Georgia State University  
Department of Counseling and Psychological Services  
Annual Report for CACREP Accredited Programs  
Program Assessment and Evaluations  

Clinical Mental Health Counseling Program  
School Counseling Program  
Counselor Education and Practice Program  

2014-2015 Academic Year
Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (CPS) at Georgia State University is part of the College of Education and Human Development (formerly the College of Education). We prepare our students to work in a variety of settings including but not limited to schools, mental health facilities, colleges and universities, governmental agencies, labor departments, correctional facilities, rehabilitation agencies, and private practice settings. Specific CACREP accredited master’s programs are available in Clinical Mental Health Counseling and School Counseling. We also offer a CACREP accredited doctoral (Ph.D.) program in Counselor Education and Practice.

Students gain skills from multi-disciplinary course work and a variety of clinical experiences, including extensive supervised practice and internships throughout the metropolitan Atlanta area. They are able to learn from faculty who are experts in fields such as trauma, multiculturalism and diversity, positive psychology, play therapy, addictions, rehabilitation, school-based intervention and advocacy, assessments, group work and more.

The educational facilities for our three CACREP-accredited programs are located within the College of Education and Human Development building. State of the art audiovisual recording equipment and innovative technologies that assist pedagogical efforts are available in our classrooms. Small group rooms, observation areas, a training room designed for the study of play therapy, and specialized classrooms were designed specifically for the department.

Mission Statement: Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide services to the profession and the community.

For the 2014-2015 academic year, we received over 200 applications for our CACREP accredited programs in Clinical Mental Health Counseling (CMH), School Counseling (SCO) and Counselor Education and Practice (CEP). Based on a comprehensive admission review process, including multiple core faculty members reviewing each application as well as an on-campus interview admissions process, we accepted 20% of the applicants for CMH, 50% of the applicants for SCO (2 did not enroll), and 22% of the applicants for CEP (1 did not enroll).
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| Total     |                                  | 212     | 60       | 54          |

The average grade point average (GPA) was 3.42 for our CMH applicants, 3.33 for our SCO applicants and 3.65 for our CEP applicants. Average graduate record examination (GRE) scores were 304 for CMH, 298 for SCO and 295 for CEP. Applicants in all programs were predominantly female, with a diverse range of race/ethnicity.

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This report will provide details on our CACREP accredited programs and how they meet the identified standards (2009 CACREP Standards).
Mental Health Counseling

In the 2014-2015 Academic Year, the Master of Science Degree in Clinical Mental Health Counseling (CMH) program operated in its fourth year as a 60 credit hour program under the 2009 CACREP Standards. It continued to be a competitive and highly regarded program in our department as well as the College of Education and Human Development.

CMH students were admitted as full time and encouraged to remain on the Model Program schedule (see below).

**FACULTY**

Program Coordinator  
Dr. Jonathan Orr

**Department Faculty with Primary CMH Affiliation**

Dr. Greg Brack  
Dr. Brian Dew  
Dr. Melissa Zeligman  
Dr. Jonathan Orr  
Dr. Don Davis  
Dr. Diane Levy

**Department Faculty with Secondary CMH Affiliation**

Dr. Jeff Ashby  
Dr. Cirleen DeBlaere
Mental Health Counseling Program Objectives

The counselor is prepared to:

- Work individually with clients on educational, vocational, social, emotional, or personal problems.
- Consult with other professionals and administrators concerning the client’s developmental needs.
- Participate in psychological assessment programs, including the interpretation of test results.
- Provide information and understanding to clients in the areas of educational, social, or vocational planning.
- Conduct and facilitate local research efforts.
- Practice according to the code of ethics and standards of practice of the American Counseling Association.
- Counsel individually and with groups of clients on educational, vocational, social, emotional, psychological, or personal problems. This will entail seeing clients throughout a process of counseling (several sessions per client).
- Demonstrate appropriate measurement and evaluation skills in educational, psychological, sociological, and career assessment of individuals and programs to include the interpretation of test results.
- Provide guidance in the form of information and counsel for understanding to clients in the areas of educational, social, psychological, and career planning.
- Conduct and facilitate evaluation studies through research designs for individual and program effectiveness.
- Utilize appropriate technology to assist in the prevention, interventions, and remediation with clients in educational, psychological, sociological, and career planning.
- Create and promote identity as a mental health counselor through advocacy and promotion of the profession.
- Counsel and consult in ethical and professional services to a diverse and multicultural heterogeneous society.
- Develop a professional practice of mental health counseling by establishing a firm, theoretical and clinical base upon which to build and practice and;
- Prevent and redress the psychosocial vectors of discrimination, sexism, homophobia, abuse, and inequality across the political and economic spectrum.
Master of Science Degree in Mental Health Counseling Model Program

Fall 2014 (1st Session) total hours = 12
CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
CPS 6410 Basic Counseling Skills (3)
CPS 7340 Social and Culture Issues in Counseling and Psychological Services (3)
CPS 8470 Crisis Intervention (3)
--may pick up EPRS 7900 Methods of Research in Education (3) if seats are available

Spring 2015 (2nd Session) total hours = 15
CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)
CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7500 Individual and Family Over the Lifespan (3)
CPS 8430 Advanced Counseling Skills (3) (CPS 6410 is a required prerequisite)

Summer 2015 (3rd Session) total hours = 12 (May 3-Week, and Regular Summer 7-Week)
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 8100 Psychobehavioral Diagnosis (3)
CPS 8380 Family Systems and Interventions (3) (CPS 7260 is a required prerequisite)
CPS 8460 Biopsychosocial Aspects of Addiction (3)
--may pick up EPRS 7900 Methods of Research in Education (3) if seats are available
--may pick up MS Approved Elective if chosen course is offered in summer.

Fall 2015 (4th Session) total hours = 12
EPRS 7900 Methods of Research in Education (3)
CPS 7450 Educational and Psychological Appraisal (3)
CPS 7660 Applied Practice I (3-6) Mini-semester 1
CPS 7680 Internship (3) Mini-semester 2
--may pick up MS Approved Elective if chosen course is offered in fall.

Spring 2016 (5th Session) total hours = 9
CPS 7680 Internship (6-9)
MS Approved Elective (3)
Throughout the 2014-2015 academic year and in accordance with the student evaluation plan we described in our CACREP-related accreditation self-study and explained in detail during our on-site assessment by three external reviewers, faculty members within the Clinical Mental Health Counseling program engaged in student assessment and evaluation activities.

Systematic Developmental Assessment of Student Progress

CMH faculty members met at the end of each semester (December, 2014, May, 2015, and August, 2015) to evaluate each student in both the first and second year cohorts. The following areas were evaluated for each student: academic performance, professional growth, and personal development. Results from student outcome measures as it pertains to core and program-related standards were presented and reviewed at each of the three meetings. In situations when students did not meet minimum scores or other results as established and agreed upon by program faculty members, opportunities for the student to acquire minimum proficiency levels on particular standards were discussed. During these meetings, faculty members also shared any concerns regarding student professional and personal growth. Typically, concerns would have already been addressed by the faculty member to the Program Coordinator. However, these three meetings provided opportunities for faculty members to conduct a comprehensive 360 degree evaluation of each student and to offer insights, feedback and recommendations. Feedback from CMH program faculty members is then shared with the student in written form and/or in a face to face meeting typically within 1-2 weeks of the student review meeting.

**Academic Performance:** All CMH faculty members were responsible for tracking student academic performance for the courses they taught. In particular, all CACREP core and program-specific standards were assigned to particular courses in the CMH program of study. As provided in our self-study, evaluations of each standard were developed. Students completed the required assessments for each standard, and this work was assessed by the instructor. Faculty members kept records of these results, thereby allowing greater discernment regarding how students were meeting course-specific objectives and goals. In situations when student outcomes did not meet program goals, careful review of the course’s curriculum and/or assessment tools were conducted by program faculty members and when necessary, changes were made that would enhance student outcome in future classes.

**Professional Development:** In the 2014-2015 academic year, CMH students were exposed to a broad variety of opportunities for professional development. An array of counseling professionals was invited to the GSU campus to share their expertise with our first and second year students and faculty, including but not limited to building a private practice, adjusting to the DSM V, enhancing multicultural effectiveness, and understanding how to treat clients who present with PTSD. We also had an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. Students were also able to take advantage of multiple professional development opportunities offered within the metropolitan Atlanta area. Within the students’ model program of study, the most significant professional development activity was the Practicum and Internship experience for students in their second year of the CMH program. Students gained
professional training experience in these settings and meet weekly with their site supervisor as well as their GSU supervisor. In this structure, they receive weekly evaluative feedback on their performance by both an onsite supervisor and a university-based supervisor.

Personal Development: We expected our students to grow personally as well as professionally and academically. Students were encouraged to experience individual and/or group counseling while in our program. Many students have reported that they have gained incredible insight, growth and self-awareness as a result of the cohort model and the content of classes such as CPS 6450 Group Counseling Systems, CPS 7340 Social and Cultural Issues, and CPS 8380 Family Systems and Interventions.

As a result of our extensive evaluation process, students who need support in any of these three areas will work with faculty to develop a plan for improvement. Follow up meetings occurs as needed, but no later than the mid-point of the semester. Georgia State University has a protocol for assisting students in transitioning out of the program and into a more appropriate fit, as necessary.

Systematic Program Evaluation

Program Review: As a result of our continuous review of CMH students in 2014-2015, program faculty members discussed the overall program including curriculum, program of study, and areas of instructional need and effectiveness. Results from the 2014 annual Community Advisory Board and feedback from an online-based survey with CMH program graduates conducted in 2013 were also critical in making sure that the program was best preparing its students to meet client needs. This informed discussion resulted in the hiring of Dr. Tiffany McNary as a full time clinical faculty with a focus in Trauma and Play Therapy and Dr. Laura Shannonhouse as a full time tenure-track faculty with a focus in Trauma and Adolescents. Drs. McNary and Shannonhouse were hired to accommodate these gaps and serve in programs.

Curricular Offerings: Curriculum review during this process in 2014-2015 revealed a concern with the chronological placement of CPS 8470 Crisis Management for CMH students. Faculty members, through various individual and group meetings, came to understand that students reacted negatively to the placement of the course during their first semester. As a result, the program faculty members moved CPS 8470 from the student first semester to the second semester in the Spring.

Characteristics of Program Applicants: In 2014-2015, staff and CMH program leadership were committed to recruit and maintain diversity in our faculty, staff and students. This effort includes diversity with regard to age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. In addition to program faculty members discussing the impact of a diverse learning environment at each of the three student outcome meetings, the Program Coordinator met with student workers in the CPS Admissions Office in the Fall to discuss the importance of respecting diversity throughout the admissions process. CMH faculty members were successful in their efforts to assemble (first year) and maintain (second year) a
diverse cohort of approximately 30 individuals who could excel in an academically rigorous program as well as contribute to the personal and professional growth and learning of others.

**Graduate Survey:** In 2013, a questionnaire was developed and distributed to program alumni in order to assess graduate perceptions and evaluation of major aspects of the program. Results of the follow-up studies were collected, analyzed, and disseminated at a regularly scheduled department meeting in Fall 2014. The CMH program leadership used this information to enhance the mission, objectives and student learning outcomes of the program including curricular offerings and overall experience. In particular, our alumni, while acknowledging that our program prepared them well to enter the counseling profession, stressed the need for more training in the area of trauma, group psychotherapy, and counseling religiously diverse clients. Results from this graduate survey also included the use of outside professionals to come to campus and provide real life examples of how to build a private practice and integrating the DSM V into one’s process of diagnosis. This feedback led to bringing in several professionals in the 2014-2015 academic year to address these clinical areas. See Appendix I.

**Site Supervisor and Graduate Employer Survey:** A formal assessment of site supervisors and program graduate employers was completed in May, 2015. Results from this assessment were collected and analyzed by the Program Coordinator. Findings were disseminated at a regularly scheduled CMH student evaluation meeting in August, 2015. Results from the previous year were discussed at the annual 2015 Community Advisory Board Meeting in January.

**Assessment of Student Learning and Performance:** Program faculty members convened in December of 2014, and May and August of 2015 to evaluate student learning and performance on professional identity, professional practice, and program area standards.
School Counseling

In the 2014-2015 academic year, the 48 credit hour Master of Education Degree in School Counseling (SCO) program continued to be successful in preparing students to enter schools as school counselors. While the number of SCO program applications decreased from the previous year, the quality of our students remained high. SCO students were admitted as full time and encouraged to remain on the Model Program schedule for either Elementary/Middle School Counseling OR Secondary School Counseling (included below). It is important to note that, starting in Summer 2016, the SCO program is moving to a 60 hour program in order to remain in compliance with CACREP standards and to improve the academic and professional experience of our students.

FACULTY

Primary School Counseling Faculty

Dr. Andrea L. Dixon
Dr. Robert E. Rice, Program Coordinator

Secondary School Counseling Faculty

Dr. Greg Brack
Dr. Don Davis
Dr. Joseph Hill
Dr. Diane Levy
Dr. Jonathan Orr
PROGRAM PHILOSOPHY: In 2014-2015, the School Counseling program theme was “Developing School Counseling Skills to Maximize Students’ Potential for Learning.” This theme was selected based on the program faculty’s belief that the primary role for school counselors is to prepare students for the learning process. The academic success of children and adolescents is in large part dependent on their self-image and their ability to cope with normal developmental issues such as accepting responsibilities, making friends, and physical changes. Additionally, a large group of today’s school students face overwhelming life events such as abuse, neglect, poverty, drug and alcohol problems, and safety issues in their own neighborhoods. School counselors must be prepared to assist these students to overcome these extremely negative situations if the students are to learn and grow.

School counselors serve an integral role in the process of educating youth, and collaborate with significant people in students’ lives such as teachers, administrators, parents and community resources. In order to understand and meet student needs from a holistic perspective, the training model places great importance on systemic change through collaboration, advocacy and leadership with the goal of removing barriers to learning and encouraging student success.

GOALS:

1. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate classroom guidance lessons for children and adolescents that are consistent with the ASCA National Model for School Counseling Programs®.
2. Students will develop skills to enable them to understand children and adolescents from a holistic, developmental approach, grounded in theory that leads to appropriate strategies to enhance the adjustment and learning of all students.
3. Students will develop skills to enable them to use data to develop a comprehensive, developmentally appropriate guidance program and to evaluate the program’s effectiveness.
4. Students will develop skills to enable them to understand child and adolescent academic, career, and personal/social needs in the context of a socioculturally diverse school environment.
5. Students will develop skills to enable them to provide a career guidance program that is developmentally appropriate.
6. Students will develop skills to enable them to provide collaborative consultation services to teachers, parents, administrators, other school professionals and community resources.
7. Students will develop skills that will enable them to provide appropriate counseling and consultation services for special needs students, their families and teachers.
8. Students will develop leadership skills to enable them to advocate for students, parents, and others especially with regard to closing achievement gaps between diverse groups.
9. Students will develop skills that will enable them to work within the framework of ethical guidelines of the American Counseling Association and the American School Counselors Association.

10. Students will learn their legal responsibilities as school counselors. Students will develop skills that will enable them to work within the framework of an existing school guidance program and work in collaboration with other counseling and educational professionals to enhance learning for all students.

11. Students will develop skills that will enable them to use technology in appropriate ways with students, parent, teachers, and other school staff.

12. Students will use current school counseling research to develop, monitor, and evaluate effective counseling programs.
Master of Education Degree in Elementary/Middle School Counseling Model Program

Summer 2014 (1st Session) total hours = 8
CPS 6020 Introduction to Elementary and Middle School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7500 Individual and Family over the Lifespan (3)

Fall 2014 (2nd Session) total hours = 9
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)

Spring 2015 (3rd Session) total hours = 12
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 8400 Introduction to Play Therapy (3)
CPS 8470 Crisis Intervention (3)

Summer 2015 (4th Session) total hours = 9
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
EPRS 7900 Methods of Research in Education (3) (option: You may take this in Summer 2014, Fall 2015, Spring 2015, or Fall 2015)

Fall 2015 (5th Session) total hours = 8-11
CPS 7550 Consultation in School Counseling (3)
CPS 7661 Applied Practice I (3-6)
CPS 7681 Internship (2)

Spring 2016 (6th Session) total hours = 2-9
CPS 7681 Internship (2-9)
Master of Education Degree in Secondary School Counseling Model Program

Summer 2014 (1st Session) total hours = 8
CPS 6030 Introduction to Secondary School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7500 Individual and Family over the Lifespan (3)

Fall 2014 (2nd Session) total hours = 9
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
Optional 4th course for Secondary School Counseling students: CPS 8460 Biopsychosocial Aspects of Addiction

Spring 2015 (3rd Session) total hours = 9-12
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 8470 Crisis Intervention (3)
CPS 8400 Play Therapy (3)
for Secondary School Counseling students:
  OR CPS 8460 Biopsychosocial Aspects of Addiction
    - CPS 8460 offered in Fall -so add this course to previous fall course load
    - SEC SCO students who completed CPS 8460 in the previous fall should add EPRS 7900 this spring semester, leaving only two courses in the following summer semester.
  OR CPS 8380 Family Systems and Interventions (3)
    - (CPS 7260 is a required prerequisite for CPS 8380)
    - (CPS 8380 offered in Summer -so swap with EPRS 7900, and take EPRS 7900 this spring semester...then take CPS 8380 this coming summer semester)

Summer 2015 (4th Session) total hours = 6-9
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
EPRS 7900 Methods of Research in Education (3)

Fall 2015 (5th Session) total hours = 8-11
CPS 7550 Consultation in School Counseling (3)
CPS 7661 Applied Practice I (3-6)
CPS 7681 Internship (2)

Spring 2016 (6th Session) total hours = 2-9
CPS 7681 Internship (2-9)
In accordance with the 2009 CACREP Standards, the School Counseling program in the 2014-2015 academic year consistently engaged in program assessment and evaluation activities that included the review of student outcome performance on CACREP core and School Counseling specific standards, the effectiveness of program curricula, and teaching effectiveness. The reciprocal nature of utilizing outcome-based data, evaluation of programming based on these results, and changes to program offerings, including course content and pedagogical methods, was highly effective in its program delivery.

**Systematic Developmental Assessment of Student Progress**

In 2014-2015, SCO faculty met annually at the end of the Fall and Spring semester to evaluate each student in the following areas: academic performance, professional development and personal development. It must be noted that student review meetings were used to assess student outcomes for members of the first and second year cohorts. (in 2014-2015, this number included approximately 30 students) During these meetings, faculty shared any concerns regarding students relative to these areas as well as any highlights. Typically, concerns would have already been addressed to the Program Coordinator. However, these regularly scheduled student outcome meetings were opportunities for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

All faculty members who teach School Counseling courses to students in both the first and second year cohorts are responsible for tracking student academic performance for the courses they teach. Specifics student outcomes associated with the 2009 CACREP standards were allocated for each course. Appropriate assessment instruments were developed so that students could demonstrate mastery of each core and program-specific standard. Results of these student outcomes were shared at the regularly scheduled student outcome meetings. If an instructor had a student who was struggling with academic performance, he/she was identified in these meetings and ideas for enhancing the student’s learning were discussed among program faculty. Once an agreed upon course of action was developed by the program faculty, they met with the student to voice those concerns, identified barriers to success, and worked with the student on a course of action.

**Systematic Program Evaluation**

*Program Review:* In the 2014-2015 academic year, SCO faculty met regularly to discuss the overall program including issues related to admissions and curricula. The reduction of number of applicants to the SCO program was discussed and ideas to increase the number of applicants to the program were provided by program faculty. Specifically, based on student feedback, a need was identified to hire a full time faculty member who had an expertise in play therapy, trauma, and developmental issues in counseling, especially related to children and adolescents. This informed discussion resulted in hiring Dr. Tiffany McNary as a full time clinical faculty with a focus in Trauma and Play Therapy and Dr. Laura Shannonhouse as a full time tenure-track faculty with a focus in Trauma and Adolescent development. The School Counseling faculty members, during the 2014 annual Community Advisory Board Meeting, met with the metropolitan area’s leading school counseling directors. The directors reviewed the program and advised the faculty on the effectiveness of the program as well as new issues that had arisen in school counseling in the metro Atlanta
area. Conversations with these school counseling directors were pivotal, especially as the program was considering moving to a 60 credit hour within 2-3 years. Issues of course offerings, community-based needs, and existing faculty and student resources were all discussed.

**Curricular Offerings**: Based on the recursive student evaluation process and feedback from the alumni survey and members of the Community Advisory Board, CPS 7300 Career Theory, Assessment, and Interventions was modified in Fall 2014 to include components in College and Career Readiness for K-12 students. This change was also made in response to ongoing review of applicable professional standards in the field and aligns with the new Georgia evaluation tool for schools, the College and Career Readiness Performance Instrument (CCRPI).

In the 2014-2015 academic year, members of the School Counseling faculty launched an intensive review of its curriculum in preparation of a move from 48 credit hours to 60 credit hours. These changes were based on a diligent application of the 2016 CACREP Standards and making sure the program was in compliance with these expectations. Efforts to modify the existing program of study, including the successful navigation of adding new courses through the university academic affairs structure, will remain ongoing throughout the 2015-2016 academic year. It is important to note that results from the student evaluation process, will be pivotal in identifying those areas of the program where students need additional focus.

**Characteristics of Program Applicants**: In 2014-2015, The School Counseling faculty was committed to recruiting and maintaining diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. Our school systems in the metropolitan Atlanta area remain one of the most diverse in the nation. Thus, it is essential that our program graduate school counselors who can meet the often complex needs of today’s schools. The Program Coordinator met with members of the CPS Admissions Office in Fall 2014 to discuss how to attract diverse school counseling applicants. As part of this process, the SCO faculty were intentional in their charge to assemble a diverse cohort of approximately 20 individuals who they believed could excel in an academically rigorous program as well as contribute to the personal and professional growth and learning of others. As the needs of school counselors in the schools evolve, candidates were assessed with these needs in mind (i.e. there has been a greater emphasis for leadership qualities, as well as broader global perspectives).

**Graduate Survey**: In 2013, a questionnaire was developed and distributed to School Counseling program alumni in order to assess graduate perceptions and evaluation of major aspects of the program. Results of the follow-up studies were collected, analyzed, and disseminated to all program faculty, as well as to faculty members who did not teach in the program. Members of the School Counseling program used this information to enhance the mission, objectives and student learning outcomes of the program including curricular offerings and overall experience. Specifically, more emphasis on skills training, enhanced collaboration with school and community officials, and greater understanding of children/adolescent psychopathology were noted as areas where additional training is needed. See Appendix I.

**Site Supervisor and Graduate Employer Survey**: In 2014-2015, we provided three formal opportunities for site supervisor feedback. The first was through our opening annual orientation as students enter the sites. All
school-based supervisors were invited to GSU for a 3-hour training that included practicum/internship goals, expectations of our students, and requirements for providing proficiency ratings on a variety of measures throughout the year. These site supervisors were reminded of the importance of the latter, given that their feedback helped the faculty in constructing regularly scheduled reviews of each student. The second opportunity for feedback occurred at the end of Practicum (October, 2014), and the third was our evaluation at the end of internship (May, 2015). These evaluations focused on student performance as well as our program. There were also informal assessments throughout the year as Drs. Rice and Dixon visited the sites and met with supervisors in the field. Additionally, each school district has a person who advises hiring of school counselors. That person is usually the District’s School Counseling Coordinator. CPS hosts an annual advisory meeting for the district school counseling coordinators and other relevant school partners. During the annual advisory meeting we solicited feedback on the quality of our students who have been hired and were continuing to work in the local school systems. We adjust our program’s emphasis to meet the needs of our dynamic school systems to give our students the best opportunity for employment. To date we have had 100% job placement for students seeking employment since 2010-2011.

Assessment of Student Learning and Performance: Program faculty members convened at the end of the Fall and Spring semesters to evaluate student learning and performance on professional identity, professional practice, and program area standards. We reviewed the site supervisor Practicum Evaluations and our site visits towards the end of the 10 week practicum. Students not meeting standards are either transitioned out of the program or/and given a plan for improvement. This plan is reviewed again at the end of the semester (Internship I) and adjusted as needed. Students are again evaluated no later than the mid-point of Internship II for possible further action.

Evidence for Program Modifications: Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2014-2015 include:

- **Student academic performance, professional development, and personal development:**
  - **Program:** A new approach in hiring faculty was informed by faculty feedback regarding departmental needs, which resulted in CMH and SCO sharing two faculty members. In an effort to meet the 2016 CACREP Standards, SCO initiated a plan to move to a 60 hour program.

- **Curricular changes:** Based on field professional standards, SCO included additional content in a course.

- **Applicant characteristics:** SCO continues to seek diversity in program applicants with a focus on quality students, especially those with leadership experience and global perspectives.

- **Site supervisor and graduate employer assessment:** Sites report satisfaction with student performance. Our students have had 100% job placement.

- **Student learning, professional identity, professional practice, and program area standards:** Faculty were able to assist a student who required additional guidance to successful complete the program.


Counselor Education and Practice Program

In the 2014-2015 academic year, The Doctor of Philosophy Degree in Counselor Education and Practice (CEP) program continued to be successful in preparing students for roles in practice, teaching and research. It remained a competitive program with an 22% acceptance rate. The doctoral level counselor represented a "scientist-practitioner" model, while emphasizing its graduates should be both a consumer and producer of research. CEP students were admitted as full time and encouraged to remain on the Model Program schedule.

FACULTY

Primary School Counseling Faculty

Dr. Catharina Chang, Program Coordinator

Secondary Counselor Education and Practice Faculty

Dr. Jeff Ashby
Dr. Greg Brack
Dr. Brian Dew
Dr. Franco Dispenza
Dr. Andrea Dixon
Dr. Dennis Gilbride

Program Objectives

To provide a theoretical and clinical base of course and internship experience to equip the student to:

- teach and supervise in university setting
- administer counseling consultation and clinical services to individuals, families, children, or groups within the context of mental, community, correctional, and school settings
- understand and become proficient in research related to the counseling profession
- become acquainted with the importance of viewing client populations within the context of ethnic, gender, and race, religion, sexual orientation and psychological/physical disabilities
- advocate for their clients and the professional of counseling
- develop leadership skill relative to the counseling profession
- design and complete an individualized internship experience to compliment chosen career objectives
# First Year Model Program Ph.D. Counseling

## Semester One (Fall)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics I</td>
<td>EPRS 8530/EPRS 8500</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Counseling Theory</td>
<td>CPS 8650</td>
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</tr>
<tr>
<td></td>
<td>Practicum*</td>
<td>CPS 8660</td>
<td>3</td>
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<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Supervision of Counseling Services)*</td>
<td>CPS 9480</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Supervision Internship)*</td>
<td>CPS 9661</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>14</td>
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</tbody>
</table>

* during odd years replace the supervision sequence with two courses or Practicum; CPS 9480 only during odd Fall

## Semester Two (Spring)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics I</td>
<td>EPRS 8530/EPRS 8500</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Major</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Professional Decisions and Ethics or Advanced Career Counseling*</td>
<td>CPS 8530/CPS 8370</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practicum or Supervision internship</td>
<td>CPS 9960 or 9661</td>
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<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Advanced Group Counseling</td>
<td>CPS 8450</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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<td>14</td>
</tr>
</tbody>
</table>

*Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years;

## Semester Three (Summer)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics II (On track)</td>
<td>EPRS</td>
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<td></td>
<td>Research course</td>
<td>EPRS</td>
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<td></td>
<td><strong>Core</strong></td>
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<tr>
<td></td>
<td>Elective/Cognate</td>
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<td></td>
<td><strong>Total Credit Hours</strong></td>
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<td>9</td>
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</table>

* CPS does not count toward degree, but is required to teach CPS6410, basic skills.

The above description of coursework for this program is intended as an aid in planning your schedule, however, the official listing of required courses and electives can be found in the College of Education Graduate Bulletin.
### Second Year Model Program Ph.D. Counseling

#### Semester Four (Fall)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics III</td>
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<td>3</td>
</tr>
<tr>
<td>Major</td>
<td>Cognate/Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Supervision of Counseling Services*</td>
<td>CPS 9480</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Supervision Internship*</td>
<td>CPS 9661</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
</tbody>
</table>

*During odd years take supervision sequence your first semester.

**Total Credit Hours**

13

### Semester Five (Spring)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Cognate/Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Decisions and Ethics or Advanced Career Counseling*</td>
<td>CPS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cognate Course</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td>Core</td>
<td>Psychology of Learning Elective</td>
<td>EPY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

13

*Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years.
In accordance with the 2009 CACREP Standards, the Counselor Education and Practice program consistently engaged in program assessment and evaluation activities.

Systematic Developmental Assessment of Student Progress

Like the Clinical Mental Health and School Counseling programs, CEP faculty members conducted meetings twice per year that involved the review of student outcomes based on CACREP core and program-specific standards. Furthermore, annual mentoring meetings between each CEP student, their program chair, and the CEP program coordinator were held in order to evaluate them in the following areas: academic performance, professional development and personal development. Students received written feedback from the Program Coordinator following these mentoring meetings, which was filed in their student files. Additionally, the CEP faculty met annually in August to share any concerns regarding students relative to these areas as well as any highlights. This meeting, attended by all program faculty, was essential in reviewing student functioning, especially in the areas of teaching, research, and service. Deficiencies in any of these three areas were identified and methods of remediation were developed. Results from this meeting were then shared with the student either in written form or via a face to face meeting. Typically, concerns would have already been addressed to the Program Coordinator, Dr. Catharina Chang. However, this was an opportunity for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

Academic Performance: All faculty members in the CEP program remained responsible for tracking student academic performance for the courses they teach. Specific core and program related standards were allocated to appropriate courses as described in the department’s self-study that was submitted in 2011. Faculty members maintained records of how students performed in meeting outcomes and then shared these results at either the annual program review in the Fall or in the individual mentoring meeting between the student and his/her program leadership team.

Professional Development: In order to assist students in their professional involvement and to mentor students in successfully completing the doctoral program, the CEP faculty held annual mentoring meetings with each CEP student during the 2014-2015 academic year. The purpose of these meetings was to provide concrete feedback to the students related to areas in which the student was excelling as well as to discuss areas in which the student may need additional mentoring and guidance. The outcomes of this meeting included a list of action items for the student to work on in the 2015-2016 academic year. These meetings typically were held in Spring 2015. All first, second, third year students and any students who have not defended their prospectus were required to attend the mentoring meeting.

Additionally, CEP students were exposed to a broad variety of opportunities for professional development, including numerous leadership openings in national and statewide counseling organizations. Faculty members within the CEP program, many of which have held national leadership positions, were instrumental in opening up “doors” for CEP students to become active in various divisions of the American Counseling Association, Chi Sigma, Iota, and Georgia License Professional Counseling Association.
In the 2014-2015 academic year, CEP students completed a Doctoral Competency Portfolio as part of CPS 9963 Counseling Seminar. Students included works or materials that demonstrated change, growth, or insight into practice as well as professional development. These activities were connected to the CACREP’s six competency areas (teaching, supervision, counseling, scholarship, leadership/advocacy/professional service, and professional behavior). Students presented their portfolios three times during their doctoral programs as a part of CPS 9963. The portfolios were formally evaluated by the instructor of CPS 9963 and as a part of the annual mentoring meetings with the CEP faculty. The final presentation or Summative Review of the portfolio served as a “capstone” experience and involved a presentation during the counseling seminar in the third year of the seminar.

**Personal Development:** CEP students were expected to grow in their personal as well as professional and academic development. As a part of the annual student mentoring meeting, faculty discussed with students their strengths and areas for growth. Students who needed support in any of these areas worked with faculty to develop a plan for improvement. Follow up meetings occurred as needed.

**Systematic Program Evaluation**

**Program Review:** CEP faculty met in August to discuss the overall program including curriculum and students. An important discussion emerged regarding increasing student exposure to faculty in the department. As a result, a research seminar course was created which will be taught by a faculty person who the students did not frequently engage with previously. This was seen as an effort to enhance the student experience and develop their abilities as quality researchers.

**Curricular Offerings:** As mentioned in Program Review, a research seminar course was added as an option for students to develop their strength as researchers and learn from a grant-active faculty member.

**Characteristics of Program Applicants:** We strived to recruit and maintain diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. Like the CMH and SCO programs, the Program Coordinator met with CPS Admissions Office staff to discuss the admissions process. As part of this process, the CEP faculty was intentional in their charge to assemble a diverse cohort of approximately 4-5 individuals who they believed could excel in our academically rigorous program as well as contribute to the personal and professional growth and learning of others.

**Graduate Survey:** In 2013, a questionnaire was developed and distributed to program alumni in order to assess graduate perceptions and evaluation of major aspects of the program. Results of the follow-up studies were collected, analyzed, and disseminated at a regularly scheduled department meeting. CEP used this information to enhance the mission, objectives and student learning outcomes of the program including curricular offerings and overall experience. *See Appendix J.*
Site Supervisor and Graduate Employer Survey: A formal assessment of Practicum site supervisors was completed at the end of Practicum. Results from this assessment were collected and analyzed. Findings were disseminated at a regularly scheduled department meeting and discussed at the annual Community Advisory Board Meeting in January 2015.

Assessment of Student Learning and Performance: Program faculty discussed student learning and performance on professional identity, professional practice, and program area standards as a part of the mentoring meetings as well as the annual faculty meeting and as necessary throughout the year. This assessment process was also a major component of the Doctoral Competency Portfolio.

Evidence for Program Modifications: Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2014-2015 include:

- **Student academic performance, professional development, and personal development**: Successful outcomes are indicated by student productivity (10 publications, 35 presentations, 7 honors/awards), a graduation rate of 4.5 years, and 100% employment rate.

- **Program Curricular changes**: CEP added a Rehabilitation Counseling cognate area to incorporate faculty who specialize in that area and to broaden opportunities for our students. Minor adjustments were made to credit hours in response to university changes.

- **Applicant characteristics**: CEP continues to seek diversity in program applicants with a focus on quality students.

- **Site supervisor and graduate employer assessment**: Overall site supervisors report being satisfied with our CEP students. On a 5 point scale, CEP students consistently receive 5 points on total satisfaction scores. Employers who hire CEP students also report being satisfied with our CEP students. Narrative comments from the Employer Evaluation of Graduates include: “Our faculty member who came from your program is stellar”; “Keep doing what you are doing”; and “The more teaching experience your graduates receive as doctoral students, the better prepared they seem for this setting. Also, since students who are hired may find themselves on dissertation committees, the more research experience they have, the better.”

- **Student learning, professional identity, professional practice, and program area standards**: Successful outcomes are indicated by student productivity (10 publications, 35 presentations, 7 honors/awards), a graduation rate of 4.5 years, and 100% employment rate.
Summary

The department of Counseling and Psychological Services in the College of Education and Human Development is committed to teaching and training excelling professionals and practitioners in the fields of Clinical Mental Health Counseling, School Counseling, and Counselor Education and Practice in accordance with the CACREP Standards. In this report, our process and outcomes resulting from program assessment and evaluation of these three CACREP accredited programs for the 2014-2015 academic year are provided. We find great value in engaging in a recursive process to engage students, faculty, staff and community-based professional leaders in our ongoing excellence and improvement.

Report Distribution: In order to distribute this 2014-2015 annual report to our alumni, community liaisons, university officials and practicum/internship supervisors, this report was made available online at the following location: http://cps.education.gsu.edu/about/annual-cacrep-report/. A notice that this annual report was made available was sent to students, faculty and staff via email. Finally, a link to the report was promoted through an array of social media outlets such as Facebook, LinkedIn, Instagram, and Twitter. Individuals with questions or need for additional information were directed to contact Dr. Brian Dew, Chair of the CPS Department.