Graduate Program Prioritization Criteria and Questions/Elements

6th Year Professional Diploma in Clinical Mental Health or School Counseling

1. **History, Development and Expectations of the Program**

   a. Provide, to the best of your ability, a brief description of the program's history including the evolution of the program over the years. Describe specific changes that have been made to the program curriculum, changes to student demographics and the impact of these changes on the program, and efforts to recruit students to the program. If this is a new program, describe efforts to build the program and the progress of these efforts to date. (550 words)

The 6th Year Professional Diploma (SYC) in Clinical Mental Health or School Counseling is a 30 credit hour program that blends two distinct yet strongly related professional counseling disciplines. Clinical Mental Health Counseling (CMHC) and School Counseling (SC) share a common heritage in the career/personal guidance and community counseling movements that began in the middle 1960's. To meet marketplace demands for community-based clinical mental health counseling, the Licensed Professional Counselor (LPC) was established in the state of Connecticut in 1999. This parallel yet connected history has resulted in a shared culture, including commitment to a number of common core curricular areas.

The 6th Year Diploma in counseling is tailored to meet specific needs of individual students. That is, the Planned Program for the SYC offers a wide variety of curricular options in order to best meet the student’s focus area. Although the SYC is a minimum 30 credit program, many students are required to complete more credit hours (approximately 42) in order to successfully meet certification or Licensure requirements.

There are primarily four groups who seek the SYC: 1) School Counselors seeking to increase their training and earning potential in the schools, 2) Mental health professionals seeking coursework to satisfy the requirements for the Licensed Professional Counselor (LPC) in the state of Connecticut, 3) students who hold a master’s degree in counseling or a related areas who are seeking state of CT certification, and 4) Students who are actively pursuing both certification as a School Counselor and licensure as a Professional Counselor (LPC) in order to increase expertise and career options.

It should be noted that both the CMHC and SC masters programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the premier accrediting body for counselor education. However at this time, CACREP does not accredit SYC’s. Recognizing that CACREP standards serve as counselor education’s highest level of excellence,
the faculty strive to hold the SYC program to the same CACREP standards as the masters programs.

b. Is there anything else you would like us to know? (Issues you might choose to discuss could include visibility of the program, relationships the program has external to the university, changes in the economic support for the program, staffing, etc.) (150 words)

Program faculty are actively involved in our state, regional and national professional associations. In fact, all faculty members currently hold leadership positions on the Executive Board of the Connecticut Association for Counselor Education and Supervision. Students are also encouraged to participate fully in professional associations both locally and nationally. As well, student representatives take leadership roles in Connecticut, participating in professional association committee work and providing outreach.

Our counseling graduate students are closely supervised during school-based placement. Therefore, relationships are established and supported through regular site supervision and on-going contact with current and past supervisors. Program faculty maintain connections with local clinical and school based settings through current research. In addition, faculty and students regularly participate in volunteer work in both agency and school settings. As well, our recent graduates are actively involved in the program as members of our advisory board, speakers in classes and participants in mock interviews for our advanced graduate students.

2. **External Demand for the Program**

a. Using the data provided, review and explain the relationship between the program and external factors that impact the:

i. number of applicants and percentage of applicants accepted

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Program</th>
<th>Applications</th>
<th>Accepted</th>
<th>Acceptance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>SYC-CSP</td>
<td>8</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>SYC-CSP</td>
<td>9</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>SYC-CSP</td>
<td>3</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>SYC-CSP</td>
<td>14</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>SYC-CSP</td>
<td>10</td>
<td>7</td>
<td>70%</td>
</tr>
</tbody>
</table>
The acceptance rate for our SYC is slightly higher than our masters programs. The SYC candidates adhere to the same application requirements as the master's level applicants. SYC candidates tend to have more applied professional experience as they have already completed a graduate level degree. Because the CACREP standards do not prohibit the SYC from admitting greater numbers of students, we are actively considering strategies for significantly growing the SYC.

**ii. 5-year enrollment trends (450 words)**

<table>
<thead>
<tr>
<th>Enrollment - SYC-CSP</th>
<th>Fal '08</th>
<th>Spr '09</th>
<th>Fal '09</th>
<th>Spr '10</th>
<th>Fal '11</th>
<th>Spr '12</th>
<th>Fal '13</th>
<th>Spr '14</th>
<th>Spr Avg</th>
<th>Fal Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>15</td>
<td>13</td>
<td>17</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Full-Time</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Part-Time</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

Our enrollment numbers are relatively consistent over time. Most students enroll part-time. This pattern is consistent with the demographic of our SYC students.

According to the Bureau of Labor Statistics, the job outlook for school counselors is good, projecting a 12% increase in the market by 2022 (United States Department of Labor, retrieved 3-19-14). According to the State of Connecticut Labor Market (retrieved 3-26-14), the school counselor occupation is growing faster than average and has average annual job openings of approximately 140 positions per year. Of course these statistics are influenced by state and local school budgets. The need for consistent counseling support within public school settings has become increasingly apparent. In fact, the Connecticut State Department of Education, in conjunction with the Connecticut School Counseling Association, is proposing a bill mandating school counselor support within every public school in the state.

In terms of our CMHC SYC, national and Connecticut state reports indicate a need for a larger, more well equipped mental health workforce (Cannata, 2012; President’s New Freedom Commission Report, 2003). According to the federal 2013 *Occupational Outlook Handbook*, jobs for mental health counselors will increase by 29% from 2012-2022, a growth rate that is “much faster than average” for all occupations (http://www.bls.gov/ooh/community-and-social-
Further, government leaders continue to call for an improved and expanded workforce to address the current serious crisis in mental healthcare, (i.e., failure to both identify and treat mental illness in youth and adults).

In Connecticut, public and private funding for improved mental healthcare continues to grow, as evidenced by $13.7 million awarded to the state in October 2005 (for a five year period) to address the infrastructure of the state mental health system. Currently, CMHC faculty are participating in a project funded by the 2008-2012 Connecticut Mental Health Transformation Grant (Workforce Development Subcommittee) designed to increase the number of clinicians prepared for evidence-based therapy and generally improve the Connecticut mental health system.

b. Which employers, institutions and/or communities benefit from this program? Describe how the program meets the needs of the state (e.g., economic, cultural, civic, etc.)? (150 words)

In school counseling, the school site supervisors provide our students and our profession a valuable service. In the same way, our graduate students provide applied skills, knowledge of current practice, and student support for many low-income districts. Similar to Master’s level students, SYC field placement students are fulfilling requirements across several districts.

In CMHC, public and private mental health treatment settings are the primary internship and employment setting for our graduates. The community clearly benefits from the skills and abilities of our graduates, through preventing, diagnosing, and treating mental illness in children, adolescents, and adults.

CMHC alumni have found employment in areas that have been identified by the federal government as underserved (e.g., extreme poverty). Our Spanish-speaking graduates offer critical mental health services. Further, the state is facing a marked shortage of masters level clinicians in the provision of intensive, evidence-based practices for children and adolescents (Cannata, 2012).

c. Is there anything else you would like us to know? (Issues you might choose to discuss could include competition from local, regional, and other institutions.) (100 words)

Despite poor economic trends in our community, from year to year, our student graduation rate is strong as is our job placement rate. The majority (95-100%) of our SYC graduates find or maintain employment in clinical or educational settings.
3. **Internal Demand for the Program**

a. **Using the data provided, please describe how courses in your program serve students in other programs.** What percentage of students in your courses come from other programs? Please provide enrollment data for graduate courses offered by your department that are required for other graduate programs. (Some of your discussion in this section may be repetitive, but is important in understanding the internal demand for the program.) (100 words)

Clinical Mental Health Counseling, School Counseling, and School Psychology Combined:

<table>
<thead>
<tr>
<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic Credits</td>
<td>2,868</td>
<td>2,629</td>
<td>2,831</td>
<td>2,879</td>
<td>2,973</td>
</tr>
<tr>
<td>Major Credits</td>
<td>2,538</td>
<td>2,191</td>
<td>2,497</td>
<td>2,557</td>
<td>2,657</td>
</tr>
<tr>
<td>Total Students</td>
<td>931</td>
<td>841</td>
<td>916</td>
<td>948</td>
<td>985</td>
</tr>
<tr>
<td>% of Students From Other Departments</td>
<td>12%</td>
<td>20%</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
</tr>
</tbody>
</table>

From 2008-2013, the percentage of students from other departments taking CSP courses ranged from 12%-20%. In addition to those taking courses outside of the CSP department, it should be noted that all three programs within the CSP Department (CMHC, School Counseling, and School Psychology) require a number of shared courses. CMHC shares 7 courses with the School Counseling program (CSP 540, 550, 568, 569, 572, 656, 691) and 6 courses with the School Psychology Program.

b. **How is enrollment for your graduate program influenced by enrollment in your undergraduate program? Is there potential for a formal pathway between the two programs?** (100 words)

We do not have an undergraduate program affiliated with our SYC, nor do we have a formal pathway from undergraduate to graduate studies. However there is great potential for a formal pathway for students interested in school or clinical mental health counseling, offered in collaboration with the psychology and/or education. Indeed, the CSP department has recently been discussing possible models for collaboration with other SCSU human service departments, so that undergraduate, graduate, and SYC programs around the campus may more seamlessly work together in sequence.
c. How reliant are you on non-program students taking your courses? (100 words)

We do not rely on non-program students, however a number of non-matriculated students take courses to fulfill program electives outside of School or Clinical Mental Health Counseling. Individuals studying in areas such as Education, School Administration, School Health, Public Health, Urban Studies and Psychology have registered for classes within our program to meet elective requirement, especially for our summer, week-long intensives or other non-traditional offerings. We welcome the diversity of experiences, but do not rely on non-matriculated students to fill our classes.

d. Does the program produce services needed by other parts of the campus (e.g. clinics, testing services)? (100 words)

We do not provide formal services to the campus on a regular basis. This is in contrast to the large majority of CACREP-accredited counselor education programs where such services are provided in counseling lab/clinics. For example, all counseling students take career counseling coursework as part of their core professional identity. Because of this training focus, many counseling programs offer focused career counseling to campus communities. At this time we continue to operate without dedicated lab/clinic space (an accreditation requirement), therefore we do not have the option to provide career or other clinical services to the SCSU campus.

e. Is there anything else you would like us to know? (100 words)

4. Quality of Program Inputs and Processes

a. Please provide a narrative of how the qualifications and assignments of your full- and part-time faculty align with and support the program. Please include a discussion of the challenges and successes the department faces in providing qualified faculty to meet the needs of the program. In those programs where it is appropriate, please discuss the integration of adjuncts into the program’s curriculum. (450 words)

Excellence in counselor education requires that School and CMHC faculty integrate practical experience into the curriculum. Because of this, we are proud that the majority of CMHC/SC faculty have considerable experience as Certified School Counselors or as Licensed Professional Counselors. School Counselors offer experiences from urban, rural, high wealth, high poverty, and other diverse school districts in the region. We are fortunate to have 2 core SC faculty members who hold Connecticut certification and have extensive experience in public schools. In CMHC, settings where faculty have been employed include: child guidance center, correctional facility, domestic violence treatment, general outpatient, school-based mental health counseling, university counseling center, private practice and university training clinic. All faculty are expected to
function as generalists, however research, publication or practice specialties are reflected in the courses for which they have primary responsibility.

CMHC adjuncts are independently licensed and actively engaged in clinical practice in their respective teaching areas. Further, both SC and CMHC adjuncts are involved in state and national leadership roles within the profession (e.g., American Counseling Association [ACA] committee board membership, Red Cross Disaster Mental Health leadership, and elected position in the American College Counseling Association).

Our excessive use of adjuncts is particularly challenging. In Spring 2014 alone, 12 required CMHC courses were taught by adjuncts. In addition, the SC program utilizes approximately 5 to 10 adjuncts per semester to supplement our full-time faculty. The applied perspective that adjuncts bring into the classroom is extraordinarily valuable, however use of adjuncts rather than core faculty sometimes makes it difficult to monitor SYC students as closely as desired. This is particularly true in skill-building or other interpersonal skills courses where we evaluate not just academic performance but the critical personal dispositions and qualities associated with ethical and effective counseling.

For both SC and CMHC, the program coordinator meets individually with each adjunct prior to the semester to provide support and mentoring. Adjuncts are provided a syllabus template that incorporates all critical pieces according to NCATE, CACREP, and federal and university requirements. Key assessments are reviewed as required for submission into the Tk-20 School of Education data management program. Program faculty share their resources including PowerPoints, readings, assignments and course materials with the ultimate focus on improving the student learning experience.

In addition, adjuncts are invited to attend on campus meetings and continuing education unit (CEU) sessions, with CEU’s granted by the CMHC program through its status as an approved continuing education provider of the National Board for Certified Counselors. In fact, a free training on diagnosis will be offered to adjuncts, site supervisors, and Advisory Board members within the next month.

b. Briefly describe the merits and logic of your curriculum. (250 words)

The SYC curriculum varies depending on training needs. For School Counseling, the program is based on certification requirements of the State Department of Education.

For CMHC students, the tailored curriculum is intended to meet state Department of Public Health requirements for licensure as an LPC. For both CMHC and SC, objectives of the SYC are based on counseling standards, human development needs and ethical considerations in today’s multicultural society. Students’ progress in meeting these objectives is evaluated at several stages
throughout students’ academic experience at SCSU. The manner of evaluation is typically through class grades, fieldwork evaluations, and portfolio evaluations.

Depending on student needs, the curriculum may address a variety from any of the eight content areas:
1) Professional orientation and ethics
2) Social and cultural diversity
3) Human development
4) Career development
5) Helping relationships
6) Group work
7) Assessment
8) Research

c. How dynamic is your program? Please identify and describe what procedures are in place to provide continued, regular evaluation and review (include formal and informal activities). Describe the impact of the review on the program and curriculum (e.g., FAAR data may be used as evidence, as well as other documentation of changes to the curriculum). (300 words)

The CMHC has a number of mechanisms for monitoring program quality and adjusting program curriculum and administration accordingly. Data are collected, analyzed, presented and discussed at department and program meetings, with formal action plans following as indicated.

The following is a list of formal evaluation methods currently used by the CMHC to identify and address areas of weakness and expand upon areas of strength. (Elaboration of each item is provided in section 5a).

**Student Developmental Assessments**
Program faculty conduct comprehensive student developmental assessments for all students each semester, with attention to broad themes and patterns that should be addressed at both department and program levels.

**Student Portfolio Assessment**
Student portfolios are used systematically and regularly to evaluate student progress as well as attainment of skills and competencies. Artifacts demonstrate the degree to which faculty are meeting student learning needs through program and course assignments, projects and other requirements.

**Clinical Supervision**
Supervision is used to identify in depth areas of weakness and strength in individual students. In aggregate, these data are collected and used to help improve overall clinical training.
Student and Community Feedback
Additional data are collected through current graduating student exit interviews, student surveys, alumni surveys, employer surveys and site supervisor surveys. The Advisory Board provides critical feedback in regard to changing demands in the marketplace (e.g., clinical documentation, productivity, evidence-based practice).

Student Remediation and Retention
When a formal student remediation plan is triggered, faculty closely examine how the CMHC program performed in regard to supporting the student’s development.

d. Is there anything else you would like us to know? (Issues you might discuss could include the quality of your incoming students, or a comparison of your curriculum, courses, assessments, experiences to similar programs. How does your program better serve students than similar programs offered elsewhere?) (200 words)

The counseling SYC has a history of strong relationships with school and agency personnel in the community. In fact, many school counseling directors will remark that they prefer to accept interns from Southern’s program. In CMHC, a number of community mental health agencies continue to request and host CMHC interns every semester.

Our curriculum is unique in that it includes a focus and commitment to diversity training. Our students are exposed to knowledge, awareness and skills regarding multicultural competence in counseling. Our students are required to complete diversity activities throughout their coursework. The Diversity Passport is a formal process that requires attendance in a variety of awareness activities that are monitored within the portfolio review system. In addition students are required to participate in applied diverse fieldwork and volunteer experiences. All of this is supported throughout coursework at every level of graduate study.

5. Quality of Program Outcomes

a. How does your program use assessment data to ensure quality of student outcomes? Describe the quality of your program outcomes. (e.g., G.P.A., Student Opinion Surveys, course evaluations, alumni surveys, professional assessment/evaluation, other assessments, participation in groups or organizations that focus on pedagogy or andragogy. Insert a table listing your program outcomes. Note that the table does not count in the word limit). (900 words)
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>CMHC</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidences understanding of the role of a counselor and identify as such through professional organizations, affiliations and plans for licensure/certification</td>
<td>CSP 595 Field Work Evaluations Portfolio</td>
<td>CSP 570 Field Work Evaluations Portfolio Comp Exam</td>
</tr>
<tr>
<td>Demonstrates an understanding of the history of counseling, especially in terms of ethics and legal standards</td>
<td>CSP 595 Field Work Evaluations Portfolio</td>
<td>CSP 570 Field Work Evaluations Portfolio Comp Exam</td>
</tr>
<tr>
<td>Explains major counseling and consultation theories</td>
<td>CSP 569 Portfolio</td>
<td>CSP 569 Portfolio Comp. Exam</td>
</tr>
<tr>
<td>Applies developmental theories to counseling</td>
<td>CSP 568 Field Work Evaluations Portfolio</td>
<td>CSP 568 Field Work Evaluations Portfolio Comp Exam</td>
</tr>
<tr>
<td>Evidences familiarity with and sensitivity to multicultural and pluralistic trends, including those associated with socio-economic status, gender roles, gender orientation, race/ethnicity, sexual orientation, ability, age, nationality, and religion</td>
<td>Immersed in all courses CSP 578 Field Work Evaluations Portfolio</td>
<td>Immersed in all courses CSP 578 Field Work Evaluations Portfolio</td>
</tr>
<tr>
<td>Demonstrates an understanding of group dynamics, group processes, group development, group leadership styles and group roles, as it applies to group counseling</td>
<td>CSP 656 Field Work Evaluations Portfolio</td>
<td>CSP 555 CSP 656 Field Work Evaluations Portfolio Comp Exam</td>
</tr>
<tr>
<td>Program Objective</td>
<td>CMHC</td>
<td>SC</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Exhibits an understanding of career counseling and program planning</td>
<td>CSP 572 Field Work Evaluations Portfolio</td>
<td>CSP 572 Field Work Evaluations Portfolio</td>
</tr>
<tr>
<td>Integrates assessment and appraisal interpretation into counseling, taking into account ethical and legal standards</td>
<td>CSP 540 Field Work Evaluations Portfolio</td>
<td>CSP 540 Field Work Evaluations Portfolio</td>
</tr>
<tr>
<td>Evidences ability to write a research proposal, read and critique research and perform a program evaluation, with special attention to ethical and legal obligations</td>
<td>CSP 691 Field Work Evaluations Portfolio</td>
<td>CSP 691 Field Work Evaluations Portfolio</td>
</tr>
<tr>
<td>Demonstrates counselor characteristics and behaviors that influence helping processes</td>
<td>CSP 569 CSP 595 Retention &amp; Continuation Policy Assessment Field Work Evaluations</td>
<td>CSP 569 CSP 570 Retention &amp; Continuation Policy Assessment Field Work Evaluations</td>
</tr>
<tr>
<td>Develops a personal approach to counseling that is consistent with the counselor’s values and beliefs, taking into account the individual client’s characteristics</td>
<td>CSP 550 CSP 569 CSP 595 Portfolio Field Work Evaluations</td>
<td>CSP 550 CSP 569 CSP 595 Portfolio Field Work Evaluations</td>
</tr>
<tr>
<td>CMHC ONLY: Evidences understanding of diagnostic and treatment processes for psychopathological disorders</td>
<td>CSP 571 CSP 574 Field Work Evaluations</td>
<td>N/A</td>
</tr>
</tbody>
</table>
SC ONLY: Exhibits an understanding of the role of the School Counselor on academic development within the school system | N/A | CSP 553
CSP 570
Field Work Evaluations

SC ONLY: Demonstrates an understanding of the importance of consultation and exhibits ability in working with students, parents, teachers and school administrators | N/A | CSP 674
Field Work Evaluations

SC ONLY: Exhibits an understanding of leadership roles within the school and exhibits superior leadership qualities as a School Counselor | N/A | CSP 570
CSP 676
Field Work Evaluations
Portfolio

Student Developmental Assessments
Program faculty conduct student developmental assessments on all students monthly during program meetings. At this time, students are evaluated academically, professionally and personally. Data such as GPA, instructor reports and student advising are used to support these evaluations. Typically this process only reveals issues for individual students; however it is possible that the process may reveal issues of a larger nature for the curriculum, program and/or department. If this is indeed the case, the Program Coordinator is responsible for bringing this information to the attention of the appropriate faculty.

Academic Standards
- Students maintain B average in all graduate classes
- Students present evidence of progress toward academic goals through portfolio review
- Students are committed to evidence-based and best practices in counseling
- Students are able to successfully apply learning in field site settings
- Students successfully pass the comprehensive examination

Professional Qualities
- Commitment to the profession and activities that demonstrate clear professional identity
- Completion of service hours
- Ethical and social responsibility in all settings, including demonstration of respect for others

Personal Qualities
- Interpersonal effectiveness in professional interactions in the CSP program and in collaboration with community and outside entities
- Openness to learning and willingness to incorporate corrective feedback
- Respect for social and cultural diversity and recognition of its critical impact on the counseling and school psychology process
- Personal stability, as indicated by consistent affective, cognitive, and behavioral management in the CSP program, including successful management of all personal issues that may prevent performance of the duties of a professional counselor

Comprehensive Exam
As noted earlier in this report, the comprehensive exam (CPCE) is used to identify strengths and weaknesses in how we prepare students in each of the core content areas. The CPCE provides comparative data on all other counselor education programs taking the exam during that particular cycle. This exam is given later in the student course sequence so it is not an effective means of student evaluation.

Student Portfolio Assessment
Student portfolios are used systematically and regularly to evaluate student progress as well as overall student attainments of skills and competencies. Students are evaluated through the collection of artifacts within a portfolio system that is collected 3 times throughout the program. This portfolio, not only addressing the standards within our program, but supports the collection of data required of the School of Education. Artifacts are collected within the Tk-20 data system. Rubrics are clearly defined, based on the departmental adaptation of the School of Education Conceptual Framework and necessary common assessments.

The rubrics are presented to students within the Portfolio Handbook and introduced to students early in the program. Students are required to develop a portfolio that reflects their experiences and knowledge as a counselor throughout their program of study. Students provide work samples, representing key assessments in classes. As indicators of applied competencies and professional growth, artifacts such as field site evaluations, professional disposition ratings, professional membership and service to the school and community are included.

Our SYC is required to provide very close clinical supervision throughout the program, particularly during field site supervision. Students are registered for weekly group supervision during all field placements. This provides students with an opportunity to process their experiences and voice concerns. As a result, supervisors identify students in need of extra support and track the needs of students overall. If students struggle at any point during field work, faculty will be able to remediate and support the student.

Continuation in the program is contingent upon positive faculty evaluation in the three core areas of review (academic standards, professional qualities, personal qualities). If a student fails to meet adequate performance in any of those areas, remediation plan will be created and the student will be closely
monitored. If the student fails to show progress, they will be referred to the department Faculty Student Evaluation and Action Committee (SEAC).

Student and Community Feedback
Additional data regarding student assessment is collected through current graduating student exit interviews, student surveys, alumni surveys, employer surveys and site supervisor surveys. All of this survey data is collected annually.

Clinical Mental Health Counseling, School Counseling, and School Psychology Combined:

<table>
<thead>
<tr>
<th>Course Information Survey</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>SA/A</td>
<td>SA/A</td>
<td>SA/A</td>
<td>SA/A</td>
<td>SA/A</td>
</tr>
<tr>
<td>Methods of instruction have helped me understand the subject matter.</td>
<td>94%</td>
<td>96%</td>
<td>90%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>Reading the assigned material has helped me understand this subject.</td>
<td>93%</td>
<td>94%</td>
<td>90%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>Exams and out-of-class assignments have helped me understand the subject matter.</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>Number of exams &amp; other graded assignments has been sufficient to evaluate my progress.</td>
<td></td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My experiences in this class make me want to learn more about this subject.</td>
<td>94%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the quality of instruction in this course as high.</td>
<td>93%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would rate the overall quality of this course as high.</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helped me meet the learning goals.</td>
<td></td>
<td></td>
<td>92%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>This course evaluated how well I met those learning goals.</td>
<td></td>
<td></td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>My experience in this course helped me appreciate this subject.</td>
<td></td>
<td></td>
<td>91%</td>
<td>92%</td>
<td>87%</td>
</tr>
</tbody>
</table>
The instructor provided regular feedback on my performance in this course. | 91% | 90% | 85%

The instructor had high standards for student achievement. | 94% | 92% | 89%

The instructor encouraged me to take responsibility for my own learning. | 96% | 94% | 91%

<table>
<thead>
<tr>
<th>SYC-CSP</th>
<th>Fal '08</th>
<th>Spr '09</th>
<th>Fal '10</th>
<th>Spr '11</th>
<th>Fal '12</th>
<th>Spr '13</th>
<th>Fal Avg</th>
<th>Spr Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>5</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>15</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.9</td>
<td>3.8</td>
<td>3.5</td>
<td>3.8</td>
<td>3.5</td>
<td>3.9</td>
<td>3.9</td>
<td>3.9</td>
</tr>
</tbody>
</table>

b. Is there anything else you would like us to know? (Issues you may choose to discuss could include preparing your students for employment or further scholarly pursuits. Where possible provide data driven examples, e.g., number of students who pass the licensing exam). (300 words)

The CMHC and SC fieldwork opportunities that are available to our students provide them with diverse experiences with developmental age groups, urban and rural environments, race and ethnicity and varied socio-economic levels. Students are ready for any professional setting that avails itself to them.

The National Board of Certified Counselors, the organization that oversees administration of the National Counselor Examination (NCE) does not release individual student exam results to SCSU. Aggregate data provided by the NBCC includes a number of individuals from outside the university who choose to take the exam at SCSU, therefore it is of little value for program related decision-making.
6) **Size, scope and productivity of the program**

a. How many credit hours does the program generate? (table generated by OMIR)

<table>
<thead>
<tr>
<th>Credits Generated</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic Credits</td>
<td>2,868</td>
<td>2,629</td>
<td>2,831</td>
<td>2,879</td>
<td>2,973</td>
</tr>
<tr>
<td>Major Credits</td>
<td>2,538</td>
<td>2,191</td>
<td>2,497</td>
<td>2,557</td>
<td>2,657</td>
</tr>
<tr>
<td>Total Students</td>
<td>931</td>
<td>841</td>
<td>916</td>
<td>948</td>
<td>985</td>
</tr>
</tbody>
</table>

b. What degrees or certificates are awarded? (This is a simple list of degrees and will list only one degree or certificate unless you are one of the programs approved to report your data in combination)(in table form with item c)

6th Year Professional Diploma

c. How many degrees or certificates have been awarded (five year data)?

<table>
<thead>
<tr>
<th>Degrees Conferred</th>
<th>AY 08/09</th>
<th>AY 09/10</th>
<th>AY 10/11</th>
<th>AY 11/12</th>
<th>AY 12/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYC-CMHC and School Counselor</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

d. Using the data provided, present and discuss the record of the graduate faculty in research/creative activity. (200 words)

*Category Counts by Program Faculty Productivity Data-6th Year Professional Diploma in Clinical Mental Health or School Counseling*

*Report Run Date: February 9, 2014*

*Report Date Range: July 1, 2009 to June 30, 2013*

**Publications**

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book, Chapter in Scholarly Book-New</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Book, Scholarly-New</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor's Manual</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
CMHC and SC faculty are actively involved in generating and disseminating original research and theory, most often through professional conference presentations, peer-reviewed journal articles, and edited book contributions.

Areas of CMHC and SC faculty research include:
- Evidence-based counseling practices
- Bullying legislation in CT
- Multicultural counseling techniques
- Counselor education
- Urban education
- Best practices in counselor education
- Suicide prevention and treatment
- Counseling people living in poverty
In general, the CMHC and SC faculty tend to produce research concerning best practices in counselor education. This research is already being considered and applied in our curricular and other program-related decisions.

e. What types of student or student/faculty research or creative activity have been developed and or produced (e.g., include theses, dissertations, special projects)? (100 words)

SYC students meaningfully participate in a variety of faculty creative activities, including:

- Co-authorship in edited volumes and program abstracts
- Co-presentations at state and national professional counseling conferences (e.g., Association for Specialists in Group Work, Connecticut Counseling Association)
- Graduate School Graduate Assistantships (GSGAs) to support faculty research

Students also independently create and disseminate original scholarship in professional venues:

- Required research poster submission for professional meeting
- Culminating data analysis project

f. In your narrative discuss how all these data impact or have impacted the size, scope or productivity of your program. (200 words)

The scholarly activity of the faculty helps elevate the reputation of the program. Combined with extensive service/leadership in professional organizations, the faculty’s scholarly work has far-reaching influence in counselor education. These connections help further our productivity, in terms of research and publications with talented scholars outside of the SCSU community. Further, because much of the faculty research and writing is focused on improving counselor education, the students directly benefit from this work in the classroom. In sum, we actively work to both produce and apply cutting-edge approaches/techniques in counselor education.

g. Is there anything else you would like us to know (this might include a discussion of equipment purchased solely for the purposes of the graduate program). (100 words)
7) **Revenue and other resources generated by the program**

a. **What are the sources and how much revenue does the program generate through student enrollments?**

<table>
<thead>
<tr>
<th>Prioritization Pgm for Reports</th>
<th>Fiscal Year</th>
<th>Student Tuition and Fees</th>
<th>Other Revenue Sources</th>
<th>Grand Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYC-CSP</td>
<td>2010</td>
<td>86,485</td>
<td>22,565</td>
<td>109,050</td>
</tr>
<tr>
<td>SYC-CSP</td>
<td>2011</td>
<td>79,855</td>
<td>9,177</td>
<td>89,032</td>
</tr>
<tr>
<td>SYC-CSP</td>
<td>2012</td>
<td>109,732</td>
<td>32,377</td>
<td>142,109</td>
</tr>
</tbody>
</table>

b. **What are the sources and how much additional revenue does the program generate through fees such as laboratory or special user fees? (50 words)**

We do not currently have lab fees required of our students. We have submitted the documentation to request lab fees beginning next year in assessment and counseling procedures classes which we will use to purchase consumable test record forms in teaching testing and activities (e.g., books for bibliotherapy, child/adolescent therapy games, manualized treatment protocols) to use in teaching counseling.

c. **What are the sources and how much revenue does the program generate by services (e.g., external or to other programs)? (50 words)**

Not applicable

d. **In the narrative on this section discuss how the revenues and other resources impact the size, scope and productivity of your program? (100 words)**

Not applicable

e. **Is there anything else you need us to know? (You may wish to discuss grant activity, gifts to the University, etc.) (100 words)**

The faculty are regularly awarded both external and internal grants, frequently utilizing funds available through SCSU and CSU Research and Assessment grants. Faculty have identified grant-funding as a significant area for potential program growth and intend to continue increasing grant applications and funding.
8) **Costs and other expenses**

a. **What are the total costs of the program? (table)**

<table>
<thead>
<tr>
<th>Prioritization Pgm for Reports</th>
<th>Fiscal Year</th>
<th>Employee Compensation</th>
<th>Operating Expenses</th>
<th>Allocated Overhead and Indirect Costs</th>
<th>Grand Total Costs</th>
<th>Net Income / (Loss) Per BCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYC-CSP</td>
<td>2010</td>
<td>(68,050)</td>
<td>(1,013)</td>
<td>(44,283)</td>
<td>(113,346)</td>
<td>(25.81)</td>
</tr>
<tr>
<td>SYC-CSP</td>
<td>2011</td>
<td>(57,594)</td>
<td>(397)</td>
<td>(36,863)</td>
<td>(94,855)</td>
<td>(45.18)</td>
</tr>
<tr>
<td>SYC-CSP</td>
<td>2012</td>
<td>(74,699)</td>
<td>(733)</td>
<td>(52,833)</td>
<td>(128,265)</td>
<td>58.46</td>
</tr>
</tbody>
</table>

b. **What is the ratio of costs to revenues? (table)**

<table>
<thead>
<tr>
<th>Prioritization Pgm for Reports</th>
<th>Fiscal Year</th>
<th>Ratio of Costs to Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYC-CSP</td>
<td>2010</td>
<td>1.04 : 1.00</td>
</tr>
<tr>
<td>SYC-CSP</td>
<td>2011</td>
<td>1.08 : 1.00</td>
</tr>
<tr>
<td>SYC-CSP</td>
<td>2012</td>
<td>0.91 : 1.00</td>
</tr>
</tbody>
</table>

c. **What investment in new resources does the program require? (200 words)**

The greatest challenge for all CSP graduate programs is the lack of clinical practice laboratory space. Without a lab, faculty are extraordinarily limited in terms of ability to observe, monitor, and supervise student skills development. This situation negatively impacts recruitment efforts because other area counseling programs have skills labs and basic observational technology.

**Description of Lab Consistent with Accreditation Requirements**
A counseling instruction environment (on or off campus) conducive to psychotherapy modeling, demonstration, supervision, and training, and is available and used by the program.
Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning
4. Procedures that ensure that the client’s confidentiality and legal rights are protected.

d. What demonstrable efficiencies exist in the way the program is operated (e.g., summer courses; cross-listed courses, etc.)? (100 words)

We offer numerous summer courses, in on-ground, hybrid and on-line formats. Courses are also offered in condensed formats, such as week-long intensives or weekends only. These classes are convenient for many students, particularly students who work full time in a public school setting. During all semesters, the CMHC and SC program shares core classes with SP programs.

9) Impact, justification, and overall essentiality of the program

a. How does this program connect to the University’s mission statement and/or the Graduate School’s mission statement? (100 words)

The profession of counseling by its very nature embodies social justice and spirit of advocacy. For CMHC, the major function is to advocate for those with mental illness, a group that is heavily stigmatized. For SC, A major responsibility within the profession is advocacy for student needs, developing the knowledge and skills to address social, emotional and academic needs in schools. In general, the SYC trains students to serve diverse and underserved communities both in terms of knowledge and dispositions. Further, students are strongly encouraged to engage in meaningful service to the profession as modeled by the faculty.

b. How does this program respond to societal needs that the institution values? (e.g., producing a critical thinking, educated citizenry; improving the state’s workforce; meeting health care needs of the community, etc.)? (100 words)

With emphasis on a social justice perspective, our students learn how to best serve and advocate for underserved and diverse groups. They graduate ready to make a significant and lasting impact in an ever-growing job market. According to the federal 2013 Occupational Outlook Handbook, jobs for mental health counselors will increase by 29% from 2012-2022, a growth rate that is “much faster than average.” School counseling jobs are projected to increase by 12% by 2022. According to the State of Connecticut Labor Market, school counseling is
growing “faster than average” with annual job openings averaging approximately 140 positions annually.

c. To what extent does this program help the institution differentiate itself from similar programs at peer institutions? (100 words)

As previously discussed, the SC program collaborates with the CMHC program to offer an opportunity to complete requirements for both school counseling certification and licensure as a professional counselor. This option increasingly attracts students who want to broaden their professional opportunities. In addition, applicants to the SYC often verbalize interest in the scholarly expertise of faculty. A number of interested persons indicate that our Diversity Passport program and faculty research in areas of poverty, lesbian/gay/bisexual/transgender issues, and international counseling as an attractive aspect of the program.

d. Is there anything else you would like us to know? (100 words)

Locally, the SC program is appreciated for faculty commitment to students. Students often become attracted to the collegiality among peer and the close professional relationship with faculty.

The CSP Department, including the SYC, is proud to house an active faculty and student Diversity Committee addressing and researching diversity in counseling and counselor education. This commitment is evident through the regularly offered Multicultural Movie Nights and a host of other workshops and activities related to expanding student awareness, knowledge, and skills around diversity in counseling. In addition, the CSP Department incorporates international diversity issues, as evidenced by membership in the International Registry of Counsellor Education Programs.

10) **Opportunity analysis of the program**

a. Describe the external opportunities for strengthening your program. (300 words)

Establishment of a community lab/clinic in an underserved New Haven neighborhood or in SCSU’s planned School of Education Lab School would be a great advantage for the CSP Department and the SC program in particular. A community clinic or presence in the Lab School would 1) provide valuable opportunity for direct faculty clinical supervision of second/third year students, 2) provide easily accessible clinical and educational services at no or little cost to clients and families, 3) strengthen relationships with the community, 4) address current noncompliance with CACREP requirements for dedicated lab space, and importantly, 5) give the SC and other CSP programs a profound competitive market edge.
A state-of-the-art neighborhood clinic/School of Education Lab School would give the CMHC and SC programs a clear advantage, distinguishing them from competing counseling programs in terms of commitment to underserved/diverse populations and excellence in applied counseling training.

b. Describe the internal opportunities for strengthening your program. (300 words)

All counseling programs (CMHC, SC, and SYC) are in desperate need for a dedicated training space for individual and group psychotherapy skills practice (i.e., a practice lab or clinic as indicated above). Identifying and developing campus lab space with digital recording capability for observation would significantly improve quality and ease of teaching CSP 550 counseling procedures, CSP 656 group counseling, and a number of other courses within which students practice skills development. For SYC, this would be particularly critical in the Practicum/Internship phase of training.

Because the counseling programs rely so heavily on adjunct instruction, there is a clear need for an additional counseling faculty line. This addition would give the programs the capability to accommodate the increasing number of qualified applicants that we must reject annually due to lack of space.