

**PROGRAM EVALUATION**  
**M.A. Programs in Clinical Mental Health Counseling**  
**M.A. Programs in School Counseling & Summers and Online School Counseling**  
**Department of Counseling**  
**Gallaudet University**

**May 2020 - December 2021**

In accordance with the accreditation requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the Department of Counseling periodically reports to its constituents the results of various evaluations conducted of the program. Constituents include: students, alumni, Gallaudet University administration, alumni employers, practicum/internship supervisors, and community partners.

Included in this report are the following:

1. Department of Counseling mission statement
2. Clinical Mental Health Counseling Student Learning Outcomes
3. School Counseling Student Learning Outcomes
4. Clinical Mental Health Counseling Program demographics
5. School Counseling Program demographics
6. Clinical Mental Health Counseling Program Results of Candidate Exit Survey (Class of 2020 & 2021)
7. School Counseling Program Results of Candidate Exit Survey (Class of 2020 & 2021)
8. Program Evaluation Plans

It is the goal of the Department of Counseling to continuously evaluate and improve all three of its Counseling degree programs to meet the ever-changing needs of students and the communities they serve.

Feedback from the various constituency groups is solicited on a regular basis, but input is welcome at any time. To provide feedback on the Clinical Mental Health, School Counseling, and Summers and Online School Counseling degree programs, please send comments to [mhccounseling@gallaudet.edu](mailto:mhccounseling@gallaudet.edu), [schoolcounseling@gallaudet.edu](mailto:schoolcounseling@gallaudet.edu)

## **MISSION STATEMENT**

Department of Counseling (DOC)  
Gallaudet University

The Department of Counseling prepares graduates to be multiculturally competent professional mental health or school counselors, able to work skillfully with deaf, hard of hearing, and hearing clients of diverse backgrounds in a variety of settings. Our training models emphasize the development of cultural self-awareness, sensitivity, knowledge, and skills essential to becoming effective and ethical practitioners who are able to influence individual, group, organizational and systemic changes that promote health and well being for all persons in the context of social justice and multiculturalism. Faculty members are committed to promoting interpersonal values that support our professional relations with others. These values include compassion, self-awareness, genuineness, commitment to social justice, and an authentic appreciation of diversity.

*Rev. 2009*

## **CLINICAL MENTAL HEALTH COUNSELING STUDENT LEARNING OUTCOMES**

Students in Gallaudet's Clinical Mental Health Counseling Program will become professionals who:

1. demonstrate knowledge and skills related to counseling needs of culturally and linguistically diverse deaf, hard of hearing, and hearing, including etiology, diagnosis (including co-occurring disorders), assessment, treatment, and prevention of mental, emotional, and behavioral disorders, and who can:
  - employ developmentally and culturally appropriate prevention and intervention techniques within an accepted theoretical framework;
  - develop effective treatment plans, manage multiple client loads, and work with managed care;
  - effectively counsel individuals, small groups, couples, and families from diverse populations; and
  - function as consultations and advocates in various mental health settings, including schools and community agencies.
2. are able to communicate effectively with others, express themselves in writing, and can accurately interpret research and apply it to practice.
3. show sensitivity, genuineness, and positive regard for others, practice high levels of self-awareness, and demonstrate a commitment to personal growth and on-going professional development.
4. comprehend legal and ethical standards pertaining to mental health counselors and consistently integrate an ethical decision making model into their professional work.

**SCHOOL COUNSELING STUDENT LEARNING OUTCOMES**  
**Face to Face Traditional School Counseling Program**

Students in Gallaudet's School Counseling Programs will become professionals who:

1. articulate understanding of, advocate for, and model the professional role and identify of a counselor, in particular the school counselor.
2. demonstrate self-, and other-awareness, knowledge, and skills needed to effectively relate to and counsel diverse individuals and their families, groups, and classrooms, while demonstrating understanding of human growth and development.
3. integrate awareness, knowledge, and skills related to economic, legal, and political issues surrounding diversity, equity, and excellence in learning, achievement, and whole student development.
4. identify and assess multiple factors that influence the personal, social, and academic functioning of students, particularly any indicators of abuse/neglect or potential impact of crises/trauma, and select culturally appropriate prevention strategies or interventions.
5. demonstrate the ability to apply culturally appropriate ethical decision making and adhere to ethical, legal, and professional standards related to the practice of professional counseling, and in particular school counseling.
6. demonstrate knowledge of and evaluate research relevant to the practice of counseling/school counseling with an ability to use outcome research data to inform decision making, accountability, and best practices.
7. facilitate teams and prevention/intervention plans which enable students to overcome barriers to learning and facilitate success and achievement in academic, career, and personal/social development.
8. demonstrate basic knowledge and application of theoretical models and processes of school and community consultation and collaboration.
9. demonstrate understanding of the concepts, strategies, and practices designed to (1) enhance student academic, career, and personal development, (2) close the achievement gap, and (3) prevent students from dropping out of school.
10. recognize the importance of the school counselor as a system change agent and apply this in practice utilizing multicultural counseling competencies, effective leadership, advocacy, consultation, and

collaboration to influence change on the individual, group, and organizational and systemic levels.

**CLINICAL MENTAL HEALTH COUNSELING DEMOGRAPHICS**

<b>Class of 2020</b>	<b>Female</b>	<b>Male</b>	<b>Deaf/HH</b>		<b>Hearing</b>
<b>Accepted</b>	7 (87.5%)	1 (12.5%)	7 (87.5%)		1 (12.5%)
<b>Graduated – 2 yr</b>	3 (37.5%)	0 (0%)	3 37.5(%)		0 (0%)
<b>Racial/Ethnic Background</b>	<b>Black, Non-Hispanic</b>	<b>Hispanic</b>	<b>White, Non-Hispanic</b>	<b>Asian</b>	<b>Other -Mixed</b>
<b>Accepted</b>	0 (0%)	1 (12.5%)	6 (75%)	1 (12.5%)	1 (unconfirmed) (%)
<b>Graduated</b>	NA	0	3 (37.5%)	0	0 (0%)
<b>Graduated out of Sequence</b>	NA	1 (12.5%)	1 (12.5%)	1 (12.5%)	0 (0)

**Geographic Location at time of admissions:**

**Region 1: 1**

**Region 2: 1**

**Region 3: 3**

**Region 4: 1**

**Other (International): 1**

**(see Census Bureau-designated areas below for reference)**

<b>Class of 2021</b>	<b>Female</b>	<b>Male</b>	<b>Deaf/HH</b>		<b>Hearing</b>
<b>Accepted</b>	2 (100%)	0 (0%)	1 (50 %)		1 (50 %)
<b>Graduated – 2 yr</b>	0 (0%)	NA (0%)	0 (0%)		0 (50%)
<b>Racial/Ethnic Background</b>	<b>Black, Non-Hispanic</b>	<b>Hispanic</b>	<b>White, Non-Hispanic</b>	<b>Asian</b>	<b>Other -Mixed</b>

<b>Accepted</b>	0 (0%)	0	1 (50%)	0	1 (50%)
<b>Graduated</b>	NA	0	0	NA	0 (%)
<b>Graduated out of Sequence</b>	NA	0	0	NA	1

**Geographic Location at time of admissions:**

**Region 1: 0**

**Region 2: 1**

**Region 3: 1**

**Region 4: 0**

**Other (International): 0**

(see Census Bureau-designated areas below for reference)

**SCHOOL COUNSELING DEMOGRAPHICS**

**Class of 2020: Two students out of a cohort of four are in the Class of 2020, having graduated in May 2020. The third member of this cohort graduates December 2021.**

**Class of 2021- We did not have a cohort admitted in the fall of 2019. However, two students from earlier classes, extended their programs to three years. One of these two students graduated in May of 2021, and the other who will graduate in December 2021.**

<b>Class of 2020</b>	<b>Female</b>	<b>Male</b>	<b>Deaf/HH</b>		<b>Hearing</b>
<b>Accepted</b>	4 (100%)	0 (0%)	3 (75%)		1 (25 %)
<b>Graduated – 2 yr</b>	2 (50%)	0 (0%)	1 (50%)		1 (50%)
<b>Racial/Ethnic Background</b>	<b>Black, Non-Hispanic</b>	<b>Hispanic</b>	<b>White, Non-Hispanic</b>	<b>Asian</b>	<b>Other -Mixed</b>
<b>Accepted</b>	1 (25%)	0	1 (25%)	1 (25%)	1 (25%)
<b>Graduated</b>	1 (100%)	0	0	0	1 (100%)
<b>Graduated out of Sequence</b>	0	0	0	0	0

**Geographic Location at time of admissions:**

**Region 1: 2**

**Region 2: 0**

**Region 3: 0**

**Region 4: 2**

<b>Class of 2021</b>	<b>Female</b>	<b>Male</b>	<b>Deaf/HH</b>		<b>Hearing</b>
<b>Accepted</b>	0	0	0		0
<b>Graduated – 2 yr</b>	0	0	0		0
<b>Racial/Ethnic Background</b>	<b>Black, Non-Hispanic</b>	<b>Hispanic</b>	<b>White, Non-Hispanic</b>	<b>Asian</b>	<b>Other</b>
<b>Accepted</b>	0	0	0	0	0
<b>Graduated</b>	0	0	0	0	0
<b>Graduated out of Sequence</b>	1 (100%)	0	1 (100%)	0	0

**Geographic Location at time of admissions:**

**Region 1: 1**

**Region 2: 0**

**Region 3: 1**

**Region 4: 0**

**Census Bureau-designated areas:**

- Region 1 ([Northeast](#))
  - o Division 1 ([New England](#))
    - Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut
  - o Division 2 ([Middle Atlantic](#))
    - New York, Pennsylvania, New Jersey
- Region 2 ([Midwest](#))
  - o Division 3 ([East North Central](#))
    - Wisconsin, Michigan, Illinois, Indiana, Ohio
  - o Division 4 ([West North Central](#))
    - North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri
- Region 3 ([South](#))
  - o Division 5 ([South Atlantic](#))
    - Delaware, Maryland, DC, Virginia, W. Virginia, N. Carolina, S. Carolina, Georgia, Florida
  - o Division 6 ([East South Central](#))
    - Kentucky, Tennessee, Mississippi, Alabama
  - o Division 7 ([West South Central](#))
    - Oklahoma, Texas, Arkansas, Louisiana
- Region 4 ([West](#))
  - o Division 8 ([Mountain](#))
    - Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico
  - o Division 9 ([Pacific](#))
    - Alaska, Washington, Oregon, California, Hawa

## EXIT SURVEY FOCUS GROUP RESPONSES

### CLINICAL MENTAL HEALTH COUNSELING CLASS OF 2020

#### 1. Program Course Content

- a. Those listed courses are relevant and meaningful into our journey as clinical mental health counselors. The remaining courses that are not mentioned below (in A and B) are relevant as well in preparation for practicum and internship experience.

→ COU 710 Orientation to the Profession of Mental Health Counseling:

Recommendation: We could benefit from field trips to observe various workspace settings such as CAPS, a psychiatric unit, SA center in Baltimore, dawn. This would help us to see future possibilities in the workplace environment and help us figure out where to navigate as professionals.

→ COU 721 Foundations in Helping Skills I

→ COU 730 Social and Cultural Diversity Foundation & Multicultural Counseling

→ COU 709 Culture, Identity & the American Deaf Community

→ COU 732 Theories and Approaches in Counseling and Psychotherapy

→ COU 736 Organization and Administration of Human Service Program

→ COU 753 Group Psychotherapy

→ COU 795 Pump the Color

ADARA Conference/workshops – are great additions and opportunities given to the program content and foster network for building opportunities post-graduation.

- b. COU 734 Lifestyle and Career Development. This course did not apply to our practicum and fieldwork experience. We found this not relevant or meaningful as a mental health counselor.
- c. COU 795 Special Topics – Spring 2019- Understanding System Dynamics & Moving Toward Allyship. Course is not relevant because there wasn't enough time to complete it in a quality manner. The information in the course felt very similar to the information in the Organization course. This will be elaborated in program course sequencing.

#### 2. Program Course Sequencing

- Generally, the sequence of all courses is good. However, it is best to follow the CACREP requirements. For example, the special topics (Spring 2019): DAWN Ecomap project) course, it is not required in the CACREP. Adding more classes that are not required by CACREP, causes more stress for students to keep up with all classes and to absorb all materials. Please keep the American Deaf Culture course & RSA, that is a very important course that is not required by CACREP.

If COU 795 (If COU 795 Understanding System Dynamics and Human Organization course stay separated, the human organization should go first before COU 795) or COU 795 could be integrated into the Human Organization course.

- Based on the experience of taking Family Therapy first before Group therapy, we feel that Group therapy should be offered first in the spring then Family therapy should be offered in the summer to get a basic understanding of how family therapy works.

### **3. Program Course Structure**

- COU 721 Foundations in Helping Skills: It would be beneficial for us to observe our Professors in action (role play as experts) as how they conduct in the opening session, middle, and the termination stages to give us visual aids as to how there are many different counseling approaches and techniques. We, students, are often asked to do it but sometimes we don't know what exactly is expected. One tip as how to improve this course: we can work with the same person for opening, middle, and termination sessions to give us better ideas as to how counseling sessions should look like. Intake process is another vital skill that we need to learn as well. It would benefit us to get enough client's information to make case conceptualization.
- COU 714 Emotional & Behavioral Disorders Across the Lifespan: two instructors with different teaching styles, expectations - we struggled with learning how to formulate the treatment plan for deaf/hard of hearing population.
- COU 720 Introduction to Research for Counselors: valued information in the field of research, teaching methodologies is not quite helpful as research can be boring and dry, can benefit from guest speaker, panelist, activities, not ideal for morning time
- COU 728 The Cycle of Substance Abuse Would prefer to have an instructor who is specialized in addiction. Previously, there was a professor (Dr. Erika Lohmiller) who specialized in working deaf individuals in addiction centers. Syllabus should be ready by the first week of the semester. With a clear guideline of expectations and assignments. And be considerate of quality vs quantity assignments. like limited to one discussion per week instead of having four assignments per week causing more confusion and stress for students.
- COU 748 Principles of Assessment in Counseling: students find the teaching methodologies via the online course very helpful because the professor has set the rigid structures with a clear schedule that was easy to follow especially when the students are away for an internship.
- COU 795 Special Topics: RSA Taking an RSA course in the summer was helpful as it supported our readiness for practicum and fieldwork experience by working with clients who have a variety of language needs. Especially helping us to understand the meaning of language deprivation and language dysfluency.
- COU 734 Lifestyles and Career Development: The course structure can be improved with more content that is relevant to deaf/hard of hearing population. For instance, CMHC interns weren't able to attend on a field trip due to our internship placement and time zone issue; we weren't given an accommodating opportunity to engage in the course.



#### **4. Department and Program Communication Access & General DoC Climate**

- Students find it helpful when CMHC has a biweekly program meeting- would be most effective when it is not in between classes to give students some time for lunch break/wind down/prepare for next class.
- Would be helpful if we receive any updates via email/ BB community page regarding the Department or CMHC. As we felt very lost as we initiated our internship placement in August.
- Especially during the internship year, interns cohorts should be given the opportunity to participate in program meetings to maintain connectedness (not required due to various scheduling/time zones).
- Social media - any update with former students/ future students students/ current students, job opportunities, any exciting news
- Ombuds for DOC to have neutral mediator - for any conflict resolutions/ advices with no repercussion
- Be transparent with the tone, expectations, purpose, possible consequences, steps, appeal procedure, extending the program, etc. set in regards to gatekeeping
- For exit interview survey/individual survey, provide students some time to process and consider any feedback/accomplishment/praises/suggestions/ideas at least 1 week to allow flexibility in schedule for all candidates to meet/digest/discuss/elaborate
- The student lounge should be moved into a different room where it has windows and more spacious for us.
- Student's mental health should be acknowledged with graciousness instead of causing apprehension about their status as a student and future counselor. Such as creating a safe space for students to share with other students and faculty regarding their mental health. We feel this would break the stigma that counselors cannot have mental health issues.
- COVID19/ similar crisis - provide resources/moral support.

#### **CLINICAL MENTAL HEALTH COUNSELING CLASS OF 2021**

##### **1. Program Course Content**

a. Please identify specific course content you found particularly relevant or meaningful to your counselor identity development as a professional school or mental health counselor AND respective practices.

- Pick your state licensure assignment/ethics discussion from orientation class
- Ethic scenarios in orientation class
- Progress note assignments and client plan from orientation class
- Orientation class exam style
- Professional identity assignment/video from orientation class
- Theories class worldview paper and exposures to each theoretical orientation
- Cultural encounter from multicultural class
- Shared view groups from multicultural class

- SIMSOC to help understand how systems work and its influence
- Sound and fury movie assignment and paper from deaf culture class
- FHS role play in class
- Mindfulness exercises in wellness class to emphasize the importance of self-care, especially in the first semester of the program.
- Organization management assignments and discussion helped us understand how to be better advocates within the system and to understand our own position within the system and it's multicultural stage of change/improvement.
- Emotional and behavioral disorders across the lifespan discussions in class about how different cultures show different symptoms and how to do case conceptualizations to provide interventions and diagnoses for clients
- Wellness class final project to start a new habit or eliminate one we didn't like helped us to develop the self-care we needed- to walk the walk.

b. Please identify specific course content you did not find particularly relevant or meaningful to your counselor identity development as a professional school or mental health counselor AND respective practices.

Education major research methods class - weekly responses and discussion boards was not relevant to identity development and the class being taken with Education students made it less relevant for counseling.

## 2. **Program Course Sequencing**

Please comment specifically on the course sequencing of your respective programs (school or mental health counseling), *AND* how it did or did not prepare and support your readiness for your practicum or fieldwork experiences during the first and second year of your training?

Here is what we recommend:

### **Fall 1**

COU 710 Orientation to the Profession of Mental Health Counseling (3)

COU 730 Social and Cultural Diversity Foundations & Multicultural Counseling (3)

COU 732 Theories and Approaches in Counseling and Psychotherapy (3)

COU 721 Foundations in Helping Skills (4)

COU 708 Counseling for Wellness and Human Development (3)

### **Spring 2**

COU 709 Culture, Identity, and American Deaf Community (3)

COU 714 Emotional and Behavioral Disorders Across the Lifespan (4)

COU 715 Family Therapy (3)

COU 742 Practicum I in Clinical Mental Health Counseling (4)

COU 720 Introduction to Research for Counselors (3)

RSA SEMINAR (2)

## **Qualifying Exams**

### **Summer 1**

COU 716 Psychopharmacology (1) **(best with SA class at the same time to help us understand application and case conceptualization and have similar information that helps us apply our work with clients)**

COU 728 The Cycle of Substance Abuse (online-3)

COU 731 SIMSOC: Simulated Society (1)

COU 753 Group Psychotherapy (4)

COU 748 Principles of Assessment in Counseling (3) (online) **(Assessment class potentially before internship/during practicum to use that information at internship)**

### **Fall 3**

COU 792 Internship I in Mental Health Counseling (8)

COU 765 Crisis and Trauma (2)

MEMI with Dr. Mike

COU 736 Adm & Org of HS Programs (3)

### **Spring 4**

COU 794 Internship II in Mental Health Counseling (8)

COU 734 Lifestyles and Career Development (online-3)

- We believe the first semester of the program does an excellent job of setting the foundation for learning about multiculturalism, learning the basics of counseling skills, and the importance of taking care of ourselves before we can take care of others. It gives us the foundation for professional identity as well and the role dual relationships plays within the Deaf community.
- We would like to see assessment class given before we go to internship so we can understand the importance of these tools and their uses and applications with clients at our internship site(s).
- We also believe in the importance of group therapy class being held in-person if possible, to get a clear understanding of the function and role of individuals in groups. We found the online group psychotherapy class to be difficult to engage with.

### **3. Program Course Structure**

Please comment specifically on the instructional approaches of your respective programs (school or mental health counseling) and what you found the most and least helpful and relevant to your learning and practice – e.g. teaching methodologies, types of evaluation and assessment of your learning and competencies, lecture format and structure, use of technology, in and out of the classroom activities and experiences, formal and informal service learning, etc.

- All of Dr. Wu's multicultural class activities were helpful, SVG was beneficial

to multicultural learning and understanding. Class activities in person are beneficial as we have access to more connection with the concepts and experiential learning.

- Having group therapy not online and in person would make it less awkward and more engaging with the class.
- Role plays are helpful even to watch to see how we can apply what we are learning to real life and make the mistakes in a brave space with immediate feedback.
- Practicing how to write progress notes was helpful to give us real-life practice and application and strengthen out clinical skills.
- Disposition was very helpful for us to be more self-aware and learn about how we are perceived by others.
- Requiring us to submit notes for theories and family therapy class interferes with how we like to take notes (in our own style rather than needing our notes to be clear and understandable for others to view).
- All guest speakers were helpful in all of our classes as they supported deepening our understanding of the material and its application by sharing their individual expertise.
- Group participation and activities were wonderful visualizations of the content (for example, privilege line in multicultural class or hula hoop activity).
- Having a faculty with such a variety of backgrounds and experiences alternate teaching the classes provides us exposure not only more representation of the multicultural lens but to the different pathways we can explore our professional identity through.

#### 4. **Department and Program Communication Access & General DoC Climate**

How intentional and/or culturally appropriate have you found your respective programs (school and mental health counseling tracks), as well as the department as a whole (including faculty and students) in promoting effective communication access and a culturally respectful and inclusive climate?

- To ensure effective communication and access for hearing or Deaf students who have not been exposed to this level of academic signing or content in ASL, a TA, note-taker, or after-class support group would be beneficial to continue to digest and process the material with other classmates.
- Applying the COU 730 Social and Cultural Diversity Foundations & Multicultural Counseling course “ouch” process to each class serves as a continued reminder to be mindful and a form of accountability to multicultural competency.
- Expanding our analysis and unpacking of biases and systemic norms that impact mental health beyond race and disability. For example, helping us to unlearn fatphobia, shaming toward appearance, identity, and stigmatic.
- Checking-in at the beginning of class often is appreciated as it is nice to see how other people’s energy is when showing up; if they’ll need more time to process that day, for example, and gives us a chance to be mindful of how everyone is entering the space before we jump into the content.

## **SCHOOL COUNSELING PROGRAM**

### **EXIT SURVEY FOCUS GROUP RESPONSES - CLASS OF 2020**

#### **1. Program Course Content**

a. Please identify specific course content you found particularly relevant or meaningful to your counselor identity development as a professional school or mental health counselor AND respective practices.

We found the Foundation of Helping Skills course most relevant to our counselor identity development. We learned skills that we have applied in our practice as school counselors.

FHS gave us the opportunity to apply our counseling skills by setting up mock interviews. Not only that but during the class, we were able to practice the skills we learned through role playing. At the same time, we were provided feedback from the clients and was able to process the feedback and apply it in future counseling sessions.

b. Please identify specific course content you did not find particularly relevant or meaningful to your counselor identity development as a professional school or mental health counselor AND respective practices.

COU 714: Emotional & Behavioral Disorders course we did not find meaningful to our counselor identity development as professional school counselors. We feel that the information was very beneficial; we would like to see the course material restructured and more K-12 school based focus. We would like to see more discussions about more age appropriate diagnoses such as depression, anxiety, adhd, and etc. We would like to receive more training and knowledge in being able to identify symptoms in appropriate settings and situations. We would have liked to receive more training in professional writing such as progress notes, IEP, and/or 504.

In addition, we feel that Summer COU716 Psychopharmacology for Counselors course was least beneficial due to the fact that school counselors are not required to acquire depth knowledge or understanding about medications. The course was very brief and ended quickly. Therefore, the information was not retained.

#### **2. Program Course Sequencing**

Please comment specifically on the course sequencing of your respective programs (school or mental health counseling), *AND* how it did or did not prepare and support your readiness for your practical experiences during the first and second year of your training?

We have no feedback in regard to program course sequencing. We felt that the courses are planned in order and allowed us to prepare for our 1st and 2nd year of internship training.

#### **3. Program Course Structure**

Please comment specifically on the instructional approaches of your respective programs (school or mental health counseling) and what you found the most and least helpful and relevant to your learning and practice – e.g. teaching methodologies, types of evaluation and assessment of your learning and competencies, lecture format and structure, use of technology, in and out of the classroom activities and experiences, formal and informal service learning, etc.

During our face to face meeting with our program director, we mentioned that we would like to see more hands on or role play being implemented into our coursework. We also would like to see more emphasis of K-12 based discussions happen in our classes.

We feel that with our school counseling program, some of the special topic courses we were required to take, were not relevant to our work as school counselors. Such as the COU 795. Although beneficial information and an amazing collaborative project with our mental health cohort, we felt this class credit could've been met with information applying to our hands on experience on the job.

COU 712: Orientation to Professional School Counseling: We felt that the course could have been structured better with more beneficial applications to our professional development. We would like to see more emphasis in the Code of Ethics and Legality part of the job. We would like to see more organization of how the course was set up. We would like to see less personal experience and more factual accurate information in regards to what to expect when working in the school system from the instructor. During this course, we feel that we could have learned more of what to expect daily during our job.

COU 703: Substance Abuse: We felt that the course lacked organization in the delivering of course material. We would have liked to see more discussions in the areas such as trauma of the addiction, coping strategies, indirect impact of addiction, recovery process for those with addiction. Which would have allowed us to grow as counselors to provide better support to our students who might experience the direct/indirect impact of addiction. We also feel that the journal entry requirements were not beneficial. It felt as if it was being used to simply "fill in the grade book". Therefore, leaving us to feel that we did not have to put a lot of value in the work.

COU 748: Principles of Assessment in Counseling: We felt that the course was not applicable to our careers as school counselors as we do not conduct assessments to the extent of the coursework content. Obtaining the information on how to interpret, explain, support future students and their families was helpful and we would like to see more role play situations implemented into the class.

#### **4. Department and Program Communication Access & General DoC Climate**

How intentional and/or culturally appropriate have you found your respective programs (school and mental health counseling tracks), as well as the department as a whole (including faculty and students) in promoting effective communication access and a culturally respectful and inclusive climate?

Regarding communication access, we feel the accessibility to communication was readily available for accommodations if needed. The program also provided and promoted the

importance of ensuring that the environment was culturally respectful and inclusive. However, the climate amongst students was not always inclusive in regard to the acceptances of hearing differences.

### **PROGRAM EVALUATION PLAN**

*NOTE: Moving forward from Spring 2022, the program will undergo a re-design of the current counseling programs' educational curricula and instructional platform. It is anticipated that the counseling programs will resume admitting cohorts in the summer of 2022 in a newly designed and predominantly on-line platform that spans 3 academic years and includes an in-person 2 week summer session in the first and second academic year.*