Program Review

Bachelor of Arts
Counseling

College of Education & Human Services

October 2005

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: October 7, 2005
Program: Bachelor of Arts in Adult Counseling
Date of Last Review: 2000

Recommendation

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

Recommendation:
- Code/Code:
  1. Continuation of the program at the current level of activity; or
  2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs); or
  3. Identification of the program for further development (Please be specific; identify areas and provide a rationale in your request); or
  4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or
  5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

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.)

Recommendation: 1

Signature of Program Chair:

Signature of Academic Dean:

Signature of Chair, Academic Planning Committee: (Baccalaureate programs only)

Signature of President, Faculty Senate Chair, Graduate Council:

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

Signature of the President:

Signature of Chair, Board of Governors:

Date: 10/7/05
Date: 10/7/05
Date: 3/6/06
Date:
Date:
College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: I recommend continuing the Bachelor of Arts degree in Counseling (Education Counselor).

Rationale:
(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a program of excellence address all criteria listed in HEPC Series 11)

The BA in Counseling program continues to be a robust and feasible program which is meeting professional development needs statewide. Graduates are prepared for pre-professional service in community, residential, drug and alcohol, and other mental health agencies. Many graduates opt to complete advanced degrees in Counseling.

The program continues to attract many undergraduate students who receive instruction in content and theory plus practical experience in their preparation for the field of counseling. Recent legislative changes allowing increased reimbursement for licensed counselors will have a positive effect on student enrollment in the undergraduate program.

Faculty members are well prepared and are actively involved in the community. Currently, faculty members are seeking accreditation in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and have followed CACREP standards in the delivery of the program in recent years.

Employer and graduate feedback about Counseling is positive. The program has a comprehensive assessment system which provides data for program modification and improvement. The Counseling program remains healthy and should continue to be productive in the future. With CACREP, the program will grow rapidly and be productive in future years.

Signature of the Dean:

[Signature]

Date: 10/31/05
I. PROGRAM DESCRIPTION

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

The program originated in 1967 with state and special federal grant monies. Students were expected to specialize in rehabilitation counseling and were eligible for state and federal employment. Following the discontinuation of federal funding in the early 1980's, the demand of state licensure laws requiring a master’s degree for most counseling jobs, and employer needs, the direction of the program was modified to a broader counseling emphasis.

The undergraduate program has served as a model for similar B.A. programs in the nation. As of this date, there are fewer than 50 such programs in the U.S. Students are 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 are accepted from students enrolled in these courses or from those students who have completed these courses.
Cooperating community social service agencies provide the student with an opportunity to obtain field experience in counseling with COUN 490, (Internship), which serves as the capstone experience. Program changes to reduce the number of hours in COUN 490 were made and approved in 1999 to manage rising student enrollment in the face of inadequate faculty resources.

The Internship (Capstone) is now a 200 hour field experience, offered as a credit/non-credit course. The Internship is accompanied by a weekly seminar for a total of 6 credits. This change has proved to be more congruent with employer and student needs Academic planning and advising has also become more manageable as a result of this change. As long as they are able to meet the assignments and requirements of the internship, students may complete this requirement as employees or volunteers. The Internship facilitates the degree of job readiness for the student, since many internships lead to employment at their placement site.

As a graduate, one will know how to do case management, do paraprofessional counseling, and serve in those areas of the helping services not requiring a licensed practitioner.

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

A. Adequacy

1. Curriculum

The Bachelor of Arts in Counseling (first titled Rehabilitation Education) was established in 1967, and was the second undergraduate program in the nation. To obtain
this degree, the student must 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 leads to a Bachelor of Arts degree and prepares students for (1) Pre-professional work in community agencies, residential counseling and other human service areas, or (2) for additional study and advanced professional degrees in Counseling or related fields. It is a non-teaching degree. (See Appendix I for a list of courses.)

The curriculum is designed to address both theory and practice in the human service setting, beginning with the introductory courses which include a clinical placement in a counseling facility (COUN 370). With the cooperation of agencies in the region, students complete a field placement as one of two candidacy courses for admission to the program. These preliminary placements include mental health settings, hospitals, child shelters, schools, crisis settings and related human service agencies.

The academic core is predominantly didactic learning, while the applied core consists of the internship and other practicum courses. In consultation with their advisor, students arrange internships according to their area of interest and career goals. Students interested in working with children may choose the Huntington Child Shelter, the WV Team for Children, Cammack Children’s Center, or related settings by approval. Students wanting to work with adolescents may select Barboursville School or River Park Hospital. Those interested in particular disability groups may choose the Division of Rehabilitation Services, or Goodwill Industries, or Autism Services Center. Those interested in addictions require selective placement in in-patient treatment such as that
offered by Prestera Addiction Recovery Center.

The Marshall Plan contributes to a well-rounded individual who can communicate effectively and think critically. The students’ capstone experience of a 200 hour Internship in a local human service agency supports the intent and thrust of the Marshall Plan.

2. Faculty

The Counseling Program as six full-time professors. All have terminal degrees and teach in both the undergraduate and graduate programs. Four of the six hold tenure in the College of Education. All of these faculty have graduate faculty status and teach some co-referenced 400/500 level classes. Undergraduate advisees are assigned to one of these particular faculty members.

Two adjunct faculty teach Introduction to Counseling (COUN 306) and Advanced Practicum (COUN 470) Part-time are not utilized unless a faculty member is on leave, or over-enrollment warrants. Faculty have distinguished themselves in a variety of ways, as reflected in their Vitae (Appendix II) They actively serve on committees, participate in conferences at local state, and national levels, and contribute to their communities in other scholarly ways.

Full time faculty during this reporting period are:

- Dr. Violette C. Eash, Ph.D., Professor, tenured
- Dr. Donald L. Hall, Ed.D. Professor, tenured
- Dr. David A. Hermon, Ph.D., Professor, tenured
- Dr. Linda Maier, Assistant Professor
- Dr. William A McDowell, Ph.D., Professor, tenured
- Dr. Linda Geronilla, Ph.D. (After the reporting period

Adjunct faculty who have taught counseling courses to majors over this reporting
period include the following:

   Melanie Beckett, M.A. in counseling
   Sandra Clements, M.A. in counseling
   Maurice Cooley, M.A. in counseling
   Jennifer Crespo, M.A., in counseling, WV Licensed Counselor in private practice
   Lee Dorsey, M.A. in counseling
   Christie Eastman, M.A. in counseling
   Dr. Jeff Garrett, Ph.D. in Counseling
   Tara Helton, M.A. in counseling
   Dr. Gary Patton, Ph.D., Director Pastoral Care, St. Mary’s Hospital
      (Has taught some co-referenced 400/500 level courses)
   Vicki Tambling, M.A. in counseling, WV Division of Rehabilitation Services

Karen Yost, M.A., in Counseling, Clinical Director, River Park Hospital

5. Students:

   a. Entrance standards:

      Regular admission to the university constitutes admission to the College of Education and Human Services for entering freshman. Transfer students from other Marshall colleges or other institutions must have no quality-point deficiencies to be eligible for transfer to the college. General requirements for regular admission include a diploma from an accredited high school, a GPA of 2.0, and a composite score of at least 19 on the ACT or a combined score of at least 910 on the SAT and completion of the 2003 Higher Education Policy Commission course requirements. Admission to the major of counseling is dependent on and determined in part by achieving a 3.0 or better in each of COUN 306 (Introduction to Counseling) and COUN 370 (Clinical Placement in Counseling) courses. Those students who do desire admission to the counseling program
must submit a written application to the Office of the Dean of the COEHS. Upon reviewing the student’s record, a decision is then made by the Dean’s office, with notification of the decision sent in writing to the student and advisor. Students who have a minimum cumulative GPA of 2.50 and a 3.0 or better in each of the two candidacy courses may be officially admitted to the major.

b. *Entrance abilities*

Students entering the counseling program during the past five years had a mean score of 21 on their ACT scores, and a mean high school GPA of 3.31. This compares to overall College of Education means of 22.55 on the ACT and overall high school GPA of 3.36. This suggests that students enrolled as “Pre-counseling” demonstrate similar ACT scores and high school GPAs as total numbers enrolled in the College of Education.

*C. Exit Abilities*

The mean GPA for students graduating from counseling is 3.31, compared to 3.27 for the last five year reporting period. Students must successfully complete 6 hours of Internship as their capstone experience. Students are not required to pass licensing exams. In 2003 a “Benchmark Exam” was developed for the undergraduate counseling program, to establish local norms. (Data discussed later in this report). Since the test is protected, a copy is not included. It consists of 85 items covering required counseling courses

4. Resources:

   a. *Financial:*

      The financial support of our program is totally state funded. A federal grant helped to establish the B.A. program in 1967, and there was additional federal funding
for the first 14 years of its existence. The department now has six full-time faculty positions. One faculty position was suspended as the result of budget cuts in 2003, and remains unfilled at this writing. Hopefully as resources are available, this position can be filled and help reduce the need for the number of adjunct faculty at present. Equipment and facilities are shared by the B.A. and M.A. programs. Most B.A. programs are offered during the day, while the M.A. program is offered in the evenings.

If the B.A. program was terminated, the only possible savings to the institution would be in terms of faculty. It should be noted that each faculty member teaches at least one 400/500 level course each year. Many of the 500 level courses are required for certain graduate programs such as Psychology, Criminal Justice, Communications. Courses within the program serve as minor areas for Psychology, Criminal Justice, Communications, and Exercise Science Sports & Recreation (ESSR). Essentially these are service courses for four to five other college programs.

With the impending changes anticipated in the graduate program that will be required by new accreditation CACREP standards, split-level courses will be eliminated. Understandably this change will call for additional faculty resources to teach courses that are no longer undergraduate/graduate.

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 with closed-circuit audio-video laboratory for our practice and observation. The equipment is well maintained, but its age will warrant future attention and updating.

5. Assessment Information:

The undergraduate program in counseling has five program goals.
Program 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 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 preparation, 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 a human service agency setting.

**LEARNING OUTCOMES/DATE COLLECTION:**

**Goal 1:** Multiple opportunities are offered for students to practice oral and written skills. Required papers on the subject content of specific courses must demonstrate effective writing skills. Students are required to document from counseling sessions, journals projects, and assignments. Oral classroom presentations are required in several classes throughout the curriculum. Oral communication is primary in one-to-one and group counseling experiences that are required in the practice of counseling.

**Goal 2:** Students are required to visit and observe the counseling environment in various agencies in the community. Observation reports are developed from their experience and learning about counseling settings. Classroom and on-site evaluation of counseling programs enable students to evaluate the social and psychological influences that help shape individuals, organizations, and the content taught in the counseling program.

**Goal 3:** The utilization of counseling skills and techniques are required in the development of each student. Opportunities are provided for students to demonstrate their knowledge of counseling skills both in the university classroom, and in the field. Students are instructed and encouraged to learn multi-cultural and diversity aspects of counseling.

**Goal 4:** Critical thinking is emphasized in the development of a counseling theory, and its application in meeting human needs. Required projects provide an avenue for critical
thinking development. Relevance of assignments to overall course objectives is reinforced and stressed to students.

**Goal 5:** Human service agencies have recognized the need for training in order to succeed in the future. Students are provided with experiences that enable them to have a comprehensive application of counseling theories in human service agency settings. This is completed in a 200 hour community capstone experience.

**Additional Assessment Information**

In the spring of 2003 the undergraduate counseling program developed an 85-item Benchmark Examination to help provide normative data regarding the knowledge base on which the curriculum is based. The Examination thus covers required course content. This examination process is new and therefore there is inadequate data available at this time to fully evaluate students across semesters. At this time the data suggest the following:

1. Students’ exam scores are higher for each testing period than for the initial exam given in the spring of 2003.
2. Of the 85 points possible, the overall mean scores across the assessment periods is shows a percentile score. of 69.5.
3. Compared to the overall norms, students from fall, 2003 and fall, 2005 achieved the highest scores, while the initial group achieved the lowest scores

With information from the Benchmark Exam results, we are seeking to develop more standardized approaches in meeting the educational program goals. Fluctuations in student scores are not fully understood as yet, but may reflect the high number of courses being taught by adjunct faculty.

**Graduate and Employer Satisfaction:** We have not had a formal graduate follow-up survey during this period. Progress reports from case managers in human services (Prestera Center for Mental Health, Cammack Children’s Center, Centers for Independent Living, Group Homes, Goodwill Industries, Huntington Child Shelter, Pressley Ridge, Autism Services Center, Barboursville School, Domestic Violence Shelters, and residential treatment centers) indicate high satisfaction with students interning in their facilities. Regular contacts come from those named, in addition to others in the Tri-State Region, such as Ramey Estep Home and Pathways Mental Health Center, located in
Ashland, KY. These agencies frequently contact us to offer a placement site or to announce a job opening for our graduates. One employer stated, “As an undergraduate Intern here, he (i.e., the student) demonstrated effective listening skills, patience, maturity, and unconditional regard for clients. In dealing with a difficult case of child abuse by a minister, the student listened intently and respectfully as though he heard this many times before. We were most impressed with his abilities.” The most frequent comment is, “Send more students like this one.”

6. Previous Reviews indicated that the program should continue at current level of activity, the major recommendation being for a further program assessment, which has been implemented with the Benchmark Examination as described in this report.

7. **Strengths/Weaknesses**

   The major strength of the program is its “hands on” or applied learning approach, with one Clinical Placement (COUN 370, with 30 clinical hours), one practicum (COUN 470, practice in the counseling laboratory), Crisis Intervention (COUN 455 with 30 clinical hours), and the Internship (COUN 490 with 200 hours). The major weakness is and has been over-enrollment of classes with a shortage of faculty resources to manage them. The lack of availability of adequate classroom space in Harris Hall due to high enrollment prevents full use of specialized space that counseling needs to perform its program goals. Additional faculty are needed in order to offer required courses that will no longer be split-level classes as well as the high numbers of students enrolling in this program. Detailed rationale are being developed by faculty for presentation to the Dean of the College of Education, in seeking the additional faculty.

**B. Viability**

1. Articulation agreements:

   There are no articulation agreements with any other institutions for the delivery of this program.

2. Off-campus classes

   We do not offer off-campus classes.

3. Service courses

   While no specific Counseling courses are written into the curriculum of
other programs, students in related majors sometimes choose to minor in counseling. A Counseling faculty member assists them in identifying the courses which best meet the student’s career goals. Students seeking a minor in Counseling most often come from Communication Studies, Criminal Justice, Exercise Science, Sport & Recreation, and Psychology. While there is no official count at the present time, it is faculty consensus that minors number around 20 on the average.

4. Program Course Enrollment

Admission to the Counseling major is competitive, and these standards are maintained in order to help manage our enrollment. Given that additional faculty positions have not been forthcoming, as has been requested for several years, we have exercised the option to continue the quality of programming through ensuring reasonable enrollment. We have maintained high standards and expectations on which the program was initially established. Classes are over-enrolled on a regular basis in offer to help students meet graduation time lines.

5. Program Enrollment:

Undergraduate courses tend to be large and often a more than capacity enrollment. Except for candidacy co-requisites COUN 306 and COUN 370, other required classes are offered only once a year.

6. Enrollment Projections:

The demand for admission to counseling is expected to expand, based on the marketplace needs for paraprofessional and entry-level applicants. These jobs include but are not limited to: Case Managers, Residential Care Staff, Direct Care Staff, Therapeutic Assistants (Mental Health settings), Child Care/Abuse shelters, Domestic Violence Shelters, and counseling-related programs and projects for the homeless who are mentally ill.

C. NECESSITY:

The undergraduate counseling program has been an undergraduate program for over thirty years. Continued need for this is documented by the continued request for the program by students, feedback from the community and the masters program.

1. Advisory Committee:
In 2004 a formal Advisory Committee selected a group of twelve professionals to serve as an Advisory Board to our program. We selected a broad range of individuals who have an understanding of the needs for counseling and a knowledge of the community based on their involvement and history in the community, our program, and the program needs. These individuals were selected from the fields of addictions, outpatient services, international students, church ministry, mental health, medicine and law. The Board meets at least twice a year at the university with faculty and selected administrators to discuss:

**Mission and Vision:** To assist in the knowledge and skills needed by our graduates to best serve community needs; anticipated future needs; guide in decisions and direction of the department.

**Community Connection:** Development of a referral list for client referral of community services was established to integrate the program with community agencies as well as a list of organizations where students can volunteer time for class requirements in crisis counseling and prevention of addictions.

**Information from the Faculty/Dean:** The advisory board is informed of ongoing activities and developments within the university. Members of the board are completing surveys of many other items. The Board has recently helped in creating a program for counseling with children of whose parents are in the midst of divorce and the placement of interns in mental health agencies and the hiring of graduates.

2. **Graduates:** Student placement remains high for our graduates. While the department does not attempt job placement formally, students find employment in many and varied human service areas with the salary range of $15,000 to $20,000. Most of the agencies which employ these graduates are in the Tri-State area. Graduates are often employed by the agency in which they completed their Internship (Capstone), as an entry-level position in the helping professions. Due to an increasing need or desire to become licensed as a professional counselors, a majority of our B.A. graduates apply to Marshall’s M.A. program in counseling. Evidence indicates that they have no difficulty entering any West Virginia M.A. Counseling program. The following are examples of successful placements for this reporting period, immediately following the Counseling
Internship experience:
   4 Direct Care staff, Cammack Children’s Center (Capstone site)
   3 Autism Services Center (Capstone site)
   11 Case managers in various mental health and related agencies
   2 Upward Bound, Marshall University (capstone site)
   5 Residential facilities (group homes, Barboursville School and related)
   1 Family Service, Inc. Batterers Intervention/Prevention therapist
   1 Qualified Mental Retardation Professional

D. CONSISTENCY WITH UNIVERSITY MISSION:

   The program is consistent with the Marshall University Undergraduate College mission statements. The undergraduate program in counseling provides affordable, high quality undergraduate education. The faculty and staff provide services and resources to promote student learning, retention, and academic success. Students are assigned an advisor. Professors must accommodate teaching methods to the growing cultures and nationalities of the students in the program. The primary sharing of faculty and facilities is within our own M.A. program. Most of our 400- level courses are co-listed with 500 graduate level numbers (except clinical placement courses, practice, Internship and related applied courses unique to the undergraduate curriculum). The laboratory facilities are used by both levels, with undergraduate programs scheduled in the daytime, while graduate courses are offered in late afternoon or evening.

IV. PROGRAM OF EXCELLENCE

   We are not requesting that the program be designated as a program of excellence.
### Appendix I

#### Required/Elective Course Work in the Program

**Degree Program:** B.A. in Counseling  
**Person responsible for the report:** Violette C. Eash

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 370 Clinical Placement in Counseling</td>
<td>3</td>
<td>Students choose 9 hours from the following</td>
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<td>EDF 218 Child Development</td>
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<tr>
<td>COUN 306 Intro to Counseling</td>
<td>3</td>
<td>COUN 475 Addictions</td>
<td>3</td>
<td>PHL 201 Intro to Philosophy</td>
<td>3</td>
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<tr>
<td>COUN 430 Case Development</td>
<td>3</td>
<td>COUN 456 Death &amp; Dying</td>
<td>3</td>
<td>CMM 315 Group Communication</td>
<td>3</td>
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<tr>
<td>COUN 455 Crisis Intervention</td>
<td>3</td>
<td>COUN 477 Stress Mgmt</td>
<td>3</td>
<td>PSY 201 General Psych</td>
<td>3</td>
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<tr>
<td>COUN 425 Counseling Theories</td>
<td>3</td>
<td>COUN 476 Counseling with Parents</td>
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<td></td>
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<tr>
<td>COUN 470 Advanced Practicum</td>
<td>3</td>
<td>COUN 497 Family Counseling</td>
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<td></td>
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<tr>
<td>COUN 474 Multi-cultural</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<td>COUN 490 Internship (Capstone)</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td></td>
<td>9</td>
<td>=45 Total hours + COEHS degree requirements and Marshall Plan to complete 128 for B.A. in Counseling</td>
<td>9</td>
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Professional society that may have influenced the program offering and/or requirements:
Appendix II  
Faculty Data Sheet  
(for the period of this review)  

Name: Violette C. Eash  
Rank: Professor  

Status (Check one): Full-time__X__ Part-time_____ Adjunct_____  
Current MU Faculty: ___yes  ___no  

Highest Degree Earned: _______Ph.D._____________Date Degree Received:____1978__________  
Conferred by: ___The Pennsylvania State University  
Area of Specialization:_______Counseling & Educational Psychology  
Professional Registration/Licensure__Licensed Professional Counseling Supervisor_____ Agency:___West Virginia_________________________________  

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<tr>
<th>Years non-teaching experience</th>
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<td>Years of employment other than Marshall</td>
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<td>Years of employment at Marshall</td>
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<tr>
<td>Years of employment in higher education</td>
<td>30</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
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</table>

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, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>2005/Summer “C”</td>
<td>COUN 490</td>
<td>Counseling Internship</td>
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<td>Prev &amp; Treat of Addict</td>
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<td>2005/Spring</td>
<td>COUN 606</td>
<td>Career &amp; Lifestyle Development</td>
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<td>Practicum</td>
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<td>2004/Fall</td>
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<td>Practicum</td>
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<td>Crisis Inter &amp; Conf Res</td>
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<td>Prev &amp; Treat of Addict</td>
<td>6</td>
</tr>
<tr>
<td>2003/Fall</td>
<td>COUN 606</td>
<td>Career &amp; Lifestyle Development</td>
<td>9</td>
</tr>
<tr>
<td>2003/Fall</td>
<td>COUN 608</td>
<td>Practicum</td>
<td>7</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does 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.
   Annual participation in West Virginia Counseling Conference
   Sabbatical leave in addictions treatment center (research)
   Great Teachers Institute
   Community service in Mental Health and Crisis Intervention (natural disasters)

3 Discipline-related books/papers published (provide a full citation).
   Conference presentations and lectures as noted

4 Papers presented at state, regional, national, or international conferences.
   “Sex Addiction” WV Counseling Association annual conference (state)
   “Special Needs Populations” WV Counseling Association annual conference (state)
   “Addiction and Brain Injury” Great Lakes Regional Conference on Addictions and Mental Health Regional Conference, Indianapolis, IN (Regional)

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
   WV Counseling Association Board Member, Liaison for counseling students and faculty of Marshall University
   Attended 3 regional conferences on Addiction & Mental Health. Presented a paper on “Addiction and Traumatic Brain Injury” September 2003, Indianapolis, IN
   Presented numerous lectures in the Tri-State, including university classes as guest lecturer, on disaster mental health
   Received training in crisis intervention in air disasters, American Red Cross

6 Externally funded research grants and contracts you received.
   None

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   Certificate of Recognition, Mountain State Centers for Independent Living, October 2004
   Cornelius Williams Award in Rehabilitation, presented by Goodwill Industries, May 2003
   Several community presentations annually in Disaster Mental Health to professionals in the counseling, psychology, and social work fields, by invitation of the American Red Cross

8 Community service as defined in the Greenbook.
   Active Board Member of
   Goodwill Industries
   Mountain State Centers for Independent Living
   Cammack Children’s Center
   Red Cross Disaster Mental Health Committee
   Health South (Hospital)
Appendix II  
Faculty Data Sheet  
(for the period of this review)

Name:______Dr. Donald L. Hall    Rank:_____Professor__________________________

Status (Check one):  Full-time___x___Part-time_____  Adjunct_____  Current MU Faculty:  _X__yes  ___no

Highest Degree Earned: _______Ed.D._____Date Degree Received:______May, 1978__________

Conferred by:______________________University of Virginia________________________________________

Area of Specialization:______Counselor Education, Counseling Psychology & Counselor Supervision__________________________

Professional Registration/Licensure__WV LPC, Lic. Psychologist, Approved Professional Supervisor________________
Agency: WVBEC, WV Psychological Association________________________________________

| Years non-teaching experience | 9 |
| Years of employment other than Marshall | 9 |
| Years of employment at Marshall | 22 |
| Years of employment in higher education | 25 |
| Years in service at Marshall during this period of review | 51 |

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, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>2003 Fall</td>
<td>Coun 600</td>
<td>Professional Orientation</td>
<td>24</td>
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<td>Coun 601</td>
<td>Counselors in Consulting Roles</td>
<td>20</td>
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<tr>
<td></td>
<td>Coun 630</td>
<td>Introduction to Mental Health Counseling</td>
<td>9</td>
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<tr>
<td></td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>3</td>
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<td></td>
<td>Coun 692</td>
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<td></td>
<td>Coun 577/477</td>
<td>Stress Management Counseling</td>
<td>30</td>
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<td>2004 Sp</td>
<td>Coun 600</td>
<td>Professional Orientation</td>
<td>14</td>
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<tr>
<td></td>
<td>Coun 601</td>
<td>Counselors in Consulting Roles</td>
<td>11</td>
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<tr>
<td></td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>6</td>
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<tr>
<td>Sum A 2004</td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Coun 585</td>
<td>Independent Study</td>
<td>3</td>
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<td>Sum C 2004</td>
<td>Coun 691</td>
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<td>2</td>
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<td></td>
<td>Coun 692</td>
<td>Internship in Community Counseling</td>
<td>1</td>
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<tr>
<td></td>
<td>Coun 631</td>
<td>Diagnosis &amp; Treatment Planning</td>
<td>7</td>
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<tr>
<td>Fall, 2004</td>
<td>Coun 600</td>
<td>Professional Orientation</td>
<td>22</td>
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<td></td>
<td>Coun 601</td>
<td>Counselors in Consulting Roles</td>
<td>14</td>
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<td></td>
<td>Coun 630</td>
<td>Introduction to Mental Health Counseling</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>3</td>
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<td></td>
<td>Coun 692</td>
<td>Internship in Community Counseling</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Coun 585</td>
<td>Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>Coun 600</td>
<td>Professional Orientation</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Coun 631</td>
<td>Diagnosis &amp; Treatment Planning</td>
<td>11</td>
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<tr>
<td></td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>4</td>
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<td></td>
<td>Coun 692</td>
<td>Internship in Community Counseling</td>
<td>2</td>
</tr>
<tr>
<td>Sum A 2005</td>
<td>Coun 585</td>
<td>Independent Study in Counseling</td>
<td>2</td>
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<tr>
<td></td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>4</td>
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<tr>
<td>Sum C 2005</td>
<td>Coun 630</td>
<td>Introduction to Mental Health Counseling</td>
<td>15</td>
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<tr>
<td></td>
<td>Coun 691</td>
<td>Internship in Mental Health Counseling</td>
<td>2</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.
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.
   Attendance at the following training & development activities:
   2. Ethical Boundary Markers in Professional Counseling, March, 2005
   3. Bipolar Disorder in Children & Adolescents, April 2004

3 Discipline-related books/papers published (provide a full citation).
   none

4 Papers presented at state, regional, national, or international conferences.
   none

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.
   none

6 Externally funded research grants and contracts you received.
   none

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

AUGUST 2, 4, 2005 – “HUMAN RELATIONSHIPS: A PRIMER IN RAPPORT BUILDING”. CABELL COUNTY TEACHERS’ INSTITUTE, ONA, WV.

JUNE 17, 18, 2005 - “SUPERVISION IN THE HELPING PROFESSIONS I” (ALPS TRAINING), BARBOURSVILLE, WV

MARCH 11, 12, 2005- “SUPERVISION IN THE HELPING PROFESSIONS II” (ALPS TRAINING) BARBOURSVILLE, WV

FEBRUARY 10, 2005 – “COHERENT CASE MANAGEMENT & TREATMENT PLANNING” GOODWILL INDUSTRIES, HUNTINGTON, WV

NOVEMBER 12, 13, 2004 – “SUPERVISION IN THE HELPING PROFESSIONS II” TRAINING PROGRAM FOR LPCS. BARBOURSVILLE, WV

AUGUST 25, 2004 – “AN INVITATION TO FATHERS”” SOUTHWESTERN COMMUNITY ACTION HEAD START EHS STAFF, HUNTINGTON, WV

AUGUST 25, 2004 – “REFLECTIVE SUPERVISION” SOUTHWESTERN COMMUNITY ACTION HEAD START EHS STAFF, HUNTINGTON, WV

JULY 22, 2004 – “COPING WITH STRESS IN HEAD START”. SOUTHWESTERN COMMUNITY ACTION, SOUTH POINT, OH.

JUNE 21, 2004 - “COMMUNICATING AND BUILDING RAPPORT IN HUMAN RELATIONSHIPS”. OHIO ASSISTED LIVING ASSOCIATION, COLUMBUS, OH
JUNE 11-12, 2004 – “SUPERVISION IN THE HELPING PROFESSIONS II” (ALPS TRAINING)  
BARBOURSVILLE, WV

MAY 21, 2004 – “STRESS MANAGEMENT FOR HELPERS”. NECCO INC., ASHLAND, KY

MAY 7, 2004 – “CLINICAL ISSUES IN PROFESSIONAL COUNSELING”. STEPPING STONES, INC.,  
BARBOURSVILLE, WV

APRIL 23, 2004 – “CLINICAL ISSUES IN PROFESSIONAL COUNSELING”. STEPPING STONES, INC.,  
BARBOURSVILLE, WV

HUNTINGTON, WV, WV

JULY 16, 2003 – “PROFESSIONAL COUNSELORS AND THE ETHICAL IMPERATIVE” CONTINUING  
EDUCATION ALLIANCE, HUNTINGTON, WV

1. September, 2003- August, 2005 - Psychological consultation to Southwestern Community Action Head Start programs in Huntington, Crum, and Harts, WV
2. September, 2003 - August, 2005 Psychological consultant to Stepping Stones Home for Boys in Wayne County, WV
3. September, 2003 - August, 2004 TAC (Technical Assistance Support Group) consultant with the Head Start Training & Resource Center, U. of Maryland, College Park, Maryland; content includes program and management consultation with Region III Head Start programs
4. September, 2003 - August, 2003 Psychological consultant to Next Step Program in Wayne County, WV
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: David Hermon

Rank: Professor

Status (Check one): Full-time__X__ Part-time_____ Adjunct_____ Current MU Faculty: __X_yes ___no

Highest Degree Earned: __Ph.D.________________________Date Degree Received:_____1995___________

Conferred by: ___Ohio University_____________________________________________________

Area of Specialization: __Counselor Education________________________

Professional Registration/Licensure ____________________________________Agency:_____________________

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<th>Years non-teaching experience</th>
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<td>Years of employment other than Marshall</td>
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<tr>
<td>Years of employment at Marshall</td>
<td>7</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>14</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</td>
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</tbody>
</table>

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, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/Sp</td>
<td>COUN 425</td>
<td>Counseling Theories</td>
<td>25</td>
</tr>
<tr>
<td>01/Sp</td>
<td>COUN 477 / 577</td>
<td>Stress Management Counseling</td>
<td>35</td>
</tr>
<tr>
<td>05/Sp*; 04/F; 03/Sp*; 02/F; 02/Sp*; 01/F*; 00/F</td>
<td>COUN 604</td>
<td>Group Counseling &amp; Theories</td>
<td>10-12</td>
</tr>
<tr>
<td>04/F; 02/F; 01/Sp; 00/F</td>
<td>COUN 608</td>
<td>Practicum</td>
<td>6-8</td>
</tr>
<tr>
<td>03/F;</td>
<td>COUN 660 w/481</td>
<td>Introduction to Student Affairs (Special topics for U.G.)</td>
<td>15</td>
</tr>
<tr>
<td>05/Sp; 04/Sp;</td>
<td>COUN 662</td>
<td>Current Issues in Student Affairs</td>
<td>6-7</td>
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<tr>
<td>05/Sp; 04/F; 04/Sp; 03/F;</td>
<td>COUN 697</td>
<td>Student Affairs Internship</td>
<td>6</td>
</tr>
<tr>
<td>04/Sp; 03/F*; 03/Sp*; 02/F; 02/Sp*; 01/F; 01/Sp*; 00/F</td>
<td>COUN 698</td>
<td>School Counseling Internship</td>
<td>6-8</td>
</tr>
</tbody>
</table>

*Taught two sections

NOTE: Part-time adjunct faculty does 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.
Regular Attendance and Participation at The American Counseling Association Conference, Association for Specialists in Group Work, Association for Counselor Education and Supervision, State and Regional Counseling conferences. Additionally, on-campus teaching sessions sponsored by CTE.

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.


Co-Chair, Association for Counselor Education and Supervision's (ACES) College Student Affairs Interest Network, 2004-present.

Reviewer, Southern Association for Counselor Education and Supervision's (SACES) Research Award Committee, Spring 2004.

Chair, the Counseling Association for Humanistic Education and Development's (CAHEAD) Research & Technology Committee, 1997-2003.


Professional Membership:
American Counseling Association
• American College Counseling Association
• Association for Counselor Education and Supervision
• Association for Specialists in Group Work
• Southern Association for Counselor Education and Supervision

American College Personnel Association
• Career Development (Commission VI)
• Counseling and Psychological Services (Commission VII)
• Wellness (Commission VIII)
• Professional Preparation (Commission XII)

Chi Sigma Iota Honorary International Counseling Society, Alpha Chapter Lifetime Member

6 Externally funded research grants and contracts you received.

Internal MU Summer Research Grants only (2001, 2002)

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

8 Community service as defined in the Greenbook.
Supervision of school counselors at several schools in West Virginia, Kentucky and Ohio.

Classroom presentation “Career and goal setting” to Ms. Wisler’s 5th grade class at Grace Elementary.

Other community membership (and contributions):
Friends of the Library, WV Western Counties Region
First United Methodist Church
Huntington Art Museum
Appendix II
Faculty Data Sheet

Name: Linda L. Maier. Rank: Assistant Professor

Status (Check one): Full-time X Part-time ___ Adjunct ___ Current MU Faculty: X yes ___ no

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

Conferred by: Ohio University

Area of Specialization: Counselor Education

Professional Registration/Licensure: School Counseling K-12 Agency: West Virginia State Department of Education

| Years non-teaching experience | 10 |
| Years of employment other than Marshall | 2 |
| Years of employment at Marshall | 1 |
| Years of employment in higher education | 3 |
| Years in service at Marshall during this period of review | 1 |

A listing of the courses I have taught during the final two years of this review. Included are the year and semester taught, course number, course title and enrollment.

<table>
<thead>
<tr>
<th>Year/Semester Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/Fall COUN 455</td>
<td>Crisis Inter &amp; Conf Res</td>
<td>25</td>
</tr>
<tr>
<td>2004/Fall COUN 476</td>
<td>Counseling with Parents</td>
<td>25</td>
</tr>
<tr>
<td>2004/Fall COUN 555</td>
<td>Crisis Inter &amp; Conf Res</td>
<td>5</td>
</tr>
<tr>
<td>2004/Fall COUN 670</td>
<td>Interv Current Issues Sch</td>
<td>5</td>
</tr>
<tr>
<td>2004/Fall COUN 698</td>
<td>Internship in School Coun</td>
<td>3</td>
</tr>
<tr>
<td>2005/Spring COUN 672</td>
<td>Org &amp; Admin of Sch Coun Prog</td>
<td>6</td>
</tr>
<tr>
<td>2005/Spring COUN 673</td>
<td>Coun Child Adolescents</td>
<td>10</td>
</tr>
<tr>
<td>2005/Spring COUN 698</td>
<td>Internship in School Coun</td>
<td>6</td>
</tr>
<tr>
<td>2005/Spring COUN 485</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>2005/Summer A COUN 698</td>
<td>Internship in School Coun</td>
<td>6</td>
</tr>
<tr>
<td>COUN 485</td>
<td>Independent Study</td>
<td>1</td>
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<tr>
<td>COUN 585</td>
<td>Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>2005/Summer B COUN 585</td>
<td>Independent Study</td>
<td>5</td>
</tr>
</tbody>
</table>

1 My degree, PhD in Counselor Education, is in the area of my current assignment.

2 The following activities have enhanced my teaching and / or research.

Student Advising
Number of Graduate Student Advisees in School Counseling:
Fall 2004 12
Spring 2005 15
Current Number 24

Innovative Teaching Strategies
Beginning with community-building activities, students share videotapes of their Vision and Passion, make Power Point presentations, share information on a topic they were passionate about at an in-class Counseling Fair, and submitted papers to the publication of their choice. Some conducted a four-session Parent Study Group, with a sign-in sheet and photographs, had mock Family Meetings, made a mock presentation to a School Board to advocate for more School Counseling positions, demonstrated Family Halloween activities, and played Cooperative Kickball and Croquet.

Student Research Projects
In COUN 670, Interventions: Current Issues in School Counseling, the graduate students this course wanted to know "the real
issues in School Counseling – not just what the textbook says,” so we, the students and I, became a research team. After completing IRB training, the five graduate students developed an instrument to assess the top ten issues West Virginia School Counselors face and the issues they spend their most time on. School Counselors in West Virginia who attended the four regional School Guidance Counselor Workshops in Beckley, Morgantown, Shepherdstown, and Charleston, were invited to complete the survey and to volunteer to participate in follow-up telephone interviews.

**Contribution to academic/professional meetings by surveying participants**

With IRB approval, I was principal investigator of *Current Issues in School Counseling in West Virginia*, a survey of School Counselors who attended the Guidance Counselor Workshops sponsored by the West Virginia Council for Community and Technical College Education:

- Beckley, WV October 11, 2005
- Shepherdstown October 25, 2005
- Morgantown, WV November 1, 2005
- Charleston, WV November 3, 2005

**Research activity in progress**

“Development of Ethical Reasoning Using Integrative Journaling Processes”

Sixty students, Pre- and Post-test Defining Issues Test (DIT-2), Journals

**Book Review by Request of McGraw-Hill**

*The Process of Parenting, 7th edition*

**Service to the University**

- Sweat Equity Day
- Reader for Brown vs. Board of Education anniversary commemoration
- Assessor NIEER (National Institute for Early Education Research)
- Membership on COEHS Planning and Review Committee
- Facilitator for Faculty Women’s Association

**Service With Student Organizations**

- Faculty Advisor for Chi Alpha

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


4 Papers presented at state, regional, national, or international conferences. N/A

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 New Faculty Development Programs**

- Teaching Students with Hearing Impairments and Other Disabilities
- Service Learning
- Writing Across the Curriculum

**Attending Meetings of Academic/Professional Societies:**

Guidance Counselor Workshops sponsored by West Virginia Council for Community and Technical College Education:

- Beckley, WV October 11, 2005
- Morgantown, WV November 1, 2005

Spring Conference of the West Virginia School Counselor Association, March 1, 2005, Charleston, WV

**Office in Professional Organization**

Newsletter Editor of West Virginia School Counselor Association

Date Created: March 6, 2002 Revised: 3/7/2006
Counseling Program Review final
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
Membership in Professional Organizations
West Virginia School Counselor Association
American School Counselor Association
American Counseling Association
North American Society for Adlerian Psychology
Chi Sigma Iota Counseling Academic & Professional Honorary Society International

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.

Invited speaker
“Neuro-Linguistic Programming Applications for School Counselors”
Games and Metaphors for School Counseling
Spring Conference of the West Virginia School Counselor Association, March 1, 2005, Charleston, WV

“Math Anxiety and Neuro-Linguistic Programming”
With Dr. William McDowell to the Marshall University Nursing Faculty, September 13, 2004.

“Cancer Is Just a Rubber Chicken”
Cabell-Huntington Hospital Breast Cancer Support Group, April 18, 2005

“Building Community”
Mt. Vernon Baptist Church, Vacation Bible School, June 12-16, 2005

Community Service

- Tutoring weekly at Alban Elementary School, St. Albans, WV
- Table Leader – Chrysalis Teenage Girls’ Retreat: August 19-22, 2004
William A. McDowell, PH.D.
1106 11th Street, Huntington, WV 25701
(304) 697-0253

Education
1971 Kent State University Ph.D. Counseling Psychology
1968 Kent State University M.Ed. Rehabilitation Counseling
1967 United Theological Seminary M.Div Theology and Religion
1960 David Lipscomb University B.A. Speech

Employment
1971-2000 Professor of Counseling Marshall University
2000-2003 Self-Employed Therapist/Consultant
2003-Present Professor and Coordinator of Counseling Program Marshall University

Credentials
Licensed Psychologist West Virginia 1979-2005 #220
Licensed Counselor West Virginia 1985-2003 #486
Ordained Minister West Virginia 1960
Neuro-Linguistic Trainer/International 1984 present

Affiliations
American Psychological Association
Society of Neuro-Linguistic Programming

Courses Taught during final two years of review (retired during previous two years and return in 2003)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Fall 03</td>
<td>COUN 474/574</td>
<td>Soc./Cultural Foun</td>
<td>34</td>
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<tr>
<td>Fall 03</td>
<td>COUN 608</td>
<td>Graduate Practicum</td>
<td>6</td>
</tr>
<tr>
<td>Fall 03</td>
<td>COUN 607</td>
<td>Coun. Tech. &amp; Human Rel.</td>
<td>12</td>
</tr>
<tr>
<td>Fall 03</td>
<td>COUN 607</td>
<td>Coun. Tech. &amp; Human Rel.</td>
<td>12</td>
</tr>
<tr>
<td>Spring 04</td>
<td>COUN 485/585</td>
<td>Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>Spring 04</td>
<td>COUN 474/574</td>
<td>Soc./Cultural Foun</td>
<td>32</td>
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<tr>
<td>Spring 04</td>
<td>COUN 608</td>
<td>Graduate Practicum</td>
<td>6</td>
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<tr>
<td>Fall 04</td>
<td>COUN 607</td>
<td>Coun. Tech. &amp; Human Rel.</td>
<td>20</td>
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<tr>
<td>Fall 04</td>
<td>COUN 456/556</td>
<td>Death &amp; Grief</td>
<td>42</td>
</tr>
<tr>
<td>Fall 04</td>
<td>COUN 608</td>
<td>Graduate Practicum</td>
<td>6</td>
</tr>
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</table>

Student Advising: Undergraduates: 50 Graduate: 15

Scholarly and Creative Activity
“Self-Esteem and Success” Huntington School of Business, June, 2004

“Grief and Loss: Understandings for Hospice Workers” Huntington Hospice, Sept. 12, 2004

“Coping with Stress”, Marshall University Nursing Fair, Nov. 1, 2004

“Team work for Success” Veterans of America Workshop, Feb. 15, 2003

**Publications (Abbreviated)**

**Books**


**Journals (selected topics)**


**Service to Community**

(see presentations above)
## Appendix IIa
### Graduate Assistant Data Sheet

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Appendix V
Program Course Enrollment
Counseling

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Date Created: March 6, 2002  Revised: 3/7/2006
Counseling Program Review final
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755
## Chart I Assessment Summary

**Marshall University**

**Assessment of Student Outcomes: Component/Course/Program Level**

5 year summary

**Component Area/Program/Discipline:** __B.A. in Counseling__

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
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<td>1. Basic Communication skills</td>
<td>COUN 370 Instructors</td>
<td>Observation Check-off list</td>
<td>Minimum “B” grade</td>
<td>Admission criterion</td>
<td>Admitted if “B or better performance”</td>
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<td>2. Understanding of various Counseling roles in agencies</td>
<td>COUN 306 Intro to COUN</td>
<td>Interviews with staff of human service agencies</td>
<td>Completion of paper, or audio/video tape</td>
<td>Admission criterion</td>
<td>Admitted if “B” or better performance</td>
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<td>3. Application of crisis theory in crisis settings</td>
<td>COUN 455 Crisis Intervention</td>
<td>30 hours clinical placement; observation</td>
<td>Written records; site supervisor evaluation</td>
<td>Apply crisis theory</td>
<td>Expand placement sites</td>
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<td>4. Application of counseling theories</td>
<td>COUN 470 Advanced Practicum</td>
<td>Laboratory observation; active learning</td>
<td>Check list of criteria for listening and responding</td>
<td>Student must obtain a “C” or better to take capstone</td>
<td>Satisfactory performance qualifies student for Internship</td>
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<td>5. Comprehensive application of counseling theories and techniques in agency setting</td>
<td>COUN 490 Internship (Capstone)</td>
<td>Field placement; direct observation, individual and group supervision</td>
<td>Evaluation checklist</td>
<td>Completion of Capstone experience</td>
<td>Recommendation for graduation</td>
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Date Created: January 7, 2002
File: Counseling
Office of Program Review and Assessment, Academic Affairs, Marshall University, Huntington, WV 25755-2003