

Program Review

Bachelor of Arts in Counseling

College of Education and Human Services

November 2011



MARSHALL UNIVERSITY

Program Review
Marshall University

Date: October 1, 2011

Program: Bachelor of Arts in Counseling

Date of Last Review: 2007

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation

Code (#):

1. Continuation of the program at the current level of activity; or
2. Continuation of the program at a reduced level of activity or with **corrective action**: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. **Progress report due by November 1 next academic year**; or
3. Continuation of the program with identification of the program for **resource development**: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. **Progress report due by November 1 next academic year**; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

5 Lisa Burton 10-15-2011
Recommendation: Signature of person preparing the report: Date:

Recommendation: Signature of Program Chair: Date:

5 R. B. Bookwalter 10-15-2011
Recommendation: Signature of Academic Dean: Date:

5 Dallas Brozik 11-8-2011
Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) Date:

Recommendation: Signature of President, Faculty Senate/ Chair, Graduate Council: Date:

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: Date:

Recommendation: Signature of the President: Date:

Recommendation: Signature of Chair, Board of Governors: Date:

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation:

I recommend discontinuation of the B.A. program.

Rationale:

(If you recommend a program for resource development identify all areas for specific development)

As detailed in the attached program review report, the faculty of the Counseling department made the determination in 2009 that the B.A. program in Counseling was not a viable program and should be discontinued. While they had adequate enrollments to continue the program, the department had far more resources devoted to its graduate program. Almost all undergraduate courses were being taught by adjunct instructors and teaching assistants. Without adequate supervision by qualified faculty, the COUN 470 course had rarely been offered. Students were regularly given course substitutions for required courses because those courses were not offered in a predictable rotation. As students moved toward graduation required courses were often taught as independent studies because there was not a sufficient student cohort to justify a full course offering.

Apart from the curricular issues outlined above, the faculty argued that full-time counseling positions were not available to students with only a B.A. in Counseling. Professional counselors typically must have a graduate degree in field to pursue a career in that field. Entry into the graduate program in Counseling does not require a bachelor's degree in field. Students from Psychology, Social Work, or almost any other field can be accepted into the Counseling M.A. program.

Since the undergraduate program was not as strong as it had been in the past, and the B.A. degree was not sufficient preparation for gainful employment in the profession, the Counseling faculty decided to discontinue that part of their program. This decision was made by the faculty members in the department prior to the beginning of my tenure as interim Dean in June 2010. An examination of the data and rationale in this report gives me no reason to question the wisdom of their decision.

R. B. Bookwalter
Signature of the Dean

10-15-2011
Date

Marshall University Program Review

For purposes of program review, the academic year will begin in summer and end in spring.

Program: Bachelor of Arts in Counseling

College: College of Education and Humans Services

Date of Last Review: 2007

I CONSISTENCY WITH UNIVERSITY MISSION

The Undergraduate Counseling Program that was offered at Marshall University led to a B.A. degree in Counseling. The degree was intended to enable students to work in the area of human services. Additionally the program was intended to prepare students for graduate degree work in counseling or other disciplines. The program was oriented toward the philosophical and practical approach to counseling in helping service agencies. However, the program did not qualify an individual for counseling or teaching in the public school system nor did it lead to licensure in counseling.

Currently there are fewer than 50 such programs in the U.S. Students were not considered for admission to the program until the sophomore year and the completion of co-requisites COUN 306 (Intro to Counseling) and COUN 370 (Clinical Placement in Counseling), with a grade of "B" or better. Applications were accepted from students enrolled in these courses or from those students who had completed these courses.

When reviewing the mission statement of the university, one will find that the first mission statement is to provide affordable, high quality undergraduate and graduate education appropriate for the state and the region. The undergraduate program through the last several years has been unable to provide a high quality undergraduate degree due to loss of staff and the high volume of graduate teaching assistants and adjunct faculty. Therefore our faculty, through extensive discussions and meetings, requested to eliminate our undergraduate program due to the lack of funding and course offerings in the program, the result of the degree that our students were receiving, and the lack of opportunities for our students upon graduating with this degree. The administration, upon review, supported our request.

II ACCREDITATION INFORMATION: Not applicable

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A. ADEQUACY

1. Curriculum

The Bachelor of Arts in Counseling was established in 1967. To obtain this degree, the student was required to complete 45 hours of General Requirements of the College of Education & Human Services, 18 hours in the academic core, 9 hours in the applied core, and 9 hours of restricted electives, with remaining hours in a minor or specialty courses to complete a total of 128 semester hours. The program led to a Bachelor of Arts degree and supposedly prepared students for (1) Pre-professional work in community agencies, residential counseling and other human services areas, or (2) for additional study and advanced professional degrees in Counseling or related fields. It was a non-teaching degree. (See appendix I for a list of courses.)

2. Faculty

The Counseling Program has fluctuated between five and six full time faculty during the time of the report. All have terminal degrees. However, only two have taught courses in the undergraduate program. Most are listed as graduate faculty and did not teach any undergraduate courses. Undergraduate advisees, however, were assigned to the entire counseling faculty until 2010-2011 when all undergraduate advisees were assigned to Dr. Darlene Daneker.

Several adjunct faculty were hired to teach our undergraduate courses, along with our graduate/teaching assistants who also taught the COUN 370 courses regularly. It became standard practice due to the increase in our graduate program to hire adjuncts and have teaching assistants teach the undergraduate courses.

Full time faculty members during this reporting period are listed below. However, as noted previously, only a few have ever taught undergraduate courses.

Dr. Violette Eash, PhD., Professor, retired 2010-2011 (taught a few undergraduate courses)

Dr. Donald Hall, Ed.D., Professor, tenured (did not teach undergraduate courses)

Dr. David Hermon, PhD., Professor, tenured (taught two courses over the period)

Dr. Lisa Burton, PhD., Assistant Professor, tenure track (taught three courses over the period)

Dr. Jeffrey Garrett, PhD., Assistant Professor, tenure track (taught a few undergraduate courses)

Dr. Darlene Daneker, Associate Professor joined faculty 2010-2011 (taught undergraduate courses)

Adjunct faculty who regularly have taught undergraduate courses during this reporting period include the following:

Alan Cole, MA in Counseling

Marc Ellison, MA in Counseling

Tara Helton, MA in Counseling (Did not receive her data sheet)

Karen Yost, MA in Counseling (Did not receive her data sheet)

Graduate/Teaching Assistants who have regularly taught our COUN 306 course are the following:

Donna White
Keith Cole
Eric Gumm
Hope Braden
Andrea Gilman
Rebecca Harshbarger
Lugene Saunders
Jenna McComas
Nathan Parrish
Charles McPeak
Jason Miller
Morgan Conley
Alan Cole
Anna Spindler
Chelsea Dorsey
Gara Bowley
Tiffany Bowes
Tia Harris
Gregory Lusk
Brian Bailey
Francis Labounty

3. Students

a. Entrance Standards: Students must have been admitted into the University, which requires a high school diploma, a 2.00 high school GPA, and a score of 19 on the ACT or 910 on the SAT (combined critical reading and math scores). Admission to the major of counseling was dependent upon, and determined in part by, achieving a 3.0 or better in each of the COUN 306 (Intro to Counseling) and COUN 370 (Clinical Placement in Counseling) courses. Those students who sought admission to the counseling program had to submit a written application to the Office of the Dean of the COEHS. Upon reviewing the student's record, a decision was then made by the Dean's office, with notification of the decision sent in writing to the student and advisor. Students who had a minimum cumulative GPA of 2.50 and a 3.0 or better in each of the two candidacy courses could be officially admitted to the major.

b. Entrance Abilities: Students entering the counseling program during the past five years had a mean score of 19.38 on the ACT scores, and a mean high school GPA of 3.05.

c. Exit Abilities: The mean GPA for students graduating from counseling was 3.16, compared to 3.31 for the last five year reporting period. Students are not required to pass licensing exams.

4. Resources

a. Financial

The financial support of our program was totally state funded. There were five full time faculty during the time period of this report. Due to the lack of funding for the program, many adjuncts and graduate/teaching assistants were used to teach our courses for the undergraduate program. Equipment and facilities were shared by the B.A. and M.A. programs. Most B.A. courses were offered during the day, while the M.A. program is offered in the evenings.

Admissions to the B.A. program were terminated beginning Fall 2010. We have continued to offer the necessary courses for students remaining in the program. All students will have completed their Counseling courses by December 2011. Faculty for the program will remain the same due to the enrollment of the graduate program. There will be no need for any space or facility changes due to the elimination of the B.A. in Counseling. The Counseling M.A. program will continue at its current level, so office and classroom space will still be utilized by the Counseling faculty and graduate students.

b. **Facilities:** The counseling program has classrooms in Harris Hall as assigned by the Registrar. The department has offices, a seminar room, and a counseling laboratory for clinical use. The equipment has been replaced due to inability to consistently work properly.

5. Assessment Information: NOTE: This section is a summary of your yearly assessment reports.

a. The undergraduate program in counseling had five goals.

Goal 1: Students should communicate effectively with professionals both orally and in writing.

Goal 2: Students should understand various counseling roles in professional agencies as well as be able to evaluate the social and psychological influences that help shape individuals and organizations.

Goal 3: The student should be proficient in applying theory to practice and have experiences of both observation and performance of counseling practices.

Goal 4: Students should think critically, logically, and creatively about professional proportion, the current purpose and role of counselors in the community.

Goal 5: Students should have a Capstone experience enabling them to have a comprehensive application of counseling theories in human service agency settings.

b. **Other Learning and Service Activities – n/a**

c. **Plans for Program Improvement**

There is no plan for improvement since the program has been dissolved.

d. **Graduate and Employer Satisfaction**

We have not had a formal graduate follow-up survey during this period. However, informal communication with case managers in human services, such as Pretera Center, Cammack Children's Center, Goodwill Industries, and Autism Services, indicated high satisfaction with our students interning in their facilities.

- e. Attach the previous five years of evaluations of your annual assessment reports provided by the Office of Assessment.

One annual assessment report was completed in 2006 and it is attached.

- 6. **Previous Reviews:** In April 2006 the Marshall University Board of Governors recommended that the BA in Counseling continue at the current level of activity.
- 7. **Strengths/Weaknesses:** The major strength of the program was the enrollment and interest we had in the major. In addition, it was a very practical and "hands on" curriculum. However, there were many weaknesses of the program, which led to it being dissolved. One of the major weaknesses was the lack of funding and faculty to support and run the program. Consequently, adjuncts and teaching assistants were used regularly. This did not make for a viable and effective degree for our students. Therefore, faculty finally agreed that it would be best to dissolve the program and focus more efforts toward our graduate program.

B. VIABILITY – N/A since the program has been dissolved.

- 1. **Articulation Agreements:** N/A
- 2. **Off-Campus Classes:** N/A
- 3. **Online Courses:** N/A
- 4. **Service Courses:** N/A
- 5. **Program Course Enrollment:** Undergraduate courses were large and often filled to capacity or over as can be seen in the chart in Appendix VI.
- 6. **Program Enrollment:** Admission into the Counseling major was competitive, and the standards were maintained in order to help manage the enrollment. With the lack of faculty to cover the courses it was necessary to maintain high standards to control over capacity classes.

7. **Enrollment Projections:** N/A

C. **NECESSITY:** N/A Program has been dissolved.

1. **Advisory Committee:** There was an advisory committee in 2004; however, the committee did not continue and there is not a report or information concerning the last meeting.
2. **Graduates:** An email was sent to all past graduates for the last five years. Several responded and for the most part are either in their field of study, a related field or are attending graduate school. Appendix VIII provides the data we have available about our graduates.
3. **Job Placement:** n/a

IV. **RESOURCE DEVELOPMENT (If applicable):** N/A

Appendix I Required/Elective Course Work in the Program

Degree Program: B.A. in Counseling Person responsible for the report: Dr. Lisa Burton

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
COUN 370 Clinical Placement in Counseling	3	Students choose 9 hours from the following: COUN 475 Addictions COUN 456 Death & Dying COUN 477 Stress Management COUN 476 Counseling with Parents COUN 497 Family Counseling		EDF 218 Child Development	3
COUN 306 Intro to Counseling	3		3	PHL 201 Intro to Philosophy	3
COUN 430 Case Development	3		3	CMM 315 Group Communications	3
COUN 455 Crisis Intervention	3		3	PSY 201 General Psych	3
COUN 425 Counseling Theories	3		3		
COUN 470 Advanced Placement	3		3		
COUN 474 Multi-Cultural	3		3		
COUN 490 Internship (Capstone)	6				
	Total=27			Total=9	
				=45 Total hours + COEHS degree requirements and Marshall Plan to complete 128 for B.A. in Counseling	

(No more than **two** pages; Minimum type 8 point Arial)

Appendix II Faculty Data Sheet

(Information for the period of this review)

Name: Dr. Lisa Burton Rank: Assistant

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: PhD Date Degree Received: August 2008

Conferred by: Capella University

Area of Specialization: Education

Professional Registration/Licensure: LPC, ALPS, NCC and certified school counselor k-12 Agency: WV Board of Examiners in Counseling and National Certified Counselor

Years non-teaching experience 15

Years of employment other than Marshall 0

Years of employment at Marshall 4

Years of employment in higher education 4

Years in service at Marshall during this period of review 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
2011/Fall	COUN 698	School Internship	6
2011/Fall	COUN 608	Practicum	4
2011/Summer	COUN 670	Interventions in School Counseling	14
2011/Summer	COUN 672	Org & Admin of School Counseling	16
2011/Spring	COUN 600	Professional Orientation	21
2011/Spring	COUN 608	Practicum	9
2011/Spring	COUN 672	Org & Admin of School Counseling	11
2011/Spring	COUN 698	School Internship	5
2010/Fall	COUN 673	Counseling Children, Adolescents and Parents	21
2010/Fall	COUN 698	School Internship	6
2010/Spring	COUN 608	Practicum	5
2010/Spring	COUN 672	Org & Admin of School Counseling	12
2010/Spring	COUN 673	Counseling Children, Adolescents and Parents	12
2010/Spring	COUN 698	School Internship	

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

2) Activities that have enhanced your teaching and or research.

Attending the ACES Conference was a great experience. It was my first year attending and it was a beneficial experience because it is all counselor educators that attend. In addition, providing professional development to the county school systems over the past four years has been helpful for research ideas and for increasing my knowledge related to issues in the school system with students.

3) Discipline-related books/papers published (provide a full citation).

Burton, L. (2008). Character education: Educator perceptions of effective implementation. Unpublished Dissertation.

- 4) Papers presented at state, regional, national, or international conferences.
- Burton, L & Rubenstein, R. (2011, October) School Counselor and LPC: Dual Role Preparation and Training to be presented at the ACES National Conference in Nashville, TN.
- Burton, L (2011, October) Teen Dating Violence: A Community's Responsibility to be presented at the Character Education Partnership Conference in San Francisco, CA.
- Burton, L. (2011). Girl Bullying and Ethics for School Counselors presented to Mercer County Schools School Counselors, Princeton, WV.
- Burton, L. (2011) Peer Mediation. Presented to Cabell County Schools School Counselors, Huntington, WV.
- Burton, L. (2010, October). Effective character education presented at the Character Education Partnership National Conference, San Francisco, CA.
- Burton, L. (2010) Ethics and School Counselors. Presented to Cabell County Schools School counselors, Huntington, WV.
- Burton, L. (2010). Dating violence. Presented to Cabell County Schools School Counselors, Huntington, WV.
- Burton, L. (2009, April 28). MADE Curriculum: Dating Violence. Presentation conducted at the Ritchie County Library for the Adult Basic Education students, RESA representatives and County Personnel. Ritchie, WV
- Burton, L. (2009, October). Teen dating violence: The connection to character education conducted at the Character Education Partnership National Conference. Washington, DC.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Marshall University Academic Planning Committee Secretary	Fall 2010 to Present
Marshall University Personnel Committee member	September 2008 to Present
Marshall University Faculty Development Funds Committee Member	November 2008 to Present
Marshall University Technology Committee – Chair	September 2009 to July 2011
Marshall University Planning and Review Committee Member	September 2007 to June 2008
Middle School Task Force Selected to help developed the WV Middle School Curriculum LINKS which is aligned with ASCA National Standards.	July 23, 2009
State School Counseling Model Taskforce Selected to help develop a State School Counseling Model for West Virginia	February 20, 2009
School Counselor Regional Workshops Charleston, WV	October 2008- annually
School Counselor Academy: Ethics Charleston, WV	February 2008
WV School Counselor Conference	Fall and Spring annually
ACA – American Counseling Association Member	
ASCA – American School Counseling Association Member	
ACES – Association for Counselor Educators and Supervisors Member	
WVCA – West Virginia Counseling Association	
WVSCA – West Virginia School Counseling Association	

- 6) Externally funded research grants and contracts you received. n/a
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition. n/a
- 8) Community service as defined in the *Greenbook*.
- Summers County Schools (October 2010) Presented to service personnel on conflict resolution, working with difficult people and ethics
- State Action Leader for MADE (February 17, 2009 – ongoing) Appointed by Redbook as West Virginia's State Action Leader for MADE (Moms and Dads for Education to Stop Teen Dating Abuse).
- Mingo County Schools (August 24, 2008) Presented to Mingo County Schools with Dr. Bob Rubenstein and Harry Rubenstein concerning ethics and the school counselor.
- Cabell County Schools (February 2008 to present) Present annually to the school counselors on topics related to school counseling.

Appendix II Faculty Data Sheet

(Information for the period of this review)

Name: Alan C. Cole Rank: Instructor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Master of Art Date Degree Received: May 2008

Conferred by: Marshall University

Area of Specialization: Mental Health Counseling

Professional Registration/Licensure LPC & NCC Agency: Family Service

Years non-teaching experience 23
 Years of employment other than Marshall 6
 Years of employment at Marshall 5
 Years of employment in higher education 3
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2009/Spring	COUN-470-201	Advanced Practicum Counseling (100%)	15
2009/Spring	COUN-470-202	Advanced Practicum Counseling (100%)	15
2009/Fall	COUN-555-101	Crisis Intervention and Conflict Resolution (100%)	25
2010/Spring	COUN-470-201	Advanced Practicum Counseling (100%)	15
2010/Spring	COUN-470-202	Advanced Practicum Counseling (100%)	15
2010/Fall	COUN-555-101	Crisis Intervention and Conflict Resolution (100%)	12
2011/Summer	COUN-480-401	Special Topics – Conflict Resolution (100%)	12
2011/Fall	COUN-691-102	Intern Mental Health Counseling (100%)	3

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

- 1) If your degree is not in your area of current assignment, please explain.
(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)
- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

Appendix II Faculty Data Sheet

(Information for the period of this review)

Name: Dr. Darlene Daneker Rank: Associate Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes No

Highest Degree Earned: Ph. D. Date Degree Received: 2002

Conferred by: The University of North Carolina at Greensboro

Area of Specialization: Counseling and Counselor Education

Professional Registration/Licensure LPC 1877 Agency: WV Licensure board

Years non-teaching experience 35

Years of employment other than Marshall 11

Years of employment at Marshall 7

Years of employment in higher education 11

Years in service at Marshall during this period of review 7

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall/2011	Coun 574	Social Cultural Foundations	17
Fall/2011	Coun 556	Grief Counseling	15
Summer/2011	Coun 575	Substance Abuse Prevention and Treatment	15
	Coun 602	Human Development	21
Spring/2011	Coun 608	Practicum	4
Fall/2010	Coun 575	Prevention and treatment of Addiction	19

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

3) Discipline-related books/papers published (provide a full citation).

Daneker, D. (2009). Outcome Study of a Community Based Training Clinic: Are We Serving Our Clients? Vistas 2009. ACA: Alexandria, VA
 Daneker, D. (2009). Gender identity development. American Counseling Association Encyclopedia. ACA: Alexandria, VA

Daneker, D. (2009). Locus of Control. American Counseling Association Encyclopedia. ACA: Alexandria, VA

Daneker, D. (2007). Developing moral and ethical reasoning in masters level counselors. Vistas 2007. ACA: Alexandria, VA

Daneker, D. & Smith, C. M. (2007). Spiritual needs of the dying: Best practices for counselors. *Vistas 2007*. ACA: Alexandria, VA.

Daneker, D. (2006). Frequency and Importance of grief counselor activities. *Vistas 2006*. ACA: Alexandria, VA.

- 4) Papers presented at state, regional, national, or international conferences.
- Daneker, D. & Smith, C. (2008) Walking the labyrinth: Pathways to the soul. National presentation at ASERVIC conference, Lake Junaluska, NC.
- Daneker, D. Patterns of use in a community based training clinic. Poster presentation at ACES. Columbus, OH Oct 12, 2007.
- Daneker, D. Frequency and Importance of grief counselor's activities. Poster Presentation at the American Counseling Association National Conference, Montreal Canada, April, 2006.
- Roach, L., Jackson, L., Smith, C., Robinson, M., Fournier, C., **Daneker, D.**, & Okerson, F. ACA's new ethical guidelines: Evaluating the past and present role of ASERVIC. 90 minute presentation at the American Counseling Association National Conference, Montreal Canada, April, 2006.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- Trauma Focused Cognitive Behavioral Therapy Certification, May 2011
- Grant Writing 12 hour workshop, April 2008
- Play Therapy. 3 credit Graduate course, Marshall University summer2008.
- Safe Guarding God's Children. Sexual abuse prevention and risk management training. August 26-28, 2006.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

Appendix II Faculty Data Sheet

(Information for the period of this review)

Name: David Hermon Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: Yes
No

Highest Degree Earned: Ph.D. Date Degree Received: 1995

Conferred by: Ohio University

Area of Specialization: Counselor Education

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 3
Years of employment other than Marshall 3
Years of employment at Marshall 13
Years of employment in higher education 16
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2011 / Spring	COUN 600	Professional Orientation	18
2011 / Spring	COUN 604	Group Counseling and Theories	12
2011 / Spring	COUN 604	Group Counseling and Theories	12
2010 / Fall	COUN 600	Professional Orientation	18
2010 / Fall	COUN 604	Group Counseling and Theories	11
2010 / Fall	COUN 608	Counseling Practicum	7
2010 / Spring	COUN 604	Group Counseling and Theories	9
2010 / Spring	COUN 604	Group Counseling and Theories	7
2010 / Spring	COUN 620	Research in Counseling	15
2009 / Fall	COUN 477/577	Stress Management Counseling	25
2009 / Fall	COUN 604	Group Counseling and Theories	6
2009 / Fall	COUN 608	Counseling Practicum	6

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.
NA

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

- 2) Activities that have enhanced your teaching and or research.

On campus training / workshops. Specifically, those related to online education

- 3) Discipline-related books/papers published (provide a full citation).

Levitt, D. H., & Hermon, D. A. (2009). Career experiences of counselor educators: Early and near-tenure experiences. *Journal of Counselor Preparation and Supervision*, 1, 10-22.

Foss, L. L., & Hermon, D. A. (2008). Quality, integrity, and ethics in school counseling groups. In L. L. Foss, J. Green, K. Wolfe-Stiltner, & J. L. DeLucia-Waack (Eds.), *School counselors share their favorite group activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.

Hermon, D. A. & McConda, T. (2008). Good credit, bad debt. In L. L. Foss, J. Green, K. Wolfe-Stiltner, & J. L. DeLucia-Waack (Eds.), *School counselors share their favorite group activities: A guide to choosing, planning, conducting, and processing*. Alexandria, VA: Association for Specialists in Group Work.

- 4) Papers presented at state, regional, national, or international conferences.

Hermon, D. A., & Levitt, D. H., (2011, October). *Managing career expectations: An examination of early and near-tenure experiences*. Presentation at The Association for Counselor Education and Supervision Conference, Nashville, Tennessee.

Levitt, D. H., & Hermon, D. A. (2007, October). *Mid-career counselor educators: Experiences, trends, and directions*. Presentation at The Association for Counselor Education and Supervision Conference, Columbus, Ohio.

- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Reviewer, Association for Counselor Education and Supervision's (ACES) 2009 Conference Program Proposal Selection Committee, Spring 2009.

Media Committee Member, Association for Specialists in Group Work's (ASGW), 2008-2009.

Editorial Review Board Member, *Journal of Counseling and Development* (journal of the American Counseling Association), July 2004-July 2007.

- 6) Externally funded research grants and contracts you received.

NA

- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

NA

- 8) Community service as defined in the *Greenbook*.

My community service has been with a middle school reading program (outside my area of expertise. Meaning it does not meet Greenbook criteria)

st Virginia Task Force on Hate Crimes.

Appendix II
Faculty Data Sheet
(Information for the period of this review)

Name: _____ Jeff Garrett _____ Rank: _____ Assistant Professor _____

Status (Check one): Full-time Part-time _____ Current MU Faculty: Yes No _____

Highest Degree Earned: Ph.D Counselor Education Date Degree Received: 2004

Conferred by: Ohio University

Area of Specialization: Treating Mental Disorders and Marriage and Family Counseling

Professional Registration/Licensure LPCC E.1000025 Agency: Ohio Counselor, Social Worker, Marriage & Family Board

Years non-teaching experience	15
Years of employment other than Marshall	26
Years of employment at Marshall	3
Years of employment in higher education	6 (including adjunct teaching)
Years in service at Marshall during this period of review	3

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2009	Coun 555	Crisis Intervention	21
Spring 2009	Coun 603	Counseling Theories	15
Spring 2009	Coun 607	Counseling Techniques	14
Spring 2010	Coun 603	Counseling Theories	16
Spring 2010	Coun 607	Counseling Techniques	16
Spring 2010	Coun 632	Intro to Marriage and Family Counseling	19
Summer II 2010	Coun 632	Intro to Marriage and Family Counseling	12
Summer II	Coun 585	Independent Study: Empirically Supported Treatment for Substance Abuse	1
Fall 2010	Coun 476	Counseling with Parents	23
Fall 2010	Coun 581	SpTp: Treatment of Mental Disorders	26
Fall 2010	Coun 603	Counseling Theories	12
Fall 2010	Coun 607	Counseling Techniques	16
Spring 2011	Coun 603	Counseling Theories	17
Spring 2011	Coun 607	Counseling Techniques	15
Spring 2011	Coun 632	Intro to Marriage and Family Counseling	19
Summer II 2011	Coun 603	Counseling Theories	6
Summer II 2011	Coun 632	Intro to Marriage and Family Counseling	13
Fall 2011	Coun 603	Counseling Theories	17
Fall 2011	Coun 605	Human Appraisal	17
Fall 2011	Coun 607	Counseling Techniques	10

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

- 1) If your degree is not in your area of current assignment, please explain. N/A

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2) Activities that have enhanced your teaching and or research.

Reviewer – Reviewed and evaluated the Education Session Proposals for the American Counseling Association (ACA) 2010 National Conference in Pittsburgh, Pennsylvania.

Reviewer – Reviewed and evaluated the Education Session Proposals for the American Counseling Association (ACA) 2009 National Conference in Charlotte North Carolina.

Principal Investigator: *Pike County Recovery Council (PCRC) Study. Examining the efficacy of combining 12 Step CBT and CMS for substance abuse treatment*

3) Discipline-related books/papers published (provide a full citation).

4) Papers presented at state, regional, national, or international conferences.

September 2010 - National Assessment Conference in Memphis TN. Multidimensional Assessment Procedures for Substance Abuse Treatment.

April 2010 - American Counseling Association (ACA) 2010 National Conference. *New Standards for Assessment Marriage, Couple/Partner and Family Counseling (AACE/IAMFC): Assessing interethnic couples.* Pittsburgh.

September 2009 Association for Assessment in Counseling and Education (AACE) Using ENRICH (Version 6) to Assess the Marital Satisfaction of Interethnic Couples. Old Dominion University VA.

Sept 2008 Association for Assessment in Counseling and Education's (AACE). The title of my presentation was "*Using ENRICH to Assess the Marital Satisfaction of Hispanic-White Interethnic Couples.*" (October 18, 2008)

5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

American Counseling Association (ACA)

West Virginia Association for Counselor Education and Supervision (WVACES)

Association for Assessment in Counseling and Education (AACE)

International Association of Marriage and Family Counselors (IAMFC)

2010 Chair of the joint committee the development of the Marriage, Couple, and Family Counseling Assessment

Competencies. The joint committee included Dr. Jeffrey W. Garrett (Chair), Dr. Richard. S. Balkin, Dr. James M. Devlin, Dr. Bradley T. Erford, Brandé Flamez, Samantha Mendoza, Dr. Robert Smith, and Dr. Janet Wall.

6) Externally funded research grants and contracts you received.

In progress: Working with MURC to search for funding for my study on the effectiveness of 12 Step CBT with Intensive Case Management at the Recovery Council in central Ohio. The treatment centers in Waverly and Chillicothe Ohio.

7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.

October 2011 scheduled to speak for the Recovery Mosaic in Portsmouth, Ohio. Title: Empirically Supported Treatment for Substance Abuse Disorders

September 2011 Training Workshop: 12 CBT CBT for the Recovery Council in Waverly Ohio.

August 2011 Training Workshop: 12 CBT CBT for the Recovery Council in Waverly Ohio.

Keynote Presentation for the Recovery Mosaic Workshop (October 11, 2010) for Southern Ohio at Shawnee State Lodge.

Title: *12 Step CBT for Substance Abuse Treatment (October 11, 2010)*

8) Community service as defined in the Greenbook.

Planning and Review Committee (PRC) and Athletic Committee

Pastor of the Norway Avenue Church of Christ (2004 to present) As the pastor of the Norway Ave church I lead community outreach activities such as the Food Bank (we feed approximately 40 people every week); We have paid thousands of dollars in utilities for families in need; Active involvement with Habitat for Humanity, Red Cross, Health Fairs, Flew shots, etc.

Appendix II

Faculty Data Sheet

(Information for the period of this review)

Name: Marc Ellison

Rank: _____

Status (Check one): Full-time _____ Part-time _____ Adjunct Current MU Faculty: Yes ___ No ___
(I do hold graduate faculty status)

Highest Degree Earned: MA

Date Degree Received: 2001

Conferred by: Marshall University

Area of Specialization: **Autism spectrum disorders; multi-cultural counseling; theory; lifespan development**

Professional Registration/Licensure **LPC. ALPS** Agency: **Bd of Examiners in Counseling**

Years non-teaching experience	26
Years of employment other than Marshall	21
Years of employment at Marshall	5
Years of employment in higher education	5
Years in service at Marshall during this period of review	5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment.
(Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
COUN 555		Crisis Counseling	7
COUN 602		Human Development	25
COUN 480		Multicultural counseling	30
COUN 425		Counseling Theory	30

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1) If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

- 2) Activities that have enhanced your teaching and or research.
- 3) Discipline-related books/papers published (provide a full citation).
- 4) Papers presented at state, regional, national, or international conferences.
- 5) Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
- 6) Externally funded research grants and contracts you received.
- 7) Awards/honors (including invitations to speak in your area of expertise) or special recognition.
- 8) Community service as defined in the *Greenbook*.

Tiffany Bowes	370	Clinical Placement in Counseling		14														
Tia Harris	370	Clinical Placement in Counseling		13														
Gregory Lusk	370	Clinical Placement in Counseling		13														
Brian Bailey					11													
Francis Labounty					11													

NOTE:

Many times the COUN 370 class that was taught by graduate/teaching assistants was co-taught. Therefore, it may seem like there were more sections of the course during a given semester than there were since each instructor is listed with the enrollment number.

Appendix III
Students' Entrance Abilities (Undergraduate Programs)

Year	N	Mean High School GPA	Mean ACT	Mean SAT Verbal	Mean SAT Quantitative
2006-2007	10 Freshmen	3.46	22.7 (<i>n</i> = 9)	600 (<i>n</i> = 2)	570 (<i>n</i> = 2)
	12 Transfers	3.22	19.0 (<i>n</i> = 4)	490 (<i>n</i> = 1)	500 (<i>n</i> = 1)
2007-2008	2 Freshman	3.40	20.0 (<i>n</i> = 1)	670 (<i>n</i> = 1)	670 (<i>n</i> = 1)
	9 Transfers	2.21	15.0 (<i>n</i> = 1)	410 (<i>n</i> = 2)	445 (<i>n</i> = 2)
2008-2009	10 Freshman	3.56	22.2 (<i>n</i> = 10)	555 (<i>n</i> = 2)	505 (<i>n</i> = 2)
	6 Transfers	2.65	17.5 (<i>n</i> = 2)	460 (<i>n</i> = 1)	390 (<i>n</i> = 1)
2009-2010	4 Freshman	3.31	19.3 (<i>n</i> = 4)	0	0
	4 Transfers	3.66	0	0	0
2010-2011	1 Transfer	2.03	0	0	0

Appendix IV
Students' Exit Abilities (Undergraduate Programs)

Year	<i>N</i>	Mean GPA
2006-2007	36	3.10
2007-2008	22	3.10
2008-2009	26	3.28
2009-2010	25	3.12
2010-2011	15	3.24

Appendix V
Assessment Summary
Marshall University
Assessment of the Program's Student Learning Outcomes
 5 year summary

Component Area/Program/Discipline: B.A. in Counseling

Program Level				
Program's Student Learning Outcomes	Assessment Measures (Tools)	Standards/Benchmark	Results/Analysis	Action Taken to improve the program
Basic Communication	COUN 370 observation check-off list	Minimum "B" grade	Admission Criterion	Admitted if "B" or better performance
Understanding of various counseling roles in agencies	COUN 306 interviews with staff of human service agencies	Completion of paper, or audio/video tape	Admission criterion	Admitted if "B" or better performance
Application of crisis theory in crisis settings	COUN 455 30 hours clinical placement; observation	Written records; site supervisor evaluation	Apply crisis theory	Expand placement sites
Application of counseling theories	COUN 470 laboratory observation; active learning	Check list of criteria for listening and responding	Student must obtain a "C" or better to take capstone	Satisfactory performance qualifies student for internship
Comprehensive application of counseling theories and techniques in agency setting	COUN 490 field placement; direct observation, individual and group supervision	Evaluation checklist	Completion of capstone experience	Recommendation for graduation

Appendix VI Program Course Enrollment

Course Number	Course Name	Required/ Elective/ Service	Delivery Method	Location	Year 1 2006-2007			Year 2 2007-2008			Year 3 2008-2009			Year 4 2009-2010			Year 5 2010-2011		
					Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
COUN 306	Intro to Counseling	R	Td	Huntington		52	46		33	38		37	23		31	28		24	
COUN 370	Clinical Placement	R	Td	Huntington		51	37		33	33		35	24		29	25		24	
COUN 430	Case Dev.	R	Td	Huntington			37			35			28			27		31	
COUN 455	Crisis Intervention	R	Td	Huntington		23	27		25	16		19	20						
COUN 425	Coun Theories	R	Td	Huntington			41			32			32			30			21
COUN 470	Adv Placement	R	Td	Huntington			22			30			36			26			
COUN 474	Multi-Cultural	R	Td	Huntington		23	25		25			25							
COUN 490	Internship – Capstone	R	Td	Huntington		6	17		11	7		10	10		10	4		3	12
COUN 475	Addictions	E+R	Td	Huntington		20			16			19							
COUN 456	Death & Dying	E+R	O	Huntington			81		43										
COUN 477	Stress Management	E+R	Td	Huntington		26			31			48	25		34			33	28
COUN 476	Coun with Parents	E+R	Td	Huntington		31			23			26			20			23	
COUN 497	Family Coun	E+R	Td	Huntington															

Required/Elective: Required = R; Elective = E; Service = S (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course.)

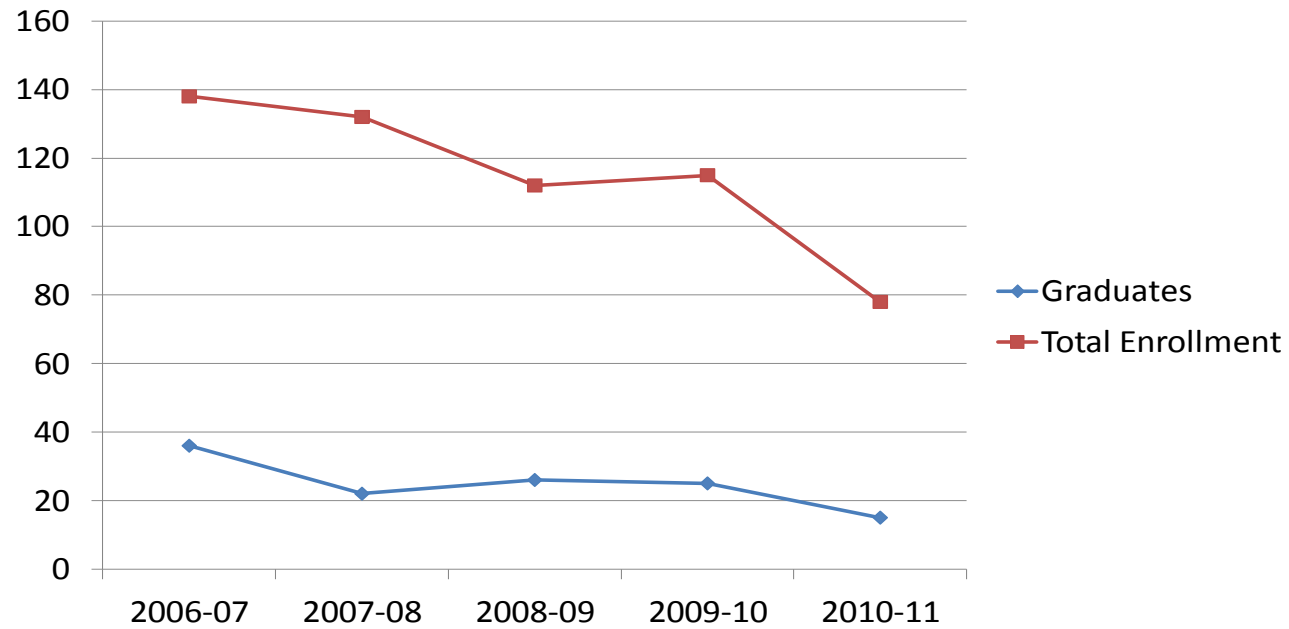
Delivery Method: Traditional = Td, Online = O, Hybrid = H

Location: Huntington, South Charleston, Point Pleasant, etc.

Appendix VII Program Enrollment

Students	Year 1 2006-2007	Year 2 2007-2008	Year 3 2008-2009	Year 4 2009-2010	Year 5 2010-2011
New Students Admitted: (Pre-Counseling)	22	11	16	8	1
Principal Majors Enrolled: BA in Counseling	68	51	41	24	16
Principal Majors Enrolled: Pre-Counseling	58	60	52	52	35
Second Majors Enrolled*					
Third Majors Enrolled.**					
Minors***	12	21	19	39	27
Grand Total of Students Enrolled in the Program	138	132	112	115	78
Graduates of the program	36	22	26	25	15

Figure 1. Trend Line for Total Enrollment and Program Graduates:
BA in Counseling



**Appendix VIII
Job and Graduate School Placement Rates**

Year	# of graduates employed in major field	# of graduates employed in related fields	# of graduates employed outside field	# of graduates accepted to Graduate Programs	# of graduates not accounted for
2006-07	3		1	4	32
2007-08	4			4	18
2008-09	3		1	5	23
2009-10	2	2		5	17
2010-11	2	3	1	6	11
Five –Year Total	14	5	3	24	101



Office of Assessment & Program Review

May 18, 2010

Dr. Lee Olson, Division Chair
HDAT
COEHS

Dear Lee,

This letter will document that the Office of Assessment did not receive an annual assessment report for the BA in Counseling Program for the academic year 2008 – 2009 (report was due December 1, 2009). I will contact you at the beginning of the fall 2010 semester to discuss the report due December 1, 2010.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds
Director of Academic Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS



Office of Assessment & Program Review

April 1, 2008

Dr. Laura Wyant, Program Coordinator
Counseling
COEHS

Dear Laura,

The University Assessment Committee and I have completed our evaluation of the annual program assessment report for the BA in Counseling. This letter will provide feedback in the following manner. First, I will comment generally on each section of your report. Second, I will rate the following areas of the report on a four point scale (0 – 3, with 3 being the highest rating): student learning outcomes, assessment measures, and the feedback loop. Although I considered feedback from committee members, I made the final decision on ratings for all reports submitted. Third, I will offer suggestions for your consideration as you plan your assessment for the 2008-2009 academic year. Fourth, I will include my evaluation using the Primary Traits Analysis rubric and will include reviewers' comments for your information.

General Comments

I appreciated meeting with Dr. Violet Eash and the faculty of the Counseling program last fall. Based on that meeting, they have begun a revision of their assessment program. This revision is off to a good start with the development of student learning outcomes. Although the learning outcomes given in this report are good, some of them could be re-written in more measurable terms. I've attempted to rewrite the outcomes in the report and offer the following for your consideration. I want to emphasize that these are only suggestions and, since counseling is not my field, I may be off the mark. However, these will at least suggest measurable wording.

Upon completion of the BA in Counseling, students will be able to

1. Compare and contrast prevailing counseling theories
2. Collect and analyze client information in case development format
3. Choose appropriate theories to plan counseling strategies for individual clients based on their individual characteristics and needs
4. Explain how culture might influence the choice of counseling strategies
5. Choose the most appropriate, evidence-based counseling strategies in various crisis situations

You also might want to consider including outcomes that deal with written and oral communication, since these skills are considered essential for students in all majors.

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This year's report lists assessment measures as direct observation and practicum. These are both appropriate, but I would suggest using additional measures as well. Consider test questions appropriate to each outcome, various project evaluations (using scoring rubrics), and appropriate questions from student, graduate, and employer satisfaction surveys. Feedback from student focus groups on Assessment Day also can be used for this purpose. The feedback from surveys and focus groups is indirect, rather than direct, data.

After the assessment instruments, with appropriate rubrics, have been developed, you must decide what benchmarks you expect students to achieve. Benchmarks might be a mean score (across students) at a certain level of each component of a scoring rubric. For example, if practicum experiences are evaluated on a scale of 4 – 1, with 4 meaning "mastery," 3 meaning "proficient," and 2 meaning "novice," you would probably expect different levels of performance at different points in the program. Perhaps for students completing their first practicum, you might expect a mean score of 2.5 on each component and for more advanced students a higher score.

Then, your results would be the actual mean score achieved across students on each component of the rubric. Comparison of these means should allow you to identify specific strengths and weaknesses across students. Finally, your planned actions will be what you plan to do based on the results.

Ratings for Student Learning Outcomes, Assessment Measures, and the Feedback Loop

Student Learning Outcomes = 3. This rating was given because your student learning outcomes are comprehensive, for the most part measurable, support Marshall's educational goals, and span multiple learning domains. I would suggest some of the rewording mentioned above, but I think you've done a nice job of outlining the competencies your students should acquire in the counseling program.

Assessment Measures = 1. This rating was given because measures were identified and they relate to student learning outcomes. To move to level 2, you need to develop more varied measures and, although the emphasis should be on direct measures, you also should include some indirect measures. Additionally, these measures should be integrated into the curriculum.

Feedback Loop = 0. This rating was given because data collection is just beginning. I believe you have made a good start, however, and have the potential to have an outstanding assessment program.

Suggestions to Consider as you plan your assessment strategies for the 2008-2009 academic year

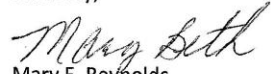
One caution I have is that, as you begin to collect assessment data, you not try to do everything at once. It is perfectly acceptable and encouraged to assess only a portion of your student learning outcomes each year. So, you may choose to do an in-depth assessment of the first two outcomes during year 1. If this is done using several assessment measures with detailed rubrics, you will be able to collect detailed data regarding the outcomes. These data should allow you to identify specific strengths and weaknesses regarding student learning (and hence, your program). Changes to strengthen these areas of learning can be implemented the following year, while you assess two more outcomes. This will allow you to assess all outcomes on a three-four year rotation and will give you sufficient time to allow curricular modifications to have an effect before the next assessment.

BA in Counseling

- 3 -

I appreciate the work you are doing to make your assessment stronger. If I can be of additional help, please do not hesitate to contact me at 62987 or at reynoldm@marshall.edu.

Sincerely,



Mary E. Reynolds
Interim Director of Assessment

C: Dr. Rosalyn Templeton, Executive Dean, COEHS
