Executive Summary: Comprehensive Assessment Report 2021-2022

NJCU

NEW JERSEY CITY UNIVERSITY

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New Jersey City University's Department of Counselor Education received CACREP accreditation in 2014. Currently, CACREP has conferred accreditation on two-master's programs: School Counseling (SC) and Clinical Mental Health Counseling programs (CMHC).

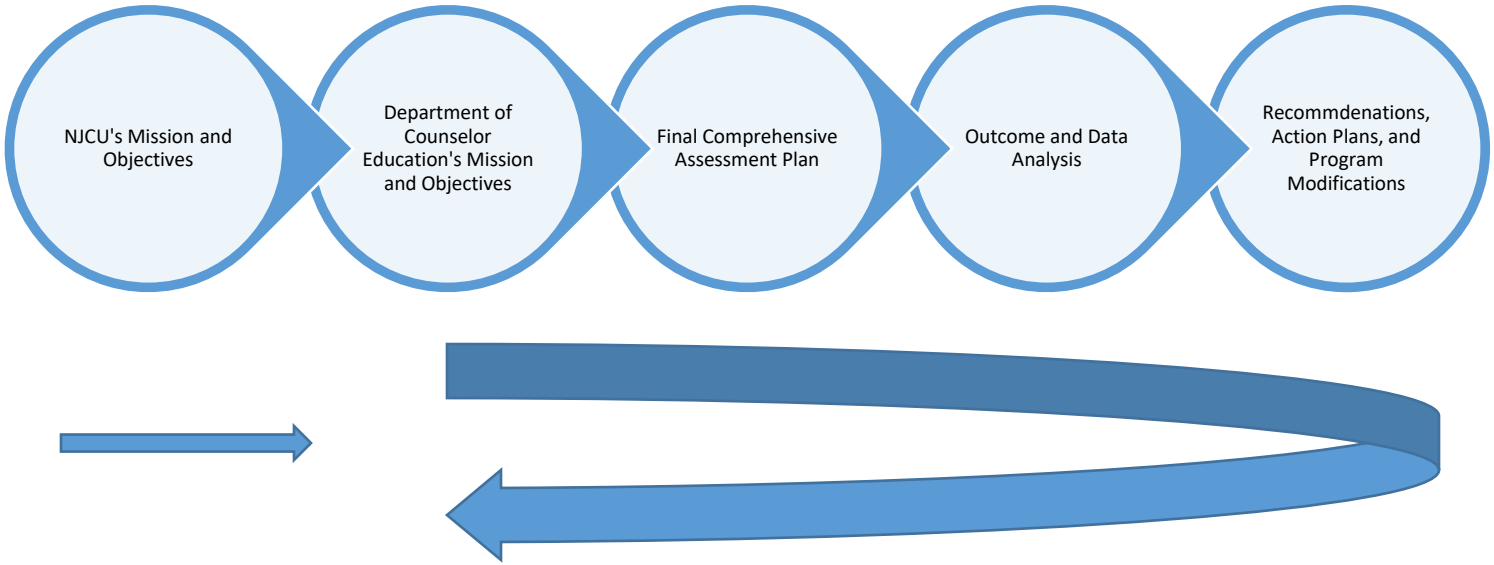


Figure 1

Program Evaluation Process at NJCU's Counselor Education Department

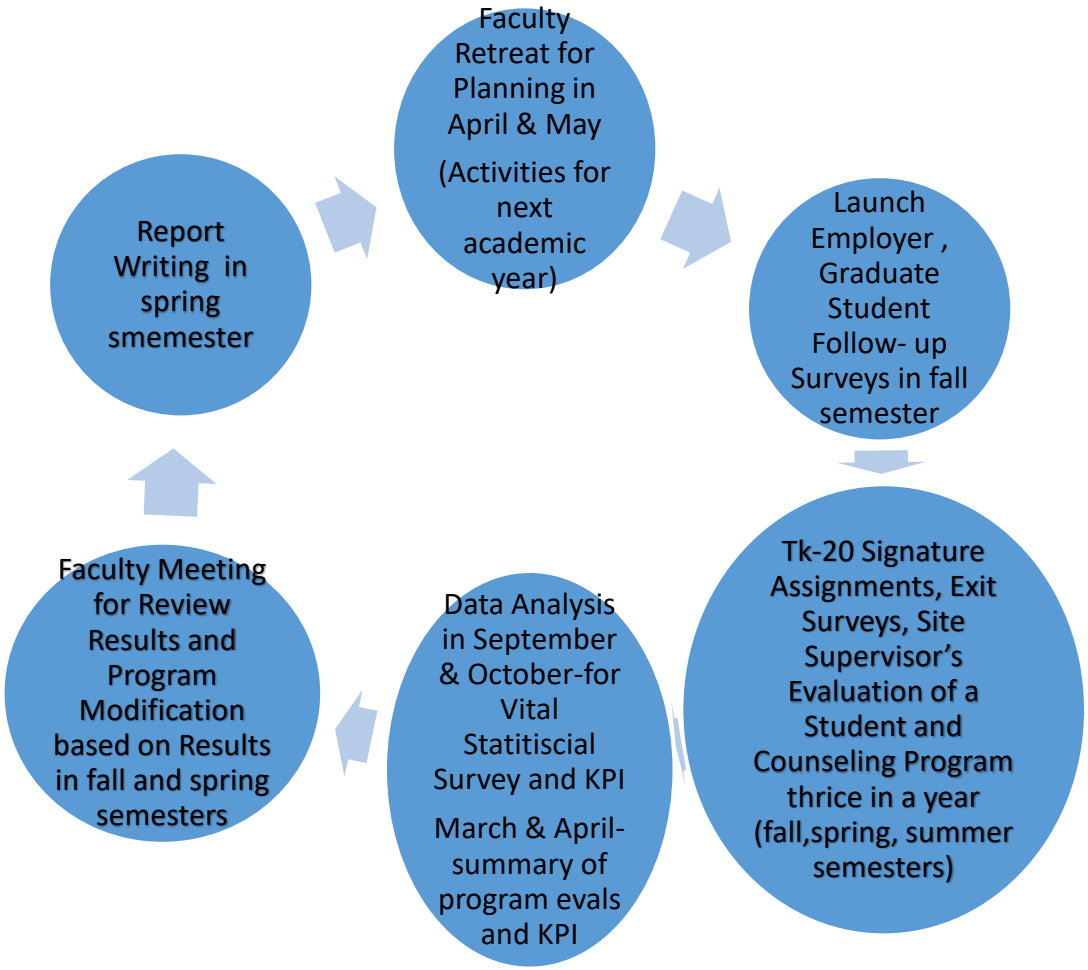


Figure 2 Final Comprehensive Assessment Timeline

Table 1: Clinical Mental Health Counseling (CMHC) Objectives and Assessment Plan/Report

Clinical Mental Health Counseling (CMHC) Objectives	Assessment and Measure	Schedule for Data Collection	Results
1. Graduates will gain foundational knowledge, skills, and attitudes to become culturally and ethically competent professional counselor.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard **COUN 601: Orientation to Professional Counseling and Ethics.** Signature Assignment: Ethical Analysis Paper KPI# 2.F.1.i Fall 2021 semester, N-33, 100 % (33) students achieved full proficiency Spring 2022, N-18 100% (18) students achieved full proficiency **COUN 605: Counseling Theories** Signature Assignment: Case Application KPI#2.F.5.a Fall 2021, N:7 100% (7) students acquired full proficiency

			Spring 2022 N:17 66% (11) proficiency; 17% (3) Competent; 17% (3) Unsatisfactory **COUN 629: Multicultural Counseling** Signature Assignment: Cultural Immersion Experience KPI# 2.F.2.b Summer 2022. N:12 100% (12) students acquired full proficiency **COUN 663: Career Counseling and Development** Signature Assignment: Career Counseling Project KPI # 2.F.4.j Spring 2023 Semester- N=18 14 (77.7%) Achieved exceptional level 4 (22.2%) Achieved competency level Summer 2022 –N=18 17 (94.4)- Achieved exceptionally well competency level 1 (5.56) Achieved competency level

	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	Average score on practicing ethical behavior in clinical practice of NJCU's students ranged from 3.00 (Agree) to 4.00 (Strongly Agree)
	Alumni follow-up survey (6 months and 3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared : 22 Prepared : 17 Neutral: 1 Unprepared: 1
	Employer Survey (6 months and 3 yrs)	Annually	Employers for CMHC graduates were 100% prepared across 13 criteria mentioned in the survey
	NCE	Biannually	50% Passing rate for Spring 2021 22% Passing rate for Fall 2021 71% Passing rate for Spring 2022
2. Graduates will develop necessary counseling skills and techniques to work effectively with diverse clients in the formats of individual, couples, families, and group counseling to accomplish mental	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard COUN 603: Human Development Assignment-Integrated Development Paper KPI#2.F.3.i Fall 2021 semester- N #30 1 – Limited competency

health, wellness, education, and career goals through in-person or telehealth platforms.	and specialization courses		17- Emerging competency 13- Competent Spring 2022 Semester-N=16 11- Competent 5 – Emerging competency **COUN 608: Counseling Skills** Skills Assessment Signature Assignment: Video Tape Critique #3 KPI#2. F.5.g Fall 2021 semester, N-21 24% (5) Proficient 76% (16) Competent Spring 2022 semester, N-30 6.67% (2) Proficient 90% (27) Competent 3.33% (1) Unsatisfactory **COUN632: Family and Couples Counseling** Signature Assignment: Written Exam KPI#2. F.5.b Fall 2021; N-16 63% (10) Proficient

			31% (5) Emerging Competency 6.25%(1) Incompetent Spring 2022; N-16 1st assessment 100% (16) Proficient 2nd assessment 81.25% (13) Proficient 18.75% (3) Emerging Competency **COUN 607: Group Process** Signature assignment: Final Examination KPI# 2.F.6.b Fall 2021, N;9 67% (6) full- Proficiency 33%(3) Emerging Proficiency Spring 2022, N=11 94% (10) full proficiency 6% (1) not satisfactory **COUN 636: Group Counseling Theory and Practice** Signature assessment: Essay KPI# 2.F.6.d Fall 2021; N: 19 1st assessment: 100% (19) competency 2nd assessment: 84% (16) competency

			15%(3) emerging competency COUN 686: Case Conceptualization and Treatment Planning Signature Assignment: Case Conceptualization and Treatment Planning KPI: 5.C.1.c **Spring 2022;** N: 20 Ass#1 20(100%) Proficient Ass#2 19(95)% Proficient 1(5)%Emerging competent Ass#3 19(95)% Proficient 1(5)%Emerging competent
	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	Total average score of final site supervisor's evaluation ranged from 3.00 (Agree) to 4.00 (Strongly Agree) for CMHC students
	Alumni follow-up survey (6 months and 3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared : 22 Prepared : 17 Neutral: 1 Unprepared: 1

	Employer Survey (6 months and 3 yrs)	Annually	Employers for SC graduates did not complete survey
	Follow-up studies of Site Supervisors	Annually	Please review data from supervisors follow up study (Page#44)
3. Graduates will demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.	Aggregate and individual student professional dispositions data (PDCA)	COUN 601,605, 607, 608, 690, 964, 695, and other courses as needed; every semester	Only one student scored below expectation level (2.80) on PDCA; rest of the students either met or exceeded the expectations of PDCA (3.00 to 5.00).
4. Graduates will acquire knowledge and skills in evidence-based practices (EBPs) or best practices, including assessment, diagnosis, prevention and intervention treatment, for a wide range of mental health and substance use issues.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard **COUN 604: Assessment and Testing** Signature Assignment: Assessment Evaluation Project KPI#2. F.7.e Fall 2021, N:16 100% (16) students acquired full proficiency Spring 2022, N:17

			100% (17) students acquired full proficiency **COUN 606: Research and Program Evaluation** Signature Assignment: Program Evaluation Project KPI#2. F.8.e Spring 2022, N:17 94.12% (16) students acquired full proficiency 5.88% (1) student acquired competence Summer 2022, N:16 100% (16) students acquired full proficiency COUN610: Introduction to Clinical Mental Health Counseling **COUN 610: Introduction to Clinical Mental Health Counseling** Signature Assignment: Becoming a CMHC counselor KPI# 5.C.2.a Summer 2022. N:18 14(78%) Exceed the competency 1 (6%) Emerging the competency 3 (17%) Incompetent **COUN 609: Differential Diagnosis** **Signature assignment: Movie Presentation** **KPI# 5.C.1c** Spring: 2022; N: 20

			Ass#1: 15(93.75%)Proficient 1(6.25%) Incompetent Ass#2 100% Proficient
5. Graduates will demonstrate leadership and advocacy skills to promote social justice and support both individual and systemic change for the purpose of promoting clients' well-being.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	**COUN 629: Multicultural Counseling** Signature Assignment: Cultural Immersion Experience KPI# 2.F.2.b Summer 2022. N:12 100% (12) students acquired full proficiency

Table 2: School Counseling (SC) Objectives and Assessment Plan/Report

School Counseling (SC) Objectives	Assessment and Measure	Schedule	Results
1. Graduates will gain foundational knowledge, skills, and attitudes to become culturally and ethically competent school counselors.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard **COUN 601: Orientation to Professional Counseling and Ethics.** Signature Assignment: Ethical Analysis Paper KPI# 2.F.1.i Fall 2021 semester, N-33, 100 % (33) students achieved full proficiency Spring 2022, N-18 100% (18) students achieved full proficiency **COUN 605 : Counseling Theories** Signature Assignment: Case Application KPI#2.F.5.a Fall 2021, N:7 100% (7) students acquired full proficiency Spring 2022 N:17

			66% (11) proficiency; 17% (3) Competent; 17% (3) Unsatisfactory **COUN 629: Multicultural Counseling** Signature Assignment: Cultural Immersion Experience KPI# 2.F.2.b Summer 2022. N:12 100% (12) students acquired full proficiency **COUN 663: Career Counseling and Development** Signature Assignment: **Career Counseling Project** **KPI # 2.F.4.j** Spring 2023 Semester-N=18 14 (77.7%) Achieved exceptional level 4 (22.2%) Achieved competency level Summer 2022 –N=18 17 (94.4)- Achieved exceptionally well competency level 1 (5.56) Achieved competency level

	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	Average score on practicing ethical behavior in clinical practice of NJCU's students ranged from 3.00 (Agree) to 4.00 (Strongly Agree)
	Alumni follow-up survey (6 months and 3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared : 22 Prepared : 17 Neutral: 1 Unprepared: 1
	Employer Survey (6 months and 3 yrs)	Annually	No data is available to report in this reporting period
2. Graduates will develop necessary counseling skills and techniques to work effectively with diverse students either in-person or telehealth modality in individual, groups, and school counseling curriculum to meet students' social-emotional, academic, and career needs.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard **COUN 603: Counseling and Development Across the Lifespan** Signature Assignment: Integrated Development Paper KPI#2.F.3.i Fall 2021 semester- N #30 1 – Limited competency 17- Emerging competency 13- Competent

			Spring 2023 Semester – N# 16 5-Emerging competence 11-Competent **COUN 608: Counseling Skills** Skills Assessment Signature Assignment: Video Tape Critique #3 KPI#2. F.5.g Fall 2021 semester, N-21 24% (5) Proficient 76% (16) Competent Spring 2022 semester, N-30 6.67% (2) Proficient 90% (27) Competent 3.33% (1) Unsatisfactory **COUN632: Family and Couples Counseling** Signature Assignment: Written Exam KPI#2. F.5.b Fall 2021; N-16 63% (10) Proficient 31% (5) Emerging Competency

			6.25%(1) Incompetent Spring 2022; N-16 1st assessment 100% (16) Proficient 2nd assessment 81.25% (13) Proficient 18.75% (3) Emerging Competency **COUN 607: Group Process** Signature assignment: Final Examination KPI# 2.F.6.b Fall 2021, N;9 67% (6) full- Proficiency 33%(3) Emerging Proficiency Spring 2022, N=11 94% (10) full proficiency 6% (1) not satisfactory **COUN 636: Group Counseling Theory and Practice** Signature assessment: Essay KPI# 2.F.6.d Fall 2021; N: 19 1st assessment: 100% (19) competency 2nd assessment: 84% (16) competency

			15%(3) emerging competency
	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	Total average score of final site supervisor's evaluation ranged from 3.05 to 4.00 for SC students
	Alumni follow-up survey (6 months and 3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared: 22 Prepared: 17 Neutral: 1 Unprepared: 1
	Employer Survey (6 months and 3 yrs)	Annually	No data is available to report in this reporting period
	Follow-up studies of Site Supervisors	Annually	Please review data from supervisors follow up study (Page#44)
3. Graduates will demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.	Aggregate and individual student professional dispositions data (the Professional *Disposition*	COUN 601,605, 607, 608, 690, 964, 695, and other courses as needed; every semester	All students either met or exceeded the expectations of PDCA (3.00 to 5.00)

	Competence Assessment—Revised; PDCA-R)		
4. Graduates will develop knowledge and skills in developing, implementing, and evaluating a comprehensive developmental school counseling program for PreK-12 to address students' academic, career, and social-emotional needs.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard **COUN 604: Assessment and Testing** Signature Assignment: Assessment Evaluation Project KPI#2. F.7.e Fall 2021, N:16 100% (16) students acquired full proficiency Spring 2022, N:17 100% (17) students acquired full proficiency
5. Graduates will acquire knowledge and skills to effectively implement evidence-based practices (EBPs), consultation and collaboration, leadership, advocacy, and systemic change to ensure education equity.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for	Core and Specialization Courses; every semester	**COUN 606: Research and Program Evaluation** Signature Assignment: Program Evaluation Project KPI#2. F.8.e Spring 2022, N:17 94.12% (16) students acquired full proficiency 5.88% (1) student acquired competence

	core and specialization courses		Summer 2022, N:16 100% (16) students acquired full proficiency **COUN 616: Introduction to School Counseling** Signature Assignment: SPECIAL TOPIC RESEARCH KPI#: **5.G.2.a** Spring 2023 Semester N=14 64% exceeded standards 28% Met standards 1% Developing

Key Performance Indicators of Student Learning

The NJCU's Counselor Education Department has developed a series of Key Performance Indicators that each student will be assessed on using multiple measures and over multiple points of time. There are twelve KPIs for eight CACREP content areas and two KPIs for School Counseling and three KPIs for Clinical Mental Health Counseling specialty area.)

KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). If a student receives a grade less than a "B" (or 84 points), on his or her KPI (formative assessment) in any of the nine areas, the faculty member who gave the grade will discuss with the student ways that the student can improve in this area prior to being assessed on the second KPI (summative assessment). A summative assignment is a signature assignment for each of the nine areas and has KPI which is tied to NJCU's Program Objectives. If the student who has scored below a "B" ("84") on the second KPI (summative assessment), a remediation development plan will be devised for the student with the student's advisor.

Table 3: Key Performance Indicators, CACREP Standards, Courses Measured, Signature Assignments, & Data

CACREP Core Areas	Course Number	Course Name	Signature Assignment	Responsible Person	Key Performance Indicator (KPI)	
Professional Counseling Orientation and Ethical Practice	COUN 601	Orientation to Professional Counseling and Ethics	Ethical Analysis Paper	I/CC/CL	2. F.1.i	Fall 2021 N-33 Proficient- 33 Spring 2022 N-18 Proficient-18 Students will demonstrate knowledge

						of ACA Code of Ethics and ASCA Ethical Standards and the ability to apply relevant ethical codes/standards in ethical dilemma situations. (Program objective: CMHC #1 and SC #1)
Human Growth and Development	COUN 603	Counseling and Development Across the Lifespan	Integrated Development Paper	I/CL	2.F.3.i	Fall 2021 semester- N #31 1 – Limited competency 17- Emerging competency 13- Competent Spring 2022 Semester – N# 16 5-Emerging competence 11-Competent Students will develop skills and techniques for developing ethically and culturally appropriate strategies for promoting resilience, optimum development, and wellness across the

						lifespan. (Program objectives: CMHC # 2; SC # 2)
Assessment and Testing	COUN 604	Appraisals and Assessment in Counseling	Assessment Evaluation Project	I/CL	2. F.7.e	Fall 2021, N:16 100% (16) students acquired full proficiency Spring 2022, N:17 100% (17) students acquired full proficiency The student will gain knowledge and skills of psychological tests and assessments useful in CMHC and SC settings (Program objective: CMHC#4 and SC#4)
Counseling and Helping Relationships	COUN 605	Counseling Theories	Case Application	I/ CC/CL	2.F.5.a	Fall 2021, N:7 100% (7) students acquired full proficiency Spring 2022 N:17 66% (11) proficiency 17% (3) Competent 17% (3) Unsatisfactory

						Students will gain foundational knowledge of counseling theories and relevant techniques and become able to apply them to cases. (Program objectives: CMHC #1; SC#1)
	COUN 608	Counseling Skills	Video Tape Critique #3	I/ CC/CL	2. F.5.g	Fall 2021 semester, N-21 24% (5) Proficient 76% (16)Competent Spring 2022 semester, N-30 6.67% (2) Proficient 90% (27) Competent 3.33% (1) Unsatisfactory Students will develop essential interview and counseling skills to work effectively with diverse clients through in-person or telehealth modalities in either community or school settings (program

						objective: CMHC #2 and SC #2)
	COUN 632	Family and Couples Counseling	Written Exam	I/CL	2. F.5.b	Fall 2021; N-16 63% (10) Proficient 31% (5) Emerging Competency 6.25%(1) Incompetent Spring 2022; N-16 1st assessment 100% (16) Proficient 2nd assessment 81.25% (13) Proficient 18.75% (3) Emerging Competency Apply systems theory and systemic and developmentally appropriate assessment and interventions to individuals, couples, and families (program objective: CMHC #2 and SC #2)
	COUN 690	Practicum	Practicum Video Presentation	I/ CC/CL	2. F.5.g	No data to report at this reporting period Demonstrate basic counseling skills in both individual and group counseling

						(program objective: CMHC #2 and SC #2)
Research and Program Evaluation	COUN 606	Research and Program Evaluation	Appraising Evidence-Based Practice (EBP)/Program Evaluation Project	I/CL	2. F.8.e	Data was collected only in spring 2022 and summer 2022 Spring 2022, N:17 94.12% (16) students acquired full proficiency 5.88% (1) student acquired competence Summer 2022, N:16 100% (16) students acquired full proficiency Critically evaluate research relevant to the practice of clinical mental health counseling and school counseling (2. F.8.e; Program Objectives-CMHC#4; SC#5)
Group Counseling and Group Work	COUN 607	Group Process	Final Examination	I/ CC/CL	2. F.6.b	Fall 2021, N;9 67% (6) full-Proficiency 33%(3) Emerging Proficiency

						Describe dynamics associated with group process and development (program objective: CMHC #2 and SC #2)
	COUN 636	Group Counseling Theory and Practice	Essay	I/CL	2.F.6.d	Fall 2021; N: 19 1st assessment: 100% (19)competency 2nd assessment: 84% (16) competency 15%(3) emerging competency Build and practice key characteristics and functions of effective group leaders. Apply theoretical foundations of group counseling to a variety of populations.
Social and Cultural Diversity	COUN 629	Multicultural Counseling	Cultural Research Group Project	I/CL	2.F.2.b	No data was collected during fall 2021 Summer 2022. N:12 100% (12) students acquired full proficiency Students will be able to understand multicultural and social

						justice competencies (CMHC program objective #1 and 5, SC Program Objective #1)
Career Development	COUN 663	Career Counseling and Development	Career Counseling Project	I/CL	2.F.4.j	Students will develop skills and techniques for developing ethically and culturally relevant strategies for addressing the career development of diverse clients. (Program objectives: CMHC #1; SC # 1) **Spring 2022** Semester-N=18 14 (77.7%) Achieved exceptional level 4 (22.2%) Achieved competency level **Summer 2022** –N=18 17 (94.4)- Achieved exceptionally well competency level 1 (5.56) Achieved competency level

Key: I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison; -SLO measuring skills of the students

Table 4: Key Performance Indicators, CACREP Standards, Courses Measured, Signature Assignments, & Data for CMHC Specialization

Course Number	Course Name	Signature Assignment	Responsible Person	Key Performance Indicator (KPI)	
COUN 609	Differential Diagnosis of Maladaptive Behavior	Movie Presentation	I/CL	5.C.2.d	*Students will apply the DSM-5* 5 and ICD-10-CM to counseling with attention to differential diagnosis, co-occurring disorders, cultural formulation, and distinction in developmentally appropriate normal and not normal distress (Program Objective CMHC#4) **Spring: 2022;** N: 20 Ass#1: 15(93.75%)Proficient 1(6.25%) Incompetent Ass#2 100% Proficient
COUN 610	Clinical Mental Health Counseling	Becoming CMHC Counselor	I/CL	5.C.2.a	Students will understand the roles and settings of clinical mental health counselors (Program Objective CMHC # 4)

					spring 2022 (data is not available) **summer 2022** Summer 2022. N:18 14(78%) Exceed the competency 1 (6%) Emerging the competency 3 (17%) Incompetent
COUN 686	Case Conceptualization and Treatment Planning in Counseling	Case Conceptualization and Treatment Planning	I/CL	5.C.1.C	**Spring 2022;** N: 20 Ass#1 20(100%) Proficient Ass#2 19(95)% Proficient 1(5)%Emerging competent Ass#3 19(95)% Proficient 1(5)%Emerging competent Develop and apply Case Conceptualization and Treatment Planning to a wide range of mental health and substance use disorders. (Program Objective-CMHC#2)

Key: I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison; -SLO measuring skills of the students

Table 5: Key Performance Indicators, CACREP Standards, Courses Measured, Signature Assignments, & Data for SC Specialization

Course Number	Course Name	Signature Assignment	Responsible Person	Key Performance Indicator (KPI)	
COUN 616	Counseling, Consultation, Referral, and Resources in Schools	Special Topic Research	I/CL	**5.G.2.a**	Data was collected only in spring 2022 and summer 2022 Students will acquire skills and techniques for advocating for the needs of diverse students and provide leadership in initiating systemic change. (Program objectives: SC#5) COUN 616: Ther.Interv.Tech -Cons Ed Set Signature Assignment: **SPECIAL TOPIC RESEARCH** KPI#: **5.G.2.a** Spring 2023 Semester N=14 64% exceeded standards 28% Met standards 1% Developing

COUN 627	Consultation and Management of Developmental School Counseling Programs	Special Population Research Paper	I/CL	**5. G. 3. d**	COUN 627 is taught only in fall semester and thus data will be reported from FY 2022-23 cycle. Students will gain knowledge and develop skills to work with the diverse student population and develop interventions that promote student's academic, career, and social-emotional development (Program objective SC # 2)

Key: I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison; -SLO measuring skills of the students

Table 6: Other Data Points from the Final Comprehensive Assessment Plan and Results

Assessment and Measure	Schedule	Procedure for Collecting Data
Student demographics: 1. Number of applicants 2. Student GPAs 3. Number of accepted students 4. Number of matriculated students 5. Applicant, student, and graduate ethnicity data 6. Applicant, student, and graduate gender data 7. Completion rates 8. Job Placement Rate	Annually	NJCU's Office of Institutional Effectiveness (Please review the data from Students Demographics section of this report)
NJCU Counselor Education Advisory Board feedback	Annually	Feedback from advisory board members and guests from Jersey City's School Counselors were solicited to transition 48 credit School Counseling Program to 60 credits. Please review the meeting minutes from May 26th, 2022 for more information: Appendix-I

Students Demographics

As of September1, 2022, 2022, there are 102 students enrolled in the CMHC and 56 students are enrolled in the SC program. Demographic information for students enrolled in the CACREP-accredited masters-level programs includes:

Table 7: CACREP Accredited Master's CMHC Students Demographics

	Male	Females	
Disable Students			
African Americans/ Black	8	19	
American Indian/Native Alaskan			
Asian American	3	1	
Caucasian/ White	5	19	
Hispanic/ Latino/ Spanish Americans	7	35	
Native Hawaiian/ PI			
Multiracial		3	
Other/Undisclosed	1	1	
Nonresident Alien			
Total = students	24	78	102

Table 8: CACREP Accredited Master's SC Students Demographics

	Male	Females	
Disable Students			
African Americans/ Black	1	10	
American Indian/Native Alaskan			
Asian American		1	
Caucasian/ White	1	14	
Hispanic/ Latino/ Spanish Americans	2	25	
Native Hawaiian/ PI			
Multiracial	1	1	
Other/Undisclosed			
Nonresident Alien			
Total = students	5	51	56

Number of Application from fall 2021 to spring 2022

From fall 2021 to spring 2022, the Department received 51'completed applications' for CMHC program. We 'admitted'30 students and 'denied' 21 students.

From fall 2021 to spring 2022, the Department received 31'completed applications' for SC program. We 'admitted'24 students and 'denied' 7 students.

Graduation and Completion Rate

In the academic year 2021-2022, 16 students graduated from the Clinical Mental Health Counseling program and 17 students graduated from the School Counseling program.

CMHC students took an average of 3 years and SC students took an average of 3 years to graduate from the program.

Job Placement Rate

Of those who responded to follow-up surveys, 100% who wished to be employed were employed within six months of graduation.

Eleven out of 21 recent graduate students are employed in a position directly related to their training at NJCU. Four graduate students are employed in a position somewhat (as a case manager, counselor-aid) related to their training at NJCU. Another six graduate students are employed but not in a position related to their training at NJCU.

Overall, our alumni (6 months and 3 years after graduation) reported 98% employment rate.

Licensure Examination Passing Rate

For spring 2022, fourteen Clinical Mental Health students sat for the National Counselor Examination (NCE). Out of fourteen, ten students (71%) passed the NCE.

For fall 2021, nine Clinical Mental Health students sat for the National Counselor Examination (NCE). Out of nine, two students (22%) passed the NCE.

For School Counseling students, there is no mandatory requirement to pass any licensing or certification tests.

GPA of CMHC and SC students

Average Cumulative GPA by Program	Fall 2021	Spring 2022
Clinical Mental Health Counseling	3.82	3.82
School Counseling	3.90	3.87

Current Student Survey (Exit Interview)

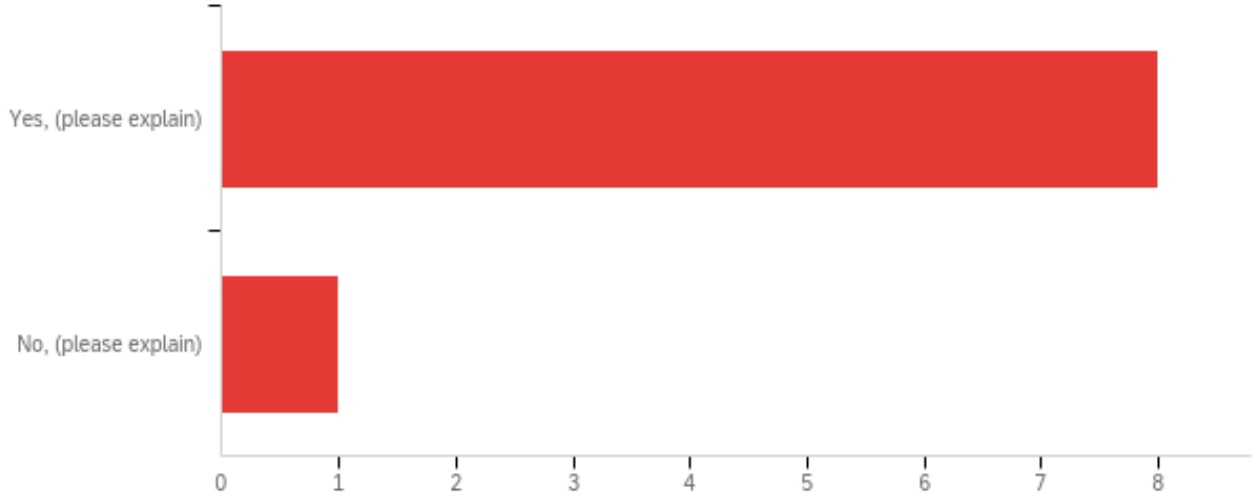
Strengths of the NJCU Counseling Program, faculty

- Strong, compassionate, veteran and presently-practicing faculty who are fully focused on educating, training, and helping students at every stage, through every challenge they encounter within and while going through the counseling program at NJCU.
- The NJCU Counseling Program and its professors in specific are dedicated to the needs of their students. Especially during these trying times of the COVID pandemic, professors within the counseling program have held a deep understanding of the adversities that many students are currently facing. They have remained professional, empathetic, and dedicated to best serving their students while still providing an enriching educational experience.
- The program is hard work but necessary work that allowed me to learn a lot more about myself as an individual and grow as a professional. Also, although half of my program was completed virtually I still feel like it was an unforgettable experience.
- All of the staff created a warm and inviting environment. I felt welcomed from the moment I stepped into my interview into the program and my experience had only improved from there. I couldn't have asked for better mentors, peers, and classroom experiences over the past 3 years.

Areas of improvements for the NJCU Counseling Program/courses

- Need more practice for NCE test
- Need more focus about school counseling experiences. I.e. more school counseling specific courses/electives, more role plays that mirror life in the schools, school counselor guest speakers, info about roles of a school counselor and protocol in the school.
- When providing online classes, Professors to offer mindfulness breaks such as controlled breathing, music or imagery activity

Current students who will recommend NJCU's Counseling program to others



Alumni Survey Results (6 months and 3 years after graduation)

Alumni's Survey results on how program prepared them in various areas

#	Question	Very Unprepared (1)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Well Prepared (5)	Not Applicable (0)	Total
1	Ethical and legal issues	1	2	5	14	19	0	41
2	Orientation to professional counseling	0	3	1	15	21	1	41
3	Lifespan Development	0	2	1	14	23	1	41
4	Assessment and appraisal	1	2	2	14	22	0	41
5	Counseling Theories	0	0	1	12	28	0	41
6	Individual counseling	0	0	3	10	28	0	41
7	Group counseling	0	0	2	10	29	0	41
8	Family/couple counseling	0	3	4	11	23	0	41
9	Counseling skills	0	1	1	10	29	0	41
10	Multicultural Counseling competencies	1	1	2	11	26	0	41
11	Research/Program evaluation	1	1	2	15	21	1	41
12	Career Counseling	1	1	3	17	19	0	41
13	Crisis Interventions	1	2	2	15	17	4	41
14	Consultation and collaboration skills	1	1	1	16	18	4	41

15	Supervision	0	3	2	16	18	2	41
16	Client Advocacy	0	1	4	12	20	4	41

School counseling graduates reported on how program prepared them in their specialty area

#	Question	Very Unprepared (0)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Well Prepared (5)	Not Applicable (0)	Total
1	Professional Issues related to School Counseling	0	0	2	7	10	0	19
2	Management and evaluation of comprehensive developmental school counseling programs	0	0	1	8	10	0	19
3	Classroom guidance to promote academic, career, and personal/social development of students	0	0	1	6	12	0	19
4	Assess students' needs and strengths	0	0	1	4	14	0	19
5	Leadership and consultation practices including collaboration, wellness, models, and advocacy	0	0	1	7	11	0	19
6	Counseling clients with your specialization (children, adolescents)	0	0	1	7	11	0	19

Clinical mental health counseling graduates reported on how program prepared them in their specialty area

Question	Very Unprepared (1)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Well Prepared (5)	Not Applicable (0)	Total
Professional Issues related to Clinical Mental Health Counseling	0	2	3	8	9	0	22
Diagnosis by using current edition of the DSM	0	2	0	7	13	0	22
Case Conceptualization	0	2	1	6	13	0	22
Treatment Planning	0	3	5	4	10	0	22
Counseling Clients with substance use and co-occurring disorders	0	1	3	7	10	1	22
Management and evaluation of mental health services and programs	0	1	6	5	10	0	22
Counseling clients with your specialization (children, adolescents)	0	2	2	7	8	3	22

Strengths of our program, faculty, and/or resources

- The faculty that I encountered throughout my time at NJCU was very helpful, kind, caring, compassionate, and were willing to go the extra mile to ensure the students in the counseling program were succeeding not only academically, but also as human beings overall. They were invested in producing successful and effective counselors, but also making sure we were growing and improving as people too
- The strengths that the program had was that the faculty was very passionate about their craft and open to helping students with any and all concerns. Very flexible and easy to talk to
- The faculty were amazing! So diverse and helped me every step of the way
- Diverse faculty and students

- This program is amazing. I feel as if I have expanded my network and have been introduced to wonderful friends and colleagues. I love that even after you graduate the faculty and the staff are always available and willing to help you

Areas of improvement for the NJCU Counseling program

- The program needs to better prepare students for licensing process and requirements. Program also needs to assist students better with internships and practicum sites
- School counseling program can focus more on the actual job description in NJ and more courses in SC
- Help with NCC Help with the necessary steps and process for licensure
- There are no Psychotherapy classes, except of a Play therapy, which l do not use while working with adults. At least CBT/ DBT/Solution Focused therapy should be in a curriculum.

Supervisor's Data

A. Final Site Supervisor's Evaluation

SC Students and CMHC students Final Site Supervisor's Evaluation is available upon request in excel format for spring 2022 and fall 2021. Please review total mean score from Table 3 and Table 4 of this report.

B. Follow-Up Supervisor's studies

CMHC student's preparation in each of the following areas

#	Question	Very Unprepared (1)		Unprepared (2)		Neutral (3)		Prepared (4)		Very well Prepared (5)		Not Applicable (0)		Total
1	Ethical understanding and behaviors	0.00%	0	6.67%	1	0.00%	0	66.67%	10	26.67%	4	0.00%	0	15
2	Professional identity and involvement	0.00%	0	0.00%	0	13.33%	2	60.00%	9	26.67%	4	0.00%	0	15
3	Counseling Theories	0.00%	0	0.00%	0	26.67%	4	60.00%	9	6.67%	1	6.67%	1	15
4	Individual Counseling	0.00%	0	0.00%	0	20.00%	3	60.00%	9	13.33%	2	6.67%	1	15
5	Group Counseling	0.00%	0	0.00%	0	20.00%	3	73.33%	11	6.67%	1	0.00%	0	15
6	Family/Couple Counseling	0.00%	0	0.00%	0	53.33%	8	26.67%	4	0.00%	0	20.00%	3	15
7	Counseling Skills	0.00%	0	0.00%	0	13.33%	2	66.67%	10	20.00%	3	0.00%	0	15
8	Multicultural Counseling Competencies	0.00%	0	0.00%	0	20.00%	3	60.00%	9	20.00%	3	0.00%	0	15

9	Crisis Intervention	0.00%	0	6.67%	1	46.67%	7	40.00%	6	0.00%	0	6.67%	1	15
10	Consultation and collaboration Skills	0.00%	0	0.00%	0	33.33%	5	53.33%	8	13.33%	2	0.00%	0	15
11	Client Advocacy	0.00%	0	0.00%	0	6.67%	1	66.67%	10	13.33%	2	13.33%	2	15
12	Diagnosis by using current DSM	0.00%	0	6.67%	1	60.00%	9	26.67%	4	6.67%	1	0.00%	0	15
13	Understanding of own strengths and limitations	0.00%	0	0.00%	0	26.67%	4	66.67%	10	6.67%	1	0.00%	0	15
14	Case Conceptualization	0.00%	0	0.00%	0	13.33%	2	73.33%	11	13.33%	2	0.00%	0	15
15	Counseling Clients with Substance use and co-occurring disorders	0.00%	0	0.00%	0	13.33%	2	60.00%	9	13.33%	2	13.33%	2	15
16	Management and evaluation of mental health services and programs	0.00%	0	0.00%	0	33.33%	5	40.00%	6	13.33%	2	13.33%	2	15
17	Administrative Skills	0.00%	0	20.00%	3	20.00%	3	60.00%	9	0.00%	0	0.00%	0	15

SC student's preparation in each of the following areas

#	Question	Very Unprepared (1)		Unprepared (2)		Neutral (3)		Prepared (4)		Very Well Prepared (5)		Not Applicable (0)		Total
1	Ethical Understanding and Behavior	0.00%	0	0.00%	0	0.00%	0	56.25%	9	43.75%	7	0.00%	0	16
2	Professional Identity and Involvement	0.00%	0	0.00%	0	18.75%	3	56.25%	9	25.00%	4	0.00%	0	16
3	Counseling Theories	0.00%	0	0.00%	0	18.75%	3	62.50%	10	18.75%	3	0.00%	0	16
4	Individual Counseling	0.00%	0	0.00%	0	18.75%	3	50.00%	8	31.25%	5	0.00%	0	16
5	Group Counseling	0.00%	0	0.00%	0	12.50%	2	62.50%	10	25.00%	4	0.00%	0	16
6	multicultural Counseling Competencies	0.00%	0	6.25%	1	6.25%	1	50.00%	8	37.50%	6	0.00%	0	16
7	Client Advocacy	0.00%	0	0.00%	0	6.25%	1	68.75%	11	12.50%	2	12.50%	2	16
8	Crisis Interventions	0.00%	0	12.50%	2	25.00%	4	50.00%	8	6.25%	1	6.25%	1	16
9	Consultation and Collaboration Skills	0.00%	0	0.00%	0	12.50%	2	56.25%	9	31.25%	5	0.00%	0	16
10	Administrative Skills	0.00%	0	6.25%	1	6.25%	1	31.25%	5	25.00%	4	31.25%	5	16
11	Understanding of own strength and limitations	0.00%	0	6.25%	1	25.00%	4	43.75%	7	25.00%	4	0.00%	0	16
12	Management and evaluation of comprehensive	0.00%	0	12.50%	2	18.75%	3	37.50%	6	18.75%	3	12.50%	2	16

	developmental school counseling programs													
13	Guidance curriculum	0.00%	0	12.50%	2	18.75%	3	37.50%	6	18.75%	3	12.50%	2	16

Strengths of NJCU's Counseling students

- Productive student who's always ready to take on the next challenge and will always adopted in any area she feels he needs growth
- Eager to learn, Open to constructive criticism
- Strong community orientation Flexibility in adapting to non-traditional populations Generally highly motivated
- They've seemed to be well prepared & at least ready to participate in a field placement
- Their knowledge and understanding of and for diverse populations. Their understanding of Mental Health issues, and societal influences on people of a variety of backgrounds. Their record-keeping skills.
- NJCU students are always well prepared both academically and practically for the field

Areas of improvement for the NJCU Counseling student

- Most have been radically unprepared when it comes to knowledge about school counseling vocabulary and what resources are out there for school counselors. I spend a lot of time having to catch the NJCU interns up on what the role of school counselors are, and what the job entails. Lately, I have also noticed a decline in the desire to be a part of state and national organizations amidst our NJCU interns, while it was something that used to be so well promoted by the NJCU program
- I would say that the school counseling program at NJCU needs to have more of a focus on mental health in schools. As a school counselor I deal with the mental health needs of my students on a regular basis
- Ability to perform paperwork (accuracy, timeliness, grammar) for case notes, observations, and paperwork in general
- Consultation - the skills related to exploring possible solutions to situations faced by teachers or other staff
- The Student will benefit in practicing the DSM 5 more
- Greater sophistication in psychological theory and application to diagnostic-prescriptive approaches. Harnessing Group Dynamics to psychotherapy in group setting.

Employers of Graduates Survey Results

Summary of survey results from employers of CMHC program graduates

#	Question	Very Unprepared (1)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Prepared (5)	Not Applicable (0)	Total
1	Ethical understanding and behavior	0	0	0	0	1	0	1
2	Professional Identity and involvement	0	0	0	0	1	0	1
3	Counseling Theories	0	0	0	0	1	0	1
4	Individual Counseling	0	0	0	0	1	0	1
5	Group Counseling	0	0	0	0	1	0	1
6	Counseling Skills	0	0	0	0	1	0	1
7	Multicultural Counseling Competencies	0	0	0	0	1	0	1
8	Crisis Interventions	0	0	0	0	1	0	1
9	Consultation and Collaboration Skills	0	0	0	0	1	0	1
10	Client Advocacy	0	0	0	0	1	0	1
11	Understanding of own strengths and limitations	0	0	0	0	1	0	1
12	Management and evaluation of comprehensive developmental school counseling programs	0	0	0	0	1	0	1
13	Administrative Skills	0	0	0	0	1	0	1

Employers of SC Program Graduates Survey Results –Not available/reported during this reporting period.

Use of Findings to Inform Program Modifications

During the 2021-2022 academic year, recommended program modifications were discussed during faculty end of term CACREP retreat. After reviewing and analyzing the program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed below in Table.

Table Subsequent Program and Course Modifications

Change	**Reason(s) for change & Data Used to Make Informed Decision**	**Implementation**
COUN 629 Multicultural Counseling Redesign the course and assignments to align with CACREP standards. All assignments were modified and KPI was identified	CACREP 1st addendum report and CACREP meetings with faculty	Summer 2022
COUN 601 Orientation to Professional Counseling and Ethics The instructor added "professional consultation" into the course content (specifically in the week of "Ethics in Relationships with Other Professionals"). Also, specific questions were added to final exam in order to measure students' learning about professional consultation.	CACREP 1st addendum report and CACREP meetings with faculty	Spring 2022
COUN 608 Counseling Skills The instructor added "motivational interviewing skills" into the course content. Also,	CACREP 1st addendum report and CACREP meetings with faculty	Spring 2022

specific questions were added to final exam in order to measure students' learning about motivational interviewing approach and skills.		
COUN 608 Counseling Skills The instructor added an assignment of "Motivational Interviewing Role Play" in order to better assess students' learning and use of motivational interviewing skills.	Student learning outcomes data from spring 2022	Fall 2022
COUN 605 Counseling theories The instructor added Discussion Board based assignments that are associated with Standard 2. F. 3g	CACREP 1st addendum report and	Spring 2022
COUN 632 Family and Couples Counseling Extra content/review on the topic of prognosis and working with resistant families/couples was added to course curriculum.	Student learning outcomes data from spring 2022	Fall 2022
Identified KPIs for core and specializations	CACREP 1st addendum report and CACREP meetings with faculty	Spring 2022
Modification in KPI based on pilot program implemented in spring 2022	CACREP 2nd addendum report and student learning outcomes data from spring 2022	Fall 2022
Clinical Coordinator added Tk20 to transition student's practicum applications, site evaluations and clinical hours from paper to electronic format	Department meetings with faculty	Fall 2020

Clinical Coordinator added Supervision Assist to centralize the student's practicum/internship experience	Practicum/internship department meetings with faculty	Spring 2022

Recommendations For Program Improvement

After review of program assessment data collected during the 2021-2022 academic year, recommendations for program improvement were formulated and are listed in Table

Recommendation	Data Used to Support Recommendation
Add Danielson model and tier systems in school counseling curriculum	Advisory meeting with school counselors.
Suggestions to improve school counseling program/courses such as course work in post-secondary and college curriculum, children and adolescent counseling , etc	Advisory meeting with school counselors Current student and alumni student's feedback
NCE –student preparation	Student feedback and test scores. Implemented course refreshers, where faculty volunteer to present course material to students as preparation for the NCE. Also started to make changes in some courses in the final exam. For example, Group Process' final exam used to be an essay and is now a multiple-choice test.
Suggestions to improve COUN 601 – Orientation to Professional Coun & Ethics and COUN 610 – Clinical Mental Health Counseling	Student feedback in Course Evaluations. Both courses were reassigned to core faculty who updated the course and syllabi.
Offer more of a variety of electives such as an advanced skills course, something for those working with children and/or adolescents, trauma, etc.	Suggestions made by both past and current students. COUN 680 – Advanced Counseling Techniques to be offered in Spring 2022. Child and Adolescent Counseling as well as a Trauma course currently under development.
School Counseling students unprepared in areas such as vocabulary, resources, and overall guidance.	Feedback from site supervisors and students. In Fall 2021, wherever possible, we began offering

	internship students one section with a faculty member who has experience in CMH and one with SC experience.
Student/faculty involvement in research, projects, outside classroom collaborations.	Student feedback. Example: Ethics professor sponsored a team of four students in the American Counseling Association's Graduate Student Ethics Competition – The students won first place
Having the department supported by administrative staff who could assist students and faculty.	Student feedback. A new Administrative Assistant was hired.
Hiring new adjunct for both the CMH and SC tracks to cover additional material for growing SC program as well as elective topics for CMH students.	Students (current and past), site supervisors, and Advisory meeting feedback. One new adjunct was hired for Fall 2022 and one or two will be hired for Spring 2023.
Offering courses with an online format.	Current student feedback. Fall 2022 began implementing a Hybrid program with 50% of courses online with a synchronous component and 50% in person.
Offer additional complimentary training for site supervisors	Feedback from Advisory meeting and additional site supervisors. Training for site supervisors (CMH and SC) will be held this semester, Fall 2022 in December.
Interview Skills workshop -to assist students with their practicum/internship placement process.	Site supervisor feedback. The workshop was offered in Fall 2021.

Appendix I Meeting minutes for the Advisory Board Meeting
Date/Time: May 26th, 2022, from 12 pm to 1 pm

Volunteer to take the minutes – Dr. Jean Georgiou

- Welcome back the advisory board members, NJCU's faculty guest Grace Wambu, and invited School Counselors – (Jean Georgiou)

Attendance:

Board Members - Jean Georgiou, Vaibhavee Agaskar, Donna Breault, Dr. Sadiq, Takia, Roberta Barfield, Maryanne Kelleher

Guests - Grace Wambu, Shirley Randolph, Rotima Figueroa, James Leniha, Esster Maxey

- Welcome our new Dean – (Dr. Donna Breault)

Dr. Donna Breault will be replacing Dean Debra Woo as a board member

- CACREP self-study update – (Vaibhavee Agaskar)

Dr. Vaibhavee Agaskar updated the board on the status of our CACREP application. She shared that we are currently waiting for a date for our CACREP visit and that it will be sometime in the fall. She also indicated that it could either be in person or virtual.

- School Counseling Program moving from 48 to 60 credits - information, plan for additional 12 credits, open discussion – (Grace Wambu)

Dr. Wambu shared with the meeting attendees the information regarding the move from 48 to 60 credits. She shared the four courses the program will add; COUN 609 Diagnosis (DSM), COUN 650 Foundations of Addictions, Children and Adolescent Counseling, and a new course that she is creating to include Post-Secondary & College
Curriculum.

The floor was opened to discussion from visiting School Counselors and board members.

Takia stated her concerns about the state requirements and lack of job description for School Counselors. She also stated that the Post-Secondary & College Curriculum would be helpful. She was not sure how useful 609 & 650 would be considering how School Counselors are often limited when it comes to actually getting the opportunity to be counselors.

Rotima stated how useful she thinks the Addictions course would be.

Esster stated that in the High School level they are using the Tier system and Danielson Model and that we may find this helpful for our program.

Roberta stated that she wished she had the opportunity to take 609 believing it would be helpful.

Dr. Wambu interjected several times, adding that what may work for Jersey City, may not necessarily work for all School Districts we serve and we must take that into consideration.

Maryanne shared a link that may be helpful to all those in the counseling field sharing her recent experience with COVID: https://healthierjc.com/mental-health/

Dr. Georgiou concluded by thanking all the guests, board members, Dr. Agaskar, and Dr. Wambu for all their input.

Appendix II
KPIs across nine CACREP areas and Specializations

COUN 601- Orientation to Professional Counseling and Ethics

Students will demonstrate knowledge of the ACA Code of Ethics and ASCA Ethical Standards and the ability to apply relevant ethical codes/standards in ethical dilemma situations. (Program objective: CMHC #1 and SC #1- CACREP standard 2.F.1.i)

COUN 603- Counseling and Development Across the Life

Students will develop skills and techniques for developing ethically and culturally appropriate strategies for promoting resilience, optimum development, and wellness across the lifespan. (Program objectives: CMHC # 2; SC # 2-CACREP standard 2.F.3.i)

COUN 605- Counseling Theories

Students will gain foundational knowledge of counseling theories and relevant techniques and become able to apply them to cases. (Program objectives: CMHC #1; SC#1-CACREP standard 2.F.5.a)

COUN608- Counseling Skills

Students will develop essential interview and counseling skills to work effectively with diverse clients through in-person or telehealth modalities in either community or school settings (program objective: CMHC #2 and SC #2-CACREP standard 2.F.5.g)

COUN 632- Family & Couple Counseling

Apply systems theory and systemic and developmentally appropriate assessment and interventions to individuals, couples, and families (program objective: CMHC #2 and SC #2- CACREP standard 2.F.5.b)

COUN 690- Practicum

Demonstrate basic counseling skills in both individual and group counseling (program objective: CMHC #2 and SC #2, CACREP standard 2.F.5.g)

COUN 604- Appraisals and Assessment in Counseling

Students will gain knowledge and skills of psychological tests and assessment useful in CMHC and SC setting (program objective: CMHC#4 and SC#4- CACREP standard 2.F.7.e)

COUN 606- Research and Program Evaluation

Critically evaluate research relevant to the practice of clinical mental health counseling and school counseling (2. F.8.e; Program Objectives-CMHC#4; SC#5- CACREP standard 2. F.8.e)

COUN 607- Group Process

Describe dynamics associated with group process and development (program objective: CMHC #2 and SC #2-CACREP standard 2. F.6.b)

COUN 636- Group Counseling Theory and Practice

Build and practice key characteristics and functions of effective group leaders (program objective: CMHC #2 and SC #2-CACREP standard 2. F.6.d)

COUN 629- Multicultural Counseling

Students will be able to understand multicultural and social justice competencies (CMHC program objective #1, SC Program Objective #1-CACREP standard 2.F.2.b)

COUN 663- Career Counseling & Development

Students will develop skills and techniques for developing ethically and culturally relevant strategies for addressing the career development of diverse clients. (Program objectives: CMHC #1; SC # 1- CACREP standard 2.F.4.j)

CMHC

COUN 609- Differential Diagnosis of Maladaptive Behavior

Students will apply the DSM-5 5 and ICD-10-CM to counseling with attention to differential diagnosis, co-occurring disorders, cultural formulation, and distinction in developmentally appropriate normal and not normal distress (CACREP standard 5.C.2.d; Program Objective CMHC# 4)

COUN 610-Introduction to Clinical Mental Health Counseling

Students will understand the roles and settings of clinical mental health counselors.
(CACREP standard # 5. C.2.a; Program Objective CMHC # 4)

COUN 686- Case Conceptualization and Treatment Planning in Counseling
Develop and apply Case Conceptualization and Treatment Planning to a wide range of mental health and substance use disorders.
(CACREP standard #5.C.1.C; Program Objective-CMHC#2)

SC

COUN 616- Counseling, Consultation, Referral, and Resources in Schools

Students will acquire skills and techniques for advocating for the needs of diverse students and provide leadership in initiating systemic change. (CACREP standard **5.G.2.a**; Program objectives: SC#5)

COUN 627- Consultation and Management of Developmental School Counseling Programs

Students will gain knowledge and develop skills to work with the diverse student population and develop interventions that promote student's academic, career, and social-emotional development (CACREP standard **5**. G. 3. d; Program objective SC # 2**)**