues the development of high impact research-focused programs with a specialization in social justice. As noted decades ago by Jackson (1977), Black/African American counselors have a history rooted in social justice and "the assumption of responsibility for addressing societal issues which bear upon the effectiveness of counseling," and schools who train these social justice-minded trainees would have to "embrace this expanding point of view." (p. 249)

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.

At Bowie State University, the first historically Black college and university (HBCU) in the state of Maryland, there is a unique focus on training students to work with diverse populations, specifically people of African descent. Many of our master's degree graduates desire to continue their education at the doctoral level. There are currently no Ph.D. degree programs in Counselor Education and Supervision in the Washington Metropolitan area with the specific focus and/ or mission of preparing and educating Black counseling students. In fact, the Counselor Education and Supervision doctoral programs closest in location are George Washington University (Washington D.C.), College of William and Mary (Virginia), James Madison University (Virginia), Liberty University (Virginia), and Shippensburg University (Pennsylvania).

Bowie State University is positioned to fill this gap by training the next generation of counselor educators who will engage in social justice, leadership, and advocacy teaching, training, and

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preparation of counselors. The National Science Foundation reported in 2019, 7% of all persons who have earned a Ph.D. are “Black” (NSF, 2020). This number is even smaller within the Counselor Education and Supervision profession (Holcomb-McCoy & Bradley, 2003), thus, identifying a continued need within the Counselor Education and Supervision field for Black counselor educators.

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 development of the new Ph.D. program in Counselor Education and Supervision was initiated by the current Department Chair (Dr. Otis Williams III) and supported by faculty members (Dr. Mark Bolden, Dr. Janelle Cox, Dr. Sade Dunn, Dr. Nikki Ham, Dr. Marja Humphrey, Dr. Kimberly Mills, and Dr. Cynthia Taylor [*in alphabetical order*]) in the Department of Counseling. Given the current direction of the field, recent racial tension in society, BSU’s HBCU status, and faculty expertise, we thought it most fitting to focus the program in Social Justice Counseling. After many discussions, the curriculum was developed with the primary purpose of preparing students to serve as future agents of social change, leadership, and advocacy. The program was then informally discussed with other stakeholders, such as the Provost, College of Education Dean, non-program faculty, current students, and alumni.

Interestingly, all of the current faculty have some level of expertise in the area of social justice counseling. However, Dr. Mark Bolden, Dr. Janelle Cox, Dr. Marja Humphrey, Dr. Jake Johnson, and Dr. Otis Williams III have all specifically conducted extensive research in this area, particularly with respect to people of African descent/ Black. These faculty will oversee in implementation social justice counseling throughout the curriculum.

Faculty will also teach doctoral courses that are similar to their master’s level courses. For example, Dr. Otis Williams III teaches *Multicultural Counseling* at the master’s level; therefore, it is highly probable that he will teach *Counseling Diverse Populations* at the doctoral level. Moreover, many of the faculty graduated from doctoral Counselor Education and Supervision programs; therefore, they are very familiar course offerings and content. These faculty were instrumental in building the core curriculum and sequence.

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

The following are the student learning outcomes for the program based on CACREP 2016 Standards:

- Counseling: Students will analyze theories relevant to counseling from multiple theoretical cultural perspectives.
- Supervision: Students will understand the purpose, roles and relationships, and theoretical frameworks and models of clinical supervision.

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- Teaching A (Role and Responsibilities): Students will understand and apply roles and responsibilities related to counselor education, pedagogy, and teaching methods relevant to counselor education.
- Teaching B (Curriculum and Delivery): Students will demonstrate and design instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.
- Research & Scholarship: Students will execute and design quantitative, qualitative, and program evaluations through research and scholarship.
- Leadership & Advocacy: Students will demonstrate multicultural and social justice theories and skills of leadership across counselor education and professional organizations.

3. Explain how the institution will:

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

The evaluation of student achievement in the Counselor Education and Supervision doctoral program is based on the student learning outcomes for the program based on CACREP 2016 Standards. Students will be assessed in the coursework through assignments that align with the program learning outcomes.

Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments (Identified in bold)
<i>Counseling:</i> Students will analyze theories relevant to counseling from multiple theoretical cultural perspectives.	1. Clinical Practice & Theoretical Orientation <i>(CACREP Standard 1 a – f)</i> 2. Counseling with Culturally Diverse Populations <i>(CACREP Standard 1f; CACREP Standard 2k; CACREP Standard 3b; CACREP k,l)</i> 3. Advanced Clinical Assessment & Appraisal <i>(CACREP Standard 3d, g; Standard 5 g, k)</i> 4. Trauma & Disaster <i>(CACREP Standard 5 f)</i>	1. Clinical Practice & Theoretical Orientation- Theoretical Manuscript Paper 2. Counseling with Culturally Diverse Populations - Identity Development Model Paper 3. Advanced Clinical Assessment and Appraisal – Case Study 4. Trauma and Disaster - Trauma Specialty Project

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<p><i>Supervision:</i> Students will understand the purpose, roles and relationships, and theoretical frameworks and models of clinical supervision.</p>	<ol style="list-style-type: none"> 1. Clinical Supervision (CACREP Standard 2 a-k) 2. Practicum (Online) 3. Doctoral Internship I (Online) 4. Doctoral Internship II (Online) 	<ol style="list-style-type: none"> 1. Clinical Supervision - Models of Supervision paper 2. Practicum- Teaching Philosophy project 3. Doctoral Internship I - Clinical supervision evaluations/reflection 4. Doctoral Internship II - Teaching and Clinical Supervision Philosophy
<p><i>Teaching A</i> (Role and Responsibilities): Students will understand and apply roles and responsibilities related to counselor education, pedagogy, and teaching methods relevant to counselor education.</p>	<ol style="list-style-type: none"> 1. Counselor Education Pedagogy (CACREP Standard 3 a – i) 	<ol style="list-style-type: none"> 1. Counselor Education Pedagogy - Syllabus Development and Teaching Demonstration Project
<p><i>Teaching B</i> (Curriculum and Delivery): Students will demonstrate and design instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.</p>	<ol style="list-style-type: none"> 1. Consultation in Counselor Education (CACREP Standard 2 a-f;b-k; Standard 5 b,c, d, e, g,b, i,j) 	<ol style="list-style-type: none"> 1. Consultation in Counselor Education – Consultation Case Study
<p><i>Research & Scholarship:</i> Students will execute and design quantitative, qualitative, and program evaluations through research and scholarship.</p>	<ol style="list-style-type: none"> 1. Research Theory, Design, and Methods (CACREP Standard 4 a-l) 2. Qualitative Reasoning and Analysis (CACREP Standard 4 a,c,d,j) 3. Multivariate Research & Statistics in Counseling (CACREP Standard 4 a,b,d,e,g) 4. Dissertation I (Online) 5. Dissertation II (Online) 	<ol style="list-style-type: none"> 1. Research Theory – Mixed Methods Therapy/Intervention Outcome Design 2. Qualitative Reasoning Analysis- Qualitative Design Analysis 3. Multivariate Research & Statistics in Counseling – Research Grant Proposal 4. Dissertation I – Dissertation Proposal 5. Dissertation II - Dissertation

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<p><i>Leadership & Advocacy:</i> Students will demonstrate multicultural and social justice theories and skills of leadership across counselor education and professional organizations.</p>	<ol style="list-style-type: none"> 1. Leadership in K-12 Public Schools and Mental Health Agencies <i>(CACREP Standard 5 a-l)</i> 2. Advanced Theories & Applications in African-Centered Counseling 3. Social Justice, Leadership, & Advocacy Counseling 4. Seminar in Systemic Changes & Decolonization 5. Public Policy in Mental Health 	<ol style="list-style-type: none"> 1. Leadership in K-12 and Mental Health Agencies - Quality Assurance Project 2. Advanced Theories & Applications in African Centered Counseling - African Ritual Evaluation 3. Social Justice Leadership & Advocacy Counseling - Social Justice Project 4. Seminar in Systemic Changes and Decolonization - Sovereign Futures Project 5. Public Policy in Mental Health - Social Justice Advocate Paper
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4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The Counselor Education and Supervision program is a 60-credit hours curriculum. Of the 60-credit-hours 12 credits are specifically offered as a specialization in Social Justice Counseling. These courses are indicated by an asterisk (*) below. However, a Social Justice Counseling approach will be infused throughout the curriculum. The program will also offer 15-credit hours of virtual learning. In the program’s final year, students will attend online classes for Practicum, Internship, and Dissertation. Remote flexibility will allow students to select from a more competitive practicum and internship pool of sites.

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Course Titles, Descriptions, Sequence, and Credit Hours	
<i>Fall Semester (Year 1)</i>	
1.	<p>COES 810 Clinical Practice & Theoretical Orientation (3 credits)</p> <p>This course is designed to provide the student with advanced exploration and analysis of current counseling theories. The student will be expected to demonstrate the ability to analyze, synthesize, critique, and discuss, in verbal and manuscript form, the key concepts of traditional and contemporary counseling theory, and practice as well as effectively communicate their personal counseling orientation. Students will develop and increase personal awareness of cultural issues and professional multicultural counseling competencies as well as gain insight into personal assumptions, values, beliefs, and expectations about self and others as a means of working more effectively with diverse populations in the therapeutic process.</p>
2.	<p>COES 815 Counseling Diverse Populations (3 credits)</p> <p>This course is designed to develop advanced knowledge and skills in counseling individuals, couples, families, and communities across various cultures. The course focuses on understanding and implementing clinical skills to work with members of diverse ethnic/ racial, gender, sexual orientation, socio-economic, and religious backgrounds. Students explore their personal worldview and ethos in relation to understanding self and culturally diverse clients. Emphasis is also given to the clinical application of counseling theories and treatment.</p>
3.	<p>COES8 19 Counselor Education Pedagogy (3 credits)</p> <p>This course is designed to prepare doctoral students in developing their philosophies, and identity as a professional Counselor Educator through examination of adult learning theories and models. Students will develop/improve counselor educator skills including planning units or courses, delivering instruction, and assessing learner outcomes. Students will become aware of roles in gatekeeping and demonstrate leadership in the field through professional presentations. Cultural, ethical, historical, and legal aspects of counseling-focused teaching instruction will be examined.</p>
<i>Spring Semester (Year 2)</i>	
4.	<p>COES 820 Clinical Supervision (3 credits)</p> <p>This course examines the current definitions and applications of clinical supervision. The</p>

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	<p>major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic “counselor-in-training” as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisors and supervisees, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision.</p>
5.	<p>COES 825 Advanced Clinical Assessment & Appraisal (3 credits)</p> <p>Advanced concepts of quantifying wellness, mental health and behavior using standardized and non-standardized assessments are covered. Candidates examine current practices in scale construction and assessment development. Case studies are conducted to assess individual level of functioning through multiple methods and inquiries. This course provides advanced skills and conceptual underpinnings to develop ethically and culturally informed assessment skills and report the results of the assessments to multiple audiences and stakeholders.</p>
6.	<p>COES 829 Social Justice, Leadership, & Advocacy Counseling (3 credits) *</p> <p>This course will examine theories and skills of social justice, leadership, and advocacy counseling. The course will focus on the role of counselor educators as change agents, leaders, and activists in community and school settings. Students will learn about the foundations, history, and political movements related to multicultural counseling. Students will also gain an understanding of institutional, social, and systemic barriers that impede access, equity, and wellness for clients. The course will address topics such as ethical obligations to advocate, promoting advocacy through supervision, leadership in consultation, etc. Students will also learn how to apply relevant strategies to effectively create social change.</p>
<i>Summer Semester (Year 1)</i>	
7.	<p>COES 830 Advanced Research and Program Evaluation (3 credits)</p> <p>This course provides candidates with an understanding of advanced research design and program evaluation methods. Candidates design ethically and culturally appropriate studies using advanced quantitative and qualitative research methods. Candidates develop skills in designing decolonized research methodologies. Candidates gain community- and organization-responsive program evaluation skills.</p>

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8.	<p>COES 835 Seminar in Systemic Changes & Decolonization for Counselors (3 credits) *</p> <p>This course provides candidates with a survey of national and international movements that disrupt colonization and sustain these efforts with systemic change. Candidates review models, moments, movements, and theories of decolonization and evaluate the effects of colonization and decolonization from a systems perspective to effect power, social justice, health, and sovereignty.</p>
<i>Fall Semester (Year 2)</i>	
9.	<p>COES 840 Qualitative Reasoning and Analysis (3 credits)</p> <p>The purpose of this course is to assist candidates in developing the skills necessary to understand, interpret, and conduct qualitative research at an intermediate level. The course focuses on common qualitative theories, such as phenomenology, grounded theory, and consensual qualitative research.</p>
10.	<p>MHCO850 Advanced Theories & Applications in African-Centered Counseling (3 credits) *</p> <p>This course is designed as an advanced focus on African and African-centered counseling theories and applications. The course will explore the definition, etiology, diagnosis, prevention, and treatment of illness from various peoples across the developmental lifespan from African-centered perspectives. Students will also examine African traditional medicine as it exists in communal, familial, and individual settings. Students will examine the intergenerational effects of internal and external colonization and enslavement on people of African ancestry. Students will explore systems of mental healing throughout the continent and diaspora from various ethnic groups across time to develop a specific approach to African-centered counseling.</p>
11.	<p>COES 845 Trauma & Disaster (3 credits)</p> <p>This course is designed to prepare students to address trauma and crisis within various settings. The course will cover theories and models of interventions, techniques and assessments, and wellness strategies from a developmental and systematic approach. Students will demonstrate the ability to teach this course to counselors in training and preparation programs.</p>
<i>Spring Semester (Year 2)</i>	

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12.	<p>COES 850 Multivariate Research & Statistics in Counseling (3 credits)</p> <p>This course is required to provide doctoral candidates with multivariate statistics and research skills for the newly proposed doctoral program in Counselor Education and Supervision. Per completion of this course, candidates will have strong multivariate statistical analysis skills. In addition, candidates will develop and apply for a doctoral research grant to support their dissertation research. This course will also assist candidates in developing their own dissertation and grant research proposals.</p>
13.	<p>COES 855 Leadership in Mental Health Agencies (3 credits)</p> <p>This course aims to prepare clinicians as advanced level practitioners. The course will equip students with the knowledge necessary to operate a mental health agency and introduce various forms of funding such as grants and proposals they are able to submit for while also getting them to work on setting their own values and preparing what is needed to have their own consulting or private practice. New technologies and therapeutic initiatives will be addressed while also showing them how to write policies and review policies for quality assurance.</p>
14.	<p>COES 859 Consultation in Counselor Education (3 credits)</p> <p>This course is designed to provide you with an overview of consultation as a practice of professional counselor educators. Students will gain an understanding of the theories of consultation as well as consider how consultative services are best provided to their population of interest. This course will utilize readings from the textbook, as well as peer-reviewed journal articles, other selected publications and relevant media projects</p>
<i>Summer Semester (Year 2)</i>	
15.	<p>COES 860 Practicum in Counselor Education and Supervision (Online; 3 credits)</p> <p>This course is designed to provide a 100-hour supervised experience in Teaching/Supervision. Students will apply your academic learning and skills through application in one or all of the three areas. With supervision, students will choose how to divide the hours for the course.</p>
16.	<p>COES 865 Public Policy, Politics, and Mental Health (3 credits) *</p> <p>This course is designed to equip students with knowledge and skills for analyzing public</p>

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	<p>policy impact to mental health counseling delivery of services from an interdisciplinary perspective. The course will cover conceptual and analytic frameworks for understanding political processes, institutions, stakeholders, contexts and policy decision making. Students will become familiar with laws, acts, and legislatures that have influenced the mental health field.</p>
<i>Fall Semester (Year 3)</i>	
17.	<p>COES 870 Internship in Counselor Education and Supervision I (Online; 3 credits)</p> <p>This course is designed to provide a 300-hour supervised experience in three areas: Teaching/Supervision, Research, and Social Justice Leadership/Advocacy. Students will apply your academic learning and skills through application in one or all of the three areas. With supervision, students will choose how to divide the hours for the course</p>
18.	<p>COES 875 Dissertation I (Online; 3 credits)</p> <p>This course, the first of two, is designed to provide you with the preparation necessary to research and write your dissertation. This course is held in an online format and will require doctoral candidates to have regular meetings with their dissertation advisor and committee, at mutually convenient times. Readings will primarily consist of journal articles specific to the dissertation topic. The course instructor, dissertation advisor, and any member of the dissertation committee may suggest other works as deemed appropriate for the topic of investigation.</p>
<i>Spring Semester (Year 3)</i>	
19.	<p>COES 880 Internship Counselor Education and Supervision II (Online; 3 credits)</p> <p>This course is a continuation of COES 870 and designed to provide a 300-hour supervised experience in three areas: Teaching/Supervision, Research, and Social Justice Leadership/Advocacy. Students will apply your academic learning and skills through application in one or all of the three areas. With supervision, students will choose how to divide the hours for the course.</p>
20.	<p>COES 885 Dissertation II (Online; 3 credits)</p> <p>This course is designed to provide you with continued support and academic review of</p>

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	your dissertation. This course is held in an online format and will require doctoral candidates to have regular meetings with their dissertation advisor and committee, at mutually convenient times. Readings will primarily consist of journal articles specific to the dissertation topic. The course instructor, dissertation advisor, and any member of the dissertation committee may suggest other works as deemed appropriate for the topic of investigation.
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Program Admissions Requirements

The Counselor Education and Supervision program will enroll students in the fall of each year. Admission requirements are as follows:

1. A completed BSU Graduate School application
2. Master's degree transcripts in counseling, psychology, or a related field with a minimum GPA of 3.50.

In addition to the BSU Graduate School application, applicants must submit the following items:

3. Three letters of recommendation on official letterhead with an ink signature:
 - o Two must be from a college professor or someone who can attest to the aptitude for graduate studies
 - o One may be written by a supervisor or a professional who is familiar with your work
4. Candidates will conduct a 10-minute presentation for faculty which responds to the following:
 - o Background information: Family history, education, and work
 - o Goals: What do you expect to be doing in five years as a counselor educator? In ten years as a counselor educator?
 - o Strengths: What strengths do you have that would contribute to your being a good counselor educator?
 - o Change: What do you believe to be the facets of your personality, behavior, and outlook that, if modified or changed, would make you a better person/counselor educator? What plans, if any, do you have for making any such change(s)?
 - o Why Bowie State University? Why did you decide to apply to the Counselor Education and Supervision program at Bowie State University?
 - o Candidates' comments: What additional information, thoughts, feelings, concerns, or questions do you have?
5. Writing Sample (i.e., master's thesis, previous work from a course, publication, etc.)
6. Applicants must participate in group interview as well as individual interviews with faculty
7. Current resumé

Program Exit Requirements

The program will require a written comprehensive examination that must be satisfied to graduate. The comprehensive examination will consist of several essay questions developed by the program faculty that cover the Counselor Education and Supervision 60-hour curriculum. Students will have six hours to complete the examination. Students who fail to pass the examination in three attempts will be dismissed from the program.

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

Not applicable

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

Although accreditation is not required, after the first two years of existence, the department plans to seek program accreditation with the Council of Accreditation for Counseling and Related Educational Programs (CACREP). To date, CACREP is the golden standard and leading counseling accrediting body in the United State and abroad. According to the CACREP website, they “accredit over 906 master’s and doctoral degree programs in counseling and its specialties offered by 434 colleges and universities across the United States.” See link: <https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision/>).

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

Not applicable

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, concise, 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 resources, and costs and payment policies.

Upon admission, students are provided several opportunities to receive clear, concise, and timely information about academic programs and other resources. Newly admitted students are initially contacted by the Graduate Admissions Office with information about their faculty advisor and campus resources. Students are then contacted by their program coordinator via email with more details about their faculty advisor, Program of Study, registration, auxiliary services, etc. Students are also required to attend the Graduate School New Student Orientation, where they are directed to the Graduate Catalog. At the orientation, students are provided several presentations by campus support services and offices, such as the Financial Aid Office, Registrar’s Office, Campus Security, Division of Information Technology, etc. Lastly, newly admitted students are required to attend the

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Department's annual Student Information Session held each fall semester. This session provides academic advisement pertaining to program requirements, expectations, and policies.

- 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 University is fully committed to advertising, marketing, and promoting the proposed program. Upon approval of the program, a meeting will be convened with the BSU marketing director to delineate a detailed marketing plan. Informal preliminary discussions have already begun to identify current BSU bachelor and master's level students and programs as an internal pipeline. The University is also committed to purchasing promotional material such as brochures, flyers, merchandise, apparel, etc. At the department level, faculty will recruit within our existing master's level counseling and psychology classrooms, and at Open House presentations for undergraduate students. The department has a social media page with over 300 alumni members that will serve as another viable tool to recruit.

H. Adequacy of Articulation

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

Not applicable

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

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

While we maintain a strong cadre of present faculty, in order to full staff and support the doctoral program, we are requesting five new faculty lines for the doctoral program. These five new faculty will be full time in the doctoral program and are expected to have a doctoral degree in Counselor Education and Supervision. In addition, the faculty will be hired across 5 years of the program as listed below in section I.

- 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*
- b) *The learning management system*
- c) *Evidenced-based best practices for distance education, if distance education is offered.*

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Faculty participate in the Faculty Institute the week prior to the first class of each semester. During the Faculty Institute faculty present and participate in workshops on student-centered effective teaching and best practices in teaching. The Center for Excellence in Teaching and Learning (CETL) is the sponsor for the faculty institute. The purpose of CETL is to: "... support the professional development of the teaching community at Bowie State University" and provide... "workshops and seminars that focus on theories of education, application of successful teaching techniques used at BSU and other universities, basic teaching strategies, distance education, and the use of new technologies." The mission of CETL is three-fold and include the following goals:

1. Stimulate ongoing discussion on pedagogy and ways to improve, enhance and strengthen teaching, learning, and retention
2. Support the infusion of technology into the teaching and learning experience
3. Provide a centralized location for academic professional development (About CETL, Bowie State, n.d.)

Adjunct faculty have a pre-semester orientation separate from full time faculty. The adjunct faculty meeting provides Blackboard training in addition to the on-going Blackboard LMS training offered to all faculty throughout the year.

In addition to the faculty institute, CETL provides an orientation to new faculty hires at the beginning of each semester. Topics vary during each institute and are dependent upon the workshops developed by the university faculty presenters. However, the main topics covered during the faculty orientation focus on issues faced in the classroom at the graduate and undergraduate level. In addition, faculty have the opportunity to participate in the standing workshops on Blackboard, which is the Learning Management System (LMS) for Bowie State University. Each college within the university provides follow-up Blackboard training and support. Within each college, each department has a dedicated faculty member to provide additional support to full-time and part-time faculty.

Faculty	Highest Degree	Status (FT or PT)	BSU Rank	Courses Teaching	Narrative Summary of Faculty Experience
Mark A. Bolden	Ph.D. in Counseling Psychology	PT	Assistant Professor	COES 835 MHCO 850	Dr. Bolden teaches in the mental health counseling Master's program and has expertise in African-centered counseling, social justice, macrolevel impacts on mental health, and the re-emerging field of psychedelics in African populations. Bolden, M.A. (forthcoming). African mental health and psychedelics: Counseling pathways for the new

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					millennium. (to be submitted to the Journal of Multicultural Counseling and Development.
Janelle Cox	Ed.D in Counselor Education and Supervision	PT	Assistant Professor	COES 820 COES 865	<p>Dr. Cox is the program director for the Clinical Mental Health Counseling Masters Program and is a Licensed Clinical professional Counselor (LCPC), a Nationally Certified Counselor (NCC), Approved Clinical Supervisor (ACS), and Maryland Board Approved Supervisor. Dr. Cox has expertise in developmental lifespan approaches to research spanning from perinatal mental health to gerontological populations, clinical supervision, and qualitative research methodology.</p> <p>Cox, J., Patton-Scott, V., Williams O., Humphrey, M. Taylor. C. & Bolden, M. A. (revise and resubmit). Increasing Student Training: Black Older Adults. Article under review with <i>Adultspan Journal</i></p>

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Sade Dunn	Psy.D. In Counselor Education and Supervision	PT	Assistant Professor	COES 859	Dr. Dunn teaches in the masters program in clinical mental health counseling and is a Licensed Clinical Professional Counselor with expertise in clinical applications of EMDR, and Perinatal Mental Health counseling and research.
Nikki Ham	Ed.D.				Dr. Ham is a faculty member in the School Counseling program. Dr. Ham is the current President of the Maryland School Counseling Association. Dr. Ham has served as the School Counselor Specialist for Prince George's County Public Schools.
Marja Humphrey	Ph.D. in Counselor Education and Supervision	PT	Assistant Professor	COES 855 COES 875	<p>Dr. Humphrey is the current program director of the School Counseling program. has expertise in biopsychosocial models of mental health, leadership development, and dance as a healing modality. Dr. Humphrey holds National Certified Counselor status and is a Licensed Graduate Professional Counselor status.</p> <p>Humphrey, M. (in press). Courtland C. Lee: A lifetime of leadership. In Storlie, C. & Herlihy, B. (Eds.). Leadership & Advocacy in Counseling: Strengthening the Future of our Profession. Alexandria, VA: American Counseling Association.</p> <p>Humphrey, M. (2018). Principles for counselor self-care. In Corey, J., Muratori, M., Austin, J., & Austin, J. (Eds.). Counselor Self-Care (pp.11-13).</p>

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					Alexandria, VA: American Counseling Association.
Jake Johnson	Ph.D. in Counseling and Human Development	PT	Associate Professor	COES 870 Licensed Clinical Professional Counselor and Nationally Certified Counselor; Certificate of Advanced Graduate Study in Counseling and Student Personnel Administration, Howard University	Dr. Johnson was recently awarded the Lifetime Achievement Award by the Maryland Counseling Association for his decades long service to the field and mentoring of students and professionals. Dr. Johnson teaches in the clinical mental health counseling program. Mills, K.T., Johnson, J., & Jordan, M. (2018). Treating emotional distress through the use of emotion and cognitive-based therapies. <i>Journal of Mental Health Counseling</i>
Kimberly Mills	Ph.D. in Counselor Education & Supervision	PT	Associate Professor	COES 810 COES 845	Dr. Mills is a Licensed Clinical Professional Counselor with expertise in ethics and legal issues in counseling. Dr. Mills' ethics course students recently placed second in the American Counseling Association Ethics competition. Dr. Mills also co-chairs Chi Sigma Iota, the local chapter of the national Counseling honor society. Mills, K.T., Johnson, J., & Jordan, M. (2018).

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					Treating emotional distress through the use of emotion and cognitive-based therapies. Journal of Mental Health Counseling
Cynthia Taylor	Ph.D. in Counselor Education and Supervision	PT	Assistant Professor	COES 880 Board Certified Tele-Mental Health Provider	Dr. Taylor is a Licensed Professional Counselor (NC), a National Certified School Counselor, and a National Certified Counselor with expertise in school counseling and accreditation. Taylor, C. (forthcoming). Implementing a comprehensive school counseling program: Does CACREP accreditation make a difference. To be submitted to the Professional School Counselor.
Otis Williams, III	Ph.D. in Counseling Psychology	PT	Associate Professor	COES 829	Dr. Williams is the Chair of the Department of Counseling. Dr. Williams has expertise in African-centered mental health with expertise in African American boys and Rites of Passage, liberatory ethics and African populations, and teaching African-centered counseling, African Nationhood Vocational Theory, Black Intimacy & Sex, and Fanonian theory and application. Williams, O., Humphrey, Thorpe, and Bolden, M. A. (forthcoming manuscript). Teaching African-centered

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					counseling techniques: An evaluation. To be submitted the Journal of Black Psychology
New Faculty Hire	Ph.D. in Counselor Education and Supervision	5 FT		COES 815 COES 825 COES 830 COES 840 COES 850 COES 860 COES 870 COES 875 COES 880	

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.

Students enrolled in this proposed program will have access to Bowie State University’s library databases, both online and on the main campus. The Thurgood Marshall Library at Bowie State University provides learning resources (e.g. print and non- print journals (such as ACA Journals), periodicals, references etc.) that are appropriate for scholarly inquiry and research. The Thurgood Marshall Library develops, selects, acquires, and organizes print, electronic, audio visual resources, and equipment appropriate for the proposed program. As a member of the University System of Maryland and Affiliated institutions (USMAI), our patrons also have access to the collections of thirteen university libraries in the state of Maryland. The library has a daily delivery between the participating libraries to assist patrons in obtaining materials from other libraries in the system. In addition, all registered patrons have access to a worldwide cooperative resource-sharing service that enables libraries to borrow and lend scholarly resources.

The Library offers classes and consultation sessions that orientate students and faculty to resources and services within the library. Presently, the library has a collection of over 280,000 volumes (physical and electronic), over 700 academic periodical titles, 127 A-Z databases subscription through EBSCO Discovery Service (EDS), as well as videos and DVD recordings, and an experienced staff. The library's two floor facility has computers for research purposes, group study facilities, individual study carrels, two conference rooms, WiFi, photocopying machines, and seating capacity for more than 300 patrons.

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K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.***

The proposed program will be a part of the current graduate programs in the College of Education which is housed in the James E. Proctor Building (JEP) where the majority of courses are taught. The JEP was constructed in the year 2000 with 58,000 net assignable square feet of space, which includes:

- Ten classrooms each equipped with a whiteboard, computer, projector, drop-down screen, and other multimedia
- Seven 25-seat computer labs
- Two state-of-the-art 40-seat classrooms
- Two large-tiered multi-media classrooms (120 and 250 person capacity)
- Teaching observation rooms
- A student lounge
- A large 20-seat conference room
- Three seminar rooms
- Conference rooms and break rooms, and
- Faculty and staff offices

The physical facilities were recently updated due to measures implemented in response to COVID-19. Classrooms are equipped with technology which allows for ease of instruction in various modalities: in-person, hybrid/hy-flex, and virtual. Classrooms have multiple screens as well as whiteboards and individual moveable desks which promote group work. The institution also has observation classrooms, which have one-way windows, allowing for supervision of counseling skills without interruption. Each staff and faculty member are given individual office space. This allows for meeting with students as needed. Each office is equipped with a desktop computer, laptops are available by request, and there is a photocopy machine assigned to the Department for copies and scanning. There is a conference room in the department that is often used for research meetings requiring more space than available within the private offices.

- 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*

Students enrolled at Bowie State University are given access to the institution's electronic mailing system as well as the learning management system. Currently, Blackboard Ultra is the LMS utilized at Bowie State University. Faculty have received training in how to use Blackboard Ultra. The

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institution has also provided Blackboard Coordinators for each department in order to support faculty in leveraging the LMS for distance education. Minimum standards have been applied which include having the instructor's contact information, the syllabus, course modules, and gradebook set within Blackboard Ultra in advance of each semester. Should further assistance be required, Academic Computing, the Office of Academic Transformation, and the Department of Information Technology are available via email, HelpDesk, and/or phone for students, faculty and staff.

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.***

The proposed program will be funded through existing institutional HBCU Coalition Funds (\$10.6 million). A portion of these funds will be allocated to establishing new and innovative programs across campus. Regarding the proposed program, funds will be allocated to finance faculty salaries and benefits. It is estimated that \$110,000 annually (salary and benefits) for five full-time faculty will be allocated to funding the program by year 5 (\$550,000). Additional funds will come from tuition/fee revenue. For the first three years, it is projected that the student population will increase by six full-time students each year. In the fourth year, the program plans to enroll 10-12 students each year. The numbers below reflect an increase in enrollment each year, minus six graduates in years 4 and 5, respectively. By year 5, it is estimated that the program will generate \$309,663 annually in tuition/fee revenue (\$10,322.10 annual tuition/fee x 30 full-time students).

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TABLE 1: PROGRAM RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$18,000	\$220,000	\$440,000	\$550,000	\$550,00
2. Tuition/Fee Revenue (c + g below)	\$61,932.60	\$123,865.20	\$185,797.80	\$247,730.40	\$309,663
a. Number of F/T Students	6	12	18	24	30
b. Annual Tuition/Fee Rate	\$10,322.10	\$10,322.10	\$10,322.10	\$10,322.10	\$10,322.10
c. Total F/T Revenue (a x b)	\$61,932.60	\$123,865.20	\$185,797.80	\$247,730.40	\$309,663
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$79,392.60	\$343,865.20	\$625,797.80	\$797,730.40	\$859,663

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.

As the primary expenditure, the proposed program will require five new full-time faculty. It is estimated that faculty salary and benefits will total \$110,000 each (\$550,000 cumulative). In the first year of the program's existence, current Department of Counseling faculty will teach courses. This will require paying faculty overloads of \$3000 per course (6 total courses). In the following years, new full-time faculty will be hired accordingly: year 2- two new full-time faculty; year 3- two new full-time faculty; and year 4- one new full-time faculty. As another expenditure, after the first two years, the proposed program plans to seek accreditation with the CACREP. The CACREP fees will include an application fee of \$2,500, a site visit fee of \$ 2,000 per visit, and an annual maintenance fee of \$3,800. Other expenditures (i.e. office supplies, office space, technology equipment, etc.) will be consumed under the Department of Counseling's annual fiscal budget.

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TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$18,000	\$220,000	\$440,000	\$550,000	\$550,000
a. Number of FTE	.33 (Faculty course overload)	2	4	5	5
b. Total Salary	\$18,000	\$180,000	\$360,000	\$450,000	\$450,000
c. Total Benefits	0	\$40,000	\$80,000	\$100,000	\$100,000
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of 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 (b + c below)	0	0	0	0	0
a. Number of 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
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	\$2,000	\$2,500	0
TOTAL (Add 1 – 7)	\$18,000	\$220,000	\$442,000	\$552,500	\$550,000

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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.

Courses. Specialized accreditation self-studies and reviews serve as the primary source for direct academic program assessment. The programs in the Department of Counseling are accredited by CACREP (The Council for Accreditation of Counseling and Related Educational Programs). CACREP denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality. OPAA and the AVP (Assistant Vice President for Assessment) work with academic departments to ensure that specialized accreditation expectations for assessing student learning outcomes are met. The BSU Program Review Manual sets the framework for comprehensive review of academic programs. Program reviews are on a seven-year cycle as established by the USM.

Faculty. All tenure-track faculty shall be evaluated annually, and tenured faculty shall undergo post-tenure review, consistent with Board of Regents policy. This policy is part of a larger faculty development program, designed to enhance the professional abilities of the faculty as teachers, scholars, and members of the academic community. The Department Chair and Dean of the School shall utilize the Faculty Evaluation Instrument in accordance with the procedures to assess instructors. Each faculty member shall be evaluated annually by the Department Chair, colleagues, and students. The objective system will be used to observe faculty performance so that professional growth can be enhanced. Additionally, the Department Chair and the Dean will have received data on which to advise faculty and on which to base personnel decisions.

Student learning outcomes. Direct assessment of student learning occurs within the academic departments and is reported annually by academic program through the BSU Assessment Report. The findings from the annual Assessment Reports are reviewed by CASTLE (Committee for the Assessment of Student Learning and Experience and the AVP (Assistant Vice President for Assessment). An annual summary report is developed by the AVP and shared with the campus community. Indirect methods such as grade distributions, course evaluations, and national student engagement surveys are reviewed to gather additional data on student performance.

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.

Assessment of student learning

Academic program assessment results are shared annually within the department and with CASTLE (Center for Academic Programs Assessment). An academic assessment summary report is prepared annually by the AVP for Assessment and shared with the Provost as well as the campus community during the Faculty Institute. Results from general education program assessments are shared with

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the GEC (General Education Committee) and the Provost. These summary reports are available on the CAPA website.

Assessment of student retention

Student retention is continually assessed through the implementation of the Strategic Plan:

Goal #2: Promote a Holistic and Coordinated Approach to Student Success. Bowie State University will honor its rich heritage and culture by promoting access, affordability, and completion through resources and opportunities that empower students to succeed at every level of learning.

Objective 2.5 Student retention and progression strategy — Develop and implement a comprehensive graduate retention and progression strategy by encouraging innovation and collaboration between academic and non-academic units in efforts to support student success.

The Counselor Education and Supervision will be offered to students as a cohort model. The rationale for the development of this model is associated with higher student retention rates as well as the optimal shared educational experience of the cohort members (Lei, Gorelick, Short, Smallwood, & Wright-Porter, 2011; Maher, 2005). According to Seifert and Mandzuk (2006), the cohort-based education model develops mutual and intellectual stimulation, forms social ties, and enables the institutions to organize the programs in effective ways. Nimer (2009) mentions that the cohort-based doctoral program offers its members an integral part of personal and professional support for academic interaction and degree completion. In such shared learning communities, educators have agreed that development of a strong social and professional network among the professors and students will positively impact student performance

Assessment of student satisfaction

Several instruments are used to assess student satisfaction: student course evaluations, graduating student surveys, and the Noel Levitz Student Satisfaction Inventory (SSI). Student course evaluations are administered in the fall and spring semesters. The internally developed course evaluation instrument collects student opinions on general education goals as well as overall satisfaction with instruction. The SSI survey gathers feedback on many factors that shape the student experience. It provides benchmark or scale measures that are nationally normed. Graduating students are surveyed each term to gather timely feedback on their experiences regarding the overall effectiveness of BSU's programs.

Assessment of faculty satisfaction

Faculty and staff are surveyed periodically regarding their satisfaction with recruitment, workload, professional development, evaluation, governance, planning, administrative units, campus climate and core values. Specific questions related to the core values are included as institutional effectiveness indicators.

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Assessment of cost effectiveness

The University continues to strengthen the link among assessment, planning, and budgeting through institutional and departmental activities. The Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's goals. Budget allocation and reallocation are addressed through the Cabinet to meet annual objectives. Once Cabinet objectives are set, the Cabinet members work with divisional departments to develop annual action plans, and if necessary, requests for additional funds. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a midyear and final report on divisional objectives. OPAA collects and reports indirect and direct assessment findings to Cabinet to inform the final budget allocations. Strategic Plan metrics are shared during Cabinet retreats. The MFR and USM Dashboards are discussed by Cabinet members typically in September and December. Academic program assessment reports and general education assessments are shared with academic leadership. This cycle of assessment findings supports future divisional budget initiatives.

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 and success, and the institution's cultural diversity goals and initiatives.***

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit the local, state, national and global communities.

The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student access, success, and cultural diversity initiatives:

Goal #2: Promote a holistic and coordinated approach to student success.

Bowie State University will honor its rich heritage and culture by promoting access, affordability, and completion through resources and opportunities that empower students to succeed at every level of learning. ***Objective 2.4*** Financial aid awarding strategy — Develop a comprehensive financial aid awarding strategy that leverages institutional, private, state, and federal resources to strategically align resources to support student success. The Ph.D. program in Counselor Education and Supervision aims to offer monetary awards through graduate teaching assistantships??

Goal #4: Enhance our campus culture of diversity, inclusion and civic engagement

Bowie State University will embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff, and students develop a mindset of

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accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.

Objective 4.1 Community of inclusion — Sustain our commitment to fostering and supporting a safe, civil and welcoming environment for students, faculty, and staff by being intentional about how our community encourages involvement, respect, and connection among its members.

Faculty and students in the Counselor Education & Supervision program will engage in respectful explorations of issues regarding diversity and multiculturalism as they passionately explore their commitment to social justice.

Objective 4.2 Culturally responsive pedagogies — Expand the use of culturally responsive pedagogies through faculty development.

The Ph.D. program in Counselor Education & Supervision emphasizes the importance of diversity, social justice, and multicultural influences on development through course work, research, practicum, and internship training.

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.*

This program is in the College of Education and has no relationship with a low productivity program identified by the Commission.

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.**

Not applicable

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

Not applicable

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