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

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

2017-2018 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. 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, Clinical Rehabilitation 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 four 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 2017-2018 academic year, we received 228 applications for our CACREP accredited programs in Clinical Mental Health Counseling (CMH), Clinical Rehabilitation Counseling (CREH), 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 28% of the applicants for CMH (2 did not enroll), 55% of the applicants for SCO (2 did not enroll), 45% of the applicants for CREH (2 did not enroll), and 11% of the applicants for CEP.
The average grade point average (GPA) was 3.3 for our CMH applicants, 3.27 for our SCO applicants, 3.4 for our CREH applicants, and 3.87 for our CEP applicants. Average graduate record examination (GRE) scores were 302 for CMH, 295 for SCO, 297 for CREH, and 303 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 (2016 CACREP Standards).
Clinical Mental Health Counseling

In the 2017-2018 Academic Year, the Master of Science Degree in Clinical Mental Health Counseling (CMH) program operated in its eighth year as a 60 credit hour program. 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).

**Clinical Mental Health Counseling Faculty**

Program Coordinator
Dr. Jonathan Orr

Dr. Brian Dew
Dr. Don Davis
Dr. Tiffany McNary
Dr. Laura Shannonhouse
Dr. Melissa Zeligman

**Department Faculty with Secondary CMH Affiliation**

Dr. Jeff Ashby
Dr. Catharina Chang
Dr. Cirleen DeBlaree
Dr. Franco Dispenza
Dr. Marisa Franco
Dr. Dennis Gilbride
Dr. Erin Mason
Dr. Robert Rice
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 Clinical Mental Health Counseling Model Program

Summer 2017 (1st Session) total hours = 9

*June/July Semester (7-week)*

- CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
- CPS 7500 Individual and Family Over the Lifespan (3)
- CPS 7450 Educational and Psychological Appraisal (3)

7 Week Group Member Experience

**Fall 2017 (2nd Session) total hours = 15**

- CPS 6410 Basic Counseling Skills (3)
- CPS 7340 Social & Culture Issues in Counseling & Psych Services (3)
- CPS 8100 Psychobehavioral Diagnosis (3)
- CPS 7260 Counseling Systems and Interventions (3)
- EPRS 7900 Methods of Research in Education (3)

**Spring 2018 (3rd Session) total hours = 12-15**

- CPS 6450 Group Counseling Systems (3)
- CPS 8470 Crisis Intervention (3)
- CPS 7300 Career Theory, Assessment, and Intervention (3)
- CPS 8380 Family Systems and Interventions (3)
- *Advanced Counseling Skills*
- *Elective*

**Summer 2018 (4th Session) total hours = 3-9**

*Maymester (3-week)*

- CPS 8460 Biopsychosocial Aspects of Addiction (3)

*June/July Semester (7-week)*

- *Advanced Counseling Skills (3)*
- *Elective (3)*

**Fall 2018 (5th Session) total hours = 6-9**

- CPS 7660 Applied Practice I (3)
- CPS 7680 Internship I (3)
- *Advanced Counseling Skills (3)*
- *Elective (3)*

**Spring 2019 (6th Session) total hours = 6-9**

- CPS 7680 Internship II (6)
- *Advanced Counseling Skills (3)*
- *Elective (3)*
Throughout the 2017-2018 academic year and in accordance with the 2016 CACREP Standards, 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 meet at least twice each year at the end of the fall and spring semesters 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 related to the established professional dispositions. 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 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 students in a face to face meetings conducted by their Faculty Advisor typically within 1-2 weeks of the student review meeting.

During the spring review meeting all rising 2nd year students are assessed for matriculation into practicum and internship and those determinations are communicated in writing via email. Recommendations for matriculation into practicum and internship fall into one of three categories: 1) Matriculate without stipulations; 2) matriculate with stipulations to address some identified deficiency; 3) non-matriculation. In situations that meet criteria for categories 2 and/or 3, students are provided with written stipulations, a timeline for meeting them, and a process of accountability in the form of a letter signed by CMHC faculty for improving their performance either academically or in term of the dispositions. That letter is presented and discussed with the student during an in-person meeting attended by the student, the student’s Faculty Advisor, and the Program Coordinator. The student has an opportunity to respond to and clarify the stipulations during this meeting and the Faculty Advisor and Program Coordinator have the opportunity to provide support and strategies for meeting the stipulations. Following the meeting the role of the Faculty Advisor is to support and assist the student in meeting the stipulations; the role of the Program Coordinator is to collect evidence of accountability based on the stipulations. Once the student has met or not met the stipulations based on the provided timeline, the Program Coordinator reports back to the program faculty for further assessment of matriculation.

**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 2017-2018 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 advanced topics in play therapy, ASIST suicide intervention skills, animal-assisted counseling, building and maintaining a private practice, utilizing the DSM V effectively, enhancing multicultural effectiveness, Jungian dream analysis, implementing Feminist Theory in counseling, and understanding how to treat clients who present with PTSD and complex trauma. We also have an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. CSI sponsors a variety of professional opportunity developments for students including travel to conferences, advocacy initiatives, speakers, and preparation for practicum and internship. Additionally, students were also able to take advantage of professional development opportunities offered within the metropolitan Atlanta area.

Within the students’ model program of study, the most significant professional development activity was the 10-week Practicum and 5-week Internship I in the Fall, and 15-week Internship II in the Spring 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, CPS 8380 Family Systems and Interventions, CPS 8340 Advanced Counseling Skills.

As a result of our extensive evaluation process, students who need support in any of these three areas work with faculty to develop a plan for improvement. Follow-up meetings occur 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, program faculty members discussed the overall program including curriculum, program of study, and areas of instructional need and effectiveness. In addition to these discussions, results from the 2017 annual Community Advisory Board were critical in making sure that the program was best preparing its students to meet client needs. The Board is comprised in part of alumni from the
program, employers, and site and clinical supervisors who all provide unique insight on the preparation of students. Those Board members were able to identify early stages of pre-burnout in our students based on the previous 5-semester model and made recommendations for restructuring the program. Decisions to increase the program of study from 5 to 6 semesters were in part a direct result of speaking with members of the Community Advisory Board members. During the 2017 meeting, early observations of the cohort admitted in the summer 2017 were discussed. Board members provided additional feedback for restructuring the practicum and internship sequence to better prepare students for future practice. Their suggestions are being used to inform current program revisions.

Curricular Offerings: The greatest change in curriculum was to increase electives in the program from one to two and a revision of the advanced counseling skill requirement. The revision of the advanced skill requirement shifted from one set course to multiple course options that could count as an advanced skill. These two changes intended to provide students with greater flexibility to pursue a specialty area of knowledge (e.g., children and adolescents, addictions, group work) that would help them develop unique knowledge and skill to use in practicum and internship placement followed by greater professional market value upon graduation. These changes were based on feedback from students and alumni that the program lacked opportunities to specialize in particular areas or approaches to Clinical Mental Health Counseling. Early feedback from administrators, program staff, students, and faculty about these changes reveal a current shortfall in infrastructure to fully support this approach to specialization. Specifically, to meet the desires for increased electives would require additional financial resources for faculty and instructors. Additionally, students took full advantage of the opportunity to pursue multiple groups of specialty electives (rather than choosing one group) resulting in overloads for some students and exclusion from needed courses for others. The plan moving forward is to return to a model of one consistent advanced skill course and more administrative limits on how students choose specialty electives.

Characteristics of Program Applicants: In 2017-2018, 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 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: The Spring 2018 Survey of Recent Graduates (Appendix A) was completed by 35 CPS graduates. On a scale of 1-6 (1 = very weak competency; 6 = very strong competency), mean scores were above 5 in all areas except for “Demonstrating competence in specific research methods appropriate to your area of specialization,” which had a mean score of 4.97. Graduates indicated that the overall quality of courses was very good (M = 5) and the majority of respondents would recommend their program to others.
Site Supervisor Survey: A formal assessment of site supervisor perceptions is collected at the end of each Spring semester. Results from this assessment are collected and analyzed. Student evaluations of sites and site supervisors are also collected and analyzed. Findings are disseminated at regular scheduled faculty meetings and discussed at the annual Community Advisory Board Meeting. Basic feedback is solicited from sites (Appendix B) and the following two questions are the primary scaled rating questions:

8. How would you rate your overall experience with GSU interns?

10. How would you compare the preparation of GSU’s Interns to those from other counseling programs?

All of the respondents (100%) rated GSU students as “very satisfactory” and “very prepared” on questions #8 and #10 respectively. In open response questions about areas of improvement, site supervisors described GSU students as very prepared and functioning at a very high level. Respondents highlighted particularly good preparation of students in ethics, skills, diversity, theory, and advocacy. Low response rate and site specificity/diversity are the two greatest challenges to interpreting and applying the feedback from the site survey. The survey is currently voluntary and non-incentivized, so program faculty are considering approaches to changing these conditions to increase response rates. Regarding site diversity/specificity, faculty are considering revisions for more general feedback about student preparation to coincide with feedback about more specialized practice (e.g., play therapy, addictions).

Graduate Employer Survey: The master’s program Graduate Employer Survey was scheduled to be sent out in Fall 2017. That did not happen, but it will be disseminated this Fall 2018.

Assessment of Student Learning and Performance: Details related to this process appear in the earlier section Systematic Developmental Assessment of Student Progress. Program faculty members met in December 2017 and April 2018 to evaluate student learning and performance on professional identity, professional practice, and program area standards. At those meetings 2 cohorts were reviewed: 2016 Cohort (2nd year cohort) and 2017 Cohort (1st year cohort). The following is a brief summary of those assessments:

2016 Cohort: This cohort entered practicum and internship in August 2017 and all students were successfully placed. All students had matriculated without stipulation except for one. Program Coordinator reported successful resolution of stipulations by that student and all were approved for continuation in practicum and internship during the December meeting. Students were reviewed again during the April 2018 meeting and no issues related to learning or performance were reported. All students were endorsed and approved for graduation.

2017 Cohort: This cohort entered the program in Summer 2017 and there were no reported learning or academic performance concerns from this group. During the December meeting it was reported that a few students had presented to various faculty with challenges related to relocating to Atlanta area. Based on this feedback, faculty advisors were instructed to meet with
students to offer support and connect students with resources in campus community. During the April meeting, it was reported that students of concern from the December meeting had improved and were performing as expected in program. Again, no learning or academic concerns were reported. Faculty approved all members of 2017 Cohort for matriculation in practicum without stipulation.

_Evidence for Program Modifications:_ Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2017-2018 include:

**Student academic performance, professional development, and personal development:**

**Program:** As a result of intentional faculty review of students, some students have slowed down their program to address academic performance and/or personal development. All students who applied to begin practicum and internship in Fall 2018 were fully matriculated without stipulations.

**Curricular changes:**
- A CPS faculty member has fully redesigned the Methods of Research course for CMH to ensure that students receive consistent instruction and training in research that is grounded in our discipline and supports students developing a stronger connection to evidence based practice.
- The faculty is considering a further change to the Practicum and Internship sequence that coordinates more closely with feedback from sites while also maintaining more time for students to earn their hours. Based on feedback from sites regarding the structure of many internship hosting programs, the decision was made to not hold practicum in the summer term.
- An elective was added to the program (total of 2 electives)
- Students have multiple options to choose from to satisfy the Advanced Skill requirement
- The program now admits students in the Summer

**Applicant characteristics:** CMH continues to seek diversity in program applicants with a focus on quality students, especially those with leadership experience and global perspectives. We hope to evaluate student professional dispositions earlier in the program through the growth group experience in the first semester.

**Student learning, professional identity, professional practice, and program area standards:** CMH encouraged students to be involved in relevant advocacy opportunities.
Clinical Rehabilitation Counseling

In the 2017-2018 Academic Year, the Master of Science Degree in Clinical Rehabilitation Counseling (CREH) program became accredited as a 60 credit hour program under the 2009 CACREP Standards. The program has been fully submitted for consideration under the 2016 CACREP Standards along with Clinical Mental Health Counseling, School Counseling, and Counselor Education and Practice. CREH students are admitted as full time and encouraged to remain on the Model Program schedule (see below).

Clinical Rehabilitation Counseling Faculty

Program Coordinator
Dr. Dennis Gilbride

Dr. Debbie Berens
Dr. Franco Dispenza

Department Faculty with Secondary CREH Affiliation

Dr. Jeff Ashby
Dr. Catharina Chang
Dr. Cirleen DeBlaere
   Dr. Brian Dew
   Dr. Don Davis
Dr. Marisa Franco
Dr. Erin Mason
Dr. Tiffany McNary
Dr. Jonathan Orr
Dr. Robert Rice
Dr. Laura Shannonhouse
Dr. Melissa Zeligman

Clinical Rehabilitation Counseling Program Objectives
The M.S. degree program in clinical rehabilitation counseling prepares students to:
1. work individually with clients on educational, vocational, social, emotional, or medically related problems;
2. consult with other professionals and administrators concerning the client’s development needs;
3. participate in assessment programs, including the interpretation of vocationally related test results;
4. provide information and understanding to clients in the areas of educational, social, case management or vocational planning;
5. conduct and facilitate local research efforts;
6. utilize relevant legal principles and ethical decision making skills to practice on a high ethical level and with personal integrity.
# Master of Science in Clinical Rehabilitation Counseling Model Program

**First Session (Fall 2017) total hours = 15**
- CPS 6050 Intro to Professional Identity, Practice, and Ethics for Rehabilitation Counselors (3)
- CPS 6410 Basic Counseling Skills (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7500 Individual and Family over the Lifespan (3)
- CPS 8410 Medical and Psychological Aspects of Disability I (3)
  - 7 Week Group Member Experience

**Second Session (Spring 2018) total hours = 12-15**
- CPS 6450 Group Counseling Systems (3)
- CPS 7300 Career Theory, Assessment, & Intervention (3)
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 8100 Psychobehavioral Diagnosis (3)
- Advanced Counseling Skill (3)
- Elective (3)

**Third Session (Summer 2018) total hours = 12-15**
- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- CPS 8320 Rehabilitation Counseling Placement and Case Management (3 online)
- CPS 8420 Medical and Psychological Aspects of Disability II (3) or elective or EPRS 7900
- CPS 8470 Crisis Intervention (3)
- Advanced Counseling Skill (3)
- Elective (3)

**Fourth Session (Fall 2018) total hours = 6-12**
- CPS 7663 Applied Practice I: Rehab Counseling (3)
- CPS 8460 Psychological Aspects of Addictive Disorders (3)
- EPRS 7900 Methods of Research in Education (3)
- Advanced Counseling Skills
- Elective

**Fifth Session (Spring 2019) total hours = 6-12**
- CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
- CPS 7683 Internship I (3)
- EPRS 7900 Methods of Research in Education (3)
- Advanced Counseling Skill (3)
- Elective (3)

**Sixth Session (Summer 2019) total hours = 3-6**
- CPS 7683 Internship II (3)
- EPRS 7900 Methods of Research in Education (3)
- Advanced Counseling Skill (3)
- Elective (3)
In accordance with the 2016 CACREP Standards, the Clinical Rehabilitation Counseling program consistently engaged in program assessment and evaluation activities that included the review of student outcome performance on CACREP core and Clinical Rehabilitation Counseling specific standards, the effectiveness of program curricula, and teaching effectiveness.

Systematic Developmental Assessment of Student Progress

In 2017-2018, CREH faculty met annually at the end of the Fall and Spring semesters 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. 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.

**Academic Performance:** All faculty members who teach Clinical Rehabilitation Counseling courses to students in both the first and second year cohorts are responsible for tracking student academic performance for the courses they teach. Specific student outcomes associated with the 2016 CACREP standards were allocated for each course. Appropriate assessment instruments were utilized so that students could demonstrate mastery of each core and program-specific standard. Results of 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.

**Professional Development:** In the 2017-2018 academic year, CREH students were exposed to a broad variety of opportunities for professional development. We continued to maintain an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. CSI sponsors a variety of professional opportunity developments for students including travel to conferences, advocacy initiatives, speakers, and preparation for practicum and internship. The Clinical Rehabilitation program also have an active student association that sponsors events and lectures. A liaison from the program advisory board helps to schedule alumni workshops and lectures based upon student interest and current trends in the field. This past year lectures were held on issues related to autism and intersectionality.

Additionally, students were also able to take advantage of 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 CREH 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.

**Systematic Program Evaluation**

**Program Review:** In the 2017-2018 academic year, CREH faculty met regularly to discuss the overall program including issues related to admissions and curricula. Issues of course offerings, community-based needs, and existing faculty and student resources were all discussed. Pass rates on the CRC and comprehensive exams were reviewed and feedback provided to course instructors based upon the area that may need additional attention. In the case management class readings were added and activities emphasized to address student outcomes.

**Curricular Offerings:** The program reviews instructor evaluations to assess instructor effectiveness and student satisfaction. All courses continue to be successful.

**Characteristics of Program Applicants:** In 2017-2018, the Clinical Rehabilitation Counseling faculty continued to be 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. In addition to program faculty members discussing the impact of a diverse learning environment at each of the 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. CREH faculty members were successful in their efforts to assemble (first year) and maintain (second year) a diverse cohort of 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:** The Spring 2018 Survey of Recent Graduates (Appendix A) was completed by 35 CPS graduates. On a scale of 1-6 (1 = very weak competency; 6 = very strong competency), mean scores were above 5 in all areas except for “Demonstrating competence in specific research methods appropriate to your area of specialization,” which had a mean score of 4.97. Graduates indicated that the overall quality of courses was very good (M = 5) and the majority of respondents would recommend their program to others.

**Site Supervisor Survey:** A formal assessment of site supervisor perceptions is collected at the end of each Spring semester. Results from this assessment are collected and analyzed. Student evaluations of sites and site supervisors are also collected and analyzed. Findings are disseminated at regular scheduled faculty meetings and discussed at the annual Community Advisory Board Meeting. Faculty are still reviewing data from Spring 2018 and results of internship evaluations will be presented to advisory board in early November.
Graduate Employer Survey: The master’s program Graduate Employer Survey was scheduled to be sent out in Fall 2017. That did not happen, but it will be disseminated this Fall 2018.

Assessment of Student Learning and Performance: Program faculty members meet a minimum of twice a year to evaluate student learning and performance on professional identity, professional practice, and program area standards. During the past reporting period two students were identified as at risk and retention plans developed.

Evidence for Program Modifications: Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2017-2018 include:

Student academic performance, professional development, and personal development:

Program: Only 1 student was found to not be meeting expectations this past year. A retention committee was formed and their recommendation was approved by the faculty.

Curricular changes: The curriculum remained the same for 2017-2018, however one related change is the Practicum/Internship sequence. The Fall 2017 cohort will participate in a full semester of Practicum in Fall 2018, a full semester of Internship I in Spring 2019, and will complete Internship II in Summer 2019. This decision was made based on feedback related to how students were experiencing Practicum/Internship.

Applicant characteristics: CREH continues to seek diversity in program applicants with a focus on quality students, especially those with leadership experience and global perspectives. Students are active in social justice and service activities.

Site supervisor and graduate employer assessment: Sites report satisfaction with student performance. In Fall 2017, on site-clinical supervisors evaluated students on counseling process, vocational rehabilitation process, case conceptualization and multicultural counseling competencies, professional and ethical behavior, supervision, and mental illness. They used an evaluation tool developed by the faculty. Average score for all students at the end of Internship I was 4.33, indicating that students could perform various counseling tasks independently. Supervisor evaluation data from Spring 2018 have not yet been calculated at this time.

Student learning, professional identity, professional practice, and program area standards: Faculty continue to monitor these elements and redress students when necessary. One student required remediation in 2017-2018.
School Counseling

In the 2017-2018 academic year, the Master of Education Degree in School Counseling (SCO) program continued to be successful in preparing students to enter schools as school counselors. The program continues to experience a strong and diverse applicant pool. 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).

School Counseling Faculty

Program Coordinator
Dr. Robert E. Rice

Dr. Erin Mason
Dr. Tiffany Mcnary
Dr. Laura Shannonhouse

Secondary School Counseling Faculty

Dr. Jeff Ashby
Dr. Catharina Chang
Dr. Don Davis
Dr. Cirleen DeBlaere
Dr. Brian Dew
Dr. Franco Dispenza
Dr. Marisa Franco
Dr. Dennis Gilbride
Dr. Jonathan Orr
PROGRAM PHILOSOPHY: In 2017-2018, 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 2017 (1st Session) total hours = 9
CPS 6020 Introduction to Elementary and Middle School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
7 Week Group Member Experience

Fall 2017 (2nd Session) total hours = 12-15
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8380 Family Systems & Interventions (3)

Spring 2018 (3rd Session) total hours = 12-15
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 7661 Applied Practice I (3)
CPS 8470 Crisis Intervention (3)
CPS 8400 Intro to Play Therapy (3)*advised to take Spring

Summer 2018 (4th Session) total hours = 6-12
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
CPS 8400 Intro to Play Therapy (3)*may not get into Summer
Elective (3) *see handbook for options*

Fall 2018 (5th Session) total hours = 6-12
CPS 7550 Consultation in School Counseling (3)
CPS 7681 Internship (3-6)
CPS 8600 Advanced Play Therapy (3)
OR CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) SP19

Spring 2019 (6th Session) total hours = 6-12
CPS 7681 Internship (3-6)
CPS 8431 Counseling Skills & Strategies for School-Aged Children (3)
OR CPS 8600 Advanced Play Therapy (3) in previous FA18
CPS 8100 Psychobehavioral Diagnosis (3)
OR CPS 8540 Child/Adolescent Psychopathology (3) *recommended electives*
Master of Education Degree in Secondary School Counseling Model Program

Summer 2017 (1st Session) total hours = 9
CPS 6030 Introduction to Secondary School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
7 Week Group Member Experience

Fall 2017 (2nd Session) total hours = 12-15
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall*
CPS 8380 Family Systems & Interventions (3)

Spring 2018 (3rd Session) total hours = 12-15
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 7661 Applied Practice I (3)
CPS 8470 Crisis Intervention (3)
CPS 8400 Intro to Play Therapy (3) *IF you choose to take this, advised to take Spring

Summer 2018 (4th Session) total hours = 6-12
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
CPS 8400 Intro to Play Therapy (3) *may not get into Summer
Elective (3) *see handbook for options*

Fall 2018 (5th Session) total hours = 6-12
CPS 7550 Consultation in School Counseling (3)
CPS 7681 Internship (3-6)
CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall*
CPS 8600 Advanced Play Therapy (3)
   OR CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) SP19

Spring 2019 (6th Session) total hours = 6-12
CPS 7681 Internship (3-6)
   CPS 8431 Counseling Skills & Strategies for School-Aged Children (3)
   OR CPS 8600 Advanced Play Therapy (3) in previous FA18
CPS 8100 Psychobehavioral Diagnosis (3)
   OR CPS 8540 Child/Adolescent Psychopathology (3) *recommended electives*
In accordance with the 2016 CACREP Standards, the School Counseling program in the 2017-2018 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 2017-2018, SCO faculty met annually at the end of the Fall and Spring semesters 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. 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.

Academic Performance: 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. Specific student outcomes associated with the 2016 CACREP standards were allocated for each course. Appropriate assessment instruments were utilized 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.

Professional Development: In the 2017-2018 academic year, SCO students experienced a broad variety of opportunities for professional development. We have an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. CSI sponsors a variety of professional opportunity developments for students including travel to conferences, advocacy initiatives, speakers, and preparation for practicum and internship. School Counseling students are also encouraged to attend and present at the Georgia School Counseling Association annual conference. First year cohorts were connected to practicing school counselors during their first course (CPS 6020/6030) to interact in developing a project for the course. Further exposure occurred in various courses as Professional School Counselors presented their programs in guess speaking spots. Second year cohort students interacted with School Counseling Coordinators from area districts to discuss the programs in the different districts. Additionally, students were also able to take advantage of professional development opportunities offered within the districts as part of their practicum and internship experience. During the students’ model program of
study, the most significant professional development activity was the Practicum (their first year) and Internship (their entire second year) experiences for students in the SCO program. Our practicum students received a two-day training in Applied Suicide Intervention Skills Training (ASIST) and have access to Play Therapy Workshops through the Play Therapy Institute at GSU. Finally, 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 work with faculty to develop a plan for improvement. Follow-up meetings occur 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: In the 2017-2018 academic year, SCO faculty met regularly to discuss the overall program including issues related to admissions and curricula. Issues of course offerings, community-based needs, and existing faculty and student resources were all discussed. We were able to meet these needs for the master’s program, and are pleased with the community responses. We are concerned about the Specialist Program because of the low enrollment and continue to seek ways to grow the population. We have talked about Saturday course offerings and hybrid course offerings. We have promoted this through our media resources at the CEHD level, but continue to see low enrollment.

Curricular Offerings: The program reviews instructor evaluations to assess instructor effectiveness and student satisfaction. All courses continue to be successful. We reviewed our part time instructors and realized the more connection from the program coordinator and full time instructors was needed to ensure continuity and quality consistency in our courses. The program coordinator communicates weekly, during the summer and biweekly during the semester to address needs and concerns. Additionally, the program changes we instituted for the 2016-2017 school year are continuing to work and improve as the faculty becomes comfortable with the changes. These changes included: Interactive projects for the first year cohort and area school counselors for a project in CPS 6020/6030; the requirement of ASIST for practicum students; continuation of the small group experiential component to CPS 6150, Ethics and Legal Standards; and the switching of Life Span (from summer to fall) and Social Cultural (from fall to summer).
Characteristics of Program Applicants: In 2017-2018, the School Counseling faculty continued to be 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 2017 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 22 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: The Spring 2018 Survey of Recent Graduates (Appendix A) was completed by 35 CPS graduates. On a scale of 1-6 (1 = very weak competency; 6 = very strong competency), mean scores were above 5 in all areas except for “Demonstrating competence in specific research methods appropriate to your area of specialization,” which had a mean score of 4.97. Graduates indicated that the overall quality of courses was very good (M = 5) and the majority of respondents would recommend their program to others.

Site Supervisor Survey: In 2017-2018, 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 (Spring 2017), and the third was our evaluation at the end of internship (Spring 2018). These evaluations focused on student performance as well as our program. There were also informal assessments throughout the year through site visits and meeting 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 95% job placement for students seeking employment since 2010-2011.

Graduate Employer Survey: The master’s program Graduate Employer Survey was scheduled to be sent out in Fall 2017. That did not happen, but it will be disseminated this Fall 2018.

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. Faculty reviewed the site supervisor Practicum Evaluations and site visits towards the end of the semester-long 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. The faculty found one student in need of this process and the procedure was followed. The student successfully adjusted and completed the program. The student was hired for a position this fall.

*Evidence for Program Modifications:* Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2017-2018 include:

**Student academic performance, professional development, and personal development:**

**Program:**

From our program faculty meetings, we were able to identify three students who were struggling with various issues that hampered their growth. Through meeting with their advisors and the program coordinator, an informal plan of action was developed and implemented. As the 2018 year has begun, the school counseling faculty met to review the three students and agreed that the students were all now performing on satisfactory. A second review will take place fall 2018.

**Curricular changes:** During the yearly advisory committee meetings, the school counseling faculty met with area coordinators to reassess the performance of our students and effectiveness of our program. We sought to learn of the trends in the school community and tried to adjust to those in our courses. This is how ASIST became a part of our practicum experience and why we adjusted our program during the move to a 60-hour program model. As result of the success they saw, we can report No Changes this past year.

**Applicant characteristics:** SCO continues to seek diversity in program applicants with a focus on quality students, especially those with leadership experience and global perspectives. The institution of the growth groups where we discuss desired student dispositions and expectations, we have seen an increase in student involvement, quality of performance and commitment. Four students from the first year cohort presented with Dr. Mason at the National School Counseling (ASCA) conference this past year. Those students were part of the first cohort to go through the growth groups as part of the first courses of our program.

**Site supervisor and graduate employer assessment:** Sites report satisfaction with student performance. Overall, they indicate that our students are independent on the following measures:

- Identity, Dispositions, and Behaviors
- Assessment, Program Development, and Evaluation
- Cultural Awareness, Advocacy, and Leadership
- Individual Counseling
- Small Group Counseling and Evaluation
- Classroom Lesson, Planning, Development, and Evaluation
• Consultation and Collaboration
Our students have had 95% job placement.

Student learning, professional identity, professional practice, and program area standards: Faculty continue to monitor these elements and redress students when necessary. No students required formal remediation in 2017-2018.
Counselor Education and Practice Program

In the 2017-2018 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 a 14% 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

Core Counselor Education Faculty

Dr. Brian Dew, Program Coordinator

Dr. Catharina Chang
Dr. Franco Dispenza
Dr. Dennis Gilbride
Dr. Erin Mason
Dr. Tiffany McNary
Dr. Jonathan Orr
Dr. Robert Rice
Dr. Laura Shannonhouse
Dr. Melissa Zeligman

Affiliated Faculty

Dr. Jeff Ashby
Dr. Cirleen DeBlaere
Dr. Don Davis
Dr. Marisa Franco

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>
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<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics I</td>
<td>EPRS 8530/EPRS 8500</td>
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<tr>
<td>Major</td>
<td>Advanced Counseling Theory</td>
<td>CPS 8650</td>
<td>3</td>
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<tr>
<td></td>
<td>Practicum*</td>
<td>CPS 8660</td>
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<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
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</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>
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<tr>
<td></td>
<td>(Supervision Internship)*</td>
<td>CPS 9661</td>
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<td>Total Credit Hours</td>
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* during odd years replace the supervision sequence with two courses or Practicum; CPS 9480 only during odd Fall

## Semester Two (Spring)

<table>
<thead>
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<th>Concentration Area</th>
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<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics I</td>
<td>EPRS 8530/EPRS 8500</td>
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<td>Major</td>
<td>Professional Decisions and Ethics or Advanced Career Counseling*</td>
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<td>Practicum or Supervision internship</td>
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<td>Counseling Seminar</td>
<td>CPS 9963</td>
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<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
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<td></td>
<td>Advanced Group Counseling</td>
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* Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years;

## Semester Three (Summer)

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<td>Research course</td>
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<td>Elective/Cognate</td>
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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.
### Semester Four (Fall)

<table>
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<td></td>
<td>Supervision of Counseling Services*</td>
<td>CPS 9480</td>
<td>3</td>
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<td>Supervision Internship*</td>
<td>CPS 9661</td>
<td>3</td>
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<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
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<td></td>
<td>*during odd years take supervision sequence your first semester.</td>
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### Semester Five (Spring)

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<td>Cognate/Elective</td>
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<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>
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<tr>
<td></td>
<td>Counseling Seminar</td>
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<tr>
<td>Core</td>
<td>Psychology of Learning Elective</td>
<td>EPY</td>
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<td>Total Credit Hours</td>
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<tr>
<td></td>
<td>*Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years</td>
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In accordance with the 2016 CACREP Standards, the Counselor Education and Practice program consistently engaged in program assessment and evaluation activities.

**Systematic Developmental Assessment of Student Progress**

CEP faculty members conducted meetings two times 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 and their program chair were held in order to evaluate the doctoral student 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 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. 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. Faculty members maintained records of how students performed in meeting outcomes and then shared these results at either the annual program review 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 2017-2018 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 during the 2017-2018 academic year. These meetings were held in March and April, 2018. All first, second, third year and any other students who had not defended their prospectus were required to attend these annual 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 2017-2018 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:**

The CEP faculty meet in late Spring 2018 to discuss our curriculum, admissions procedures, comprehensive examination, and provide a review of our CEP students. No changes were recommended at this time. We will continue to discuss and monitor the comprehensive examination structure to determine its effectiveness.

**Curricular Offerings:** No changes to curricular offerings were made during this past year. However, preliminary discussions regarding student outcomes in research courses which, by the College of Education and Human Development polices, are required to be taken in the Educational Policy Studies department, were initiated. In particular, CEP faculty want to make sure that our students are gaining sufficient training in research methodologies and statistics.

**Characteristics of Program Applicants:** We strive 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. The Program Coordinator met with CPS Admissions 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 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 and Graduate Employer Survey:** Every three years, CPS develops a questionnaire to distribute to program alumni and employers of alumni in order to assess graduate perceptions and evaluation of major aspects of the program. Results of the follow-up studies are collected, analyzed, and disseminated at a regular scheduled faculty meetings. Programs use this information to enhance course offerings and program structure. CPS questionnaires for doctoral
program alumni and employers was sent out this past Spring 2018. CPS questionnaires for master’s program alumni and employers will be sent out this Fall 2018. We do not send these out every year in an effort to collaborate with Institutional Research, in order to avoid saturating graduates with surveys.

In Spring 2018, four Counselor Education and Practice graduates responded to the survey. All four are licensed professional counselors and work in a college/university setting. All respondents indicated that they felt the program covered counselor role/identity, ethical/legal considerations, and the counseling profession often to always. They further indicated that they use their training in their current settings and are able to use advocacy and research often to always. Graduates agreed that the program prepared them and that the faculty were positive role models who were invested in student development. An area to consider for improvement is providing helpful academic advising to doctoral students.

A formal assessment of site supervisor perceptions is collected at the end of each Spring semester. Results from this assessment are collected and analyzed. Student evaluations of sites and site supervisors are also collected and analyzed. Findings are disseminated at regular scheduled faculty meetings and discussed at the annual Community Advisory Board Meeting. Faculty are still reviewing data from Spring 2018 and will provide results at the site visit.

*Site Supervisor Survey:* Practicum is only offered during even fall and odd spring years. No students engaged in practicum during the 2017-2018 academic year.

*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 2017-2018 include:

*Student academic performance, professional development, and personal development:* Successful outcomes are indicated by student productivity (Appendix C). In this past year, two CEP students graduated and both were employed at the time of graduation – one accepted a faculty position at Wake Forest University and the other is in a clinical position.

*Program Curricular changes:* No changes to Program Curriculum are noted during this past academic year.

*Applicant characteristics:* CEP continues to seek diversity in program applicants with a focus on quality students.
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, Clinical Rehabilitation 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 four CACREP accredited programs for the 2017-2018 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 2017-2018 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.
APPENDIX
Appendix A: GSU Survey of Recent Graduates Spring 2018
Appendix B: CMH Form 1018
Appendix C: CEP Student Annual Summary 2017