**KEAN UNIVERSITY**

**NATHAN WEISS GRADUATE COLLEGE**

**COUNSELOR EDUCATION DEPARTMENT**

**ASSESSMENT PLAN**

**ASSESSMENT REPORTS**

**Master’s Program Assessment Transition**

The master’s program assessment has undergone changes in emphasis. The previous CACREP self-study and site visit complied with the then current program assessment guidelines to assess every student in every course every year. While this plan was very comprehensive, CED was advised that plan was too comprehensive, hence “overkill.” CED was encouraged to move to a more general approach to program assessment with benchmarks. For example, for students who were ready for Practicum, CED 5980, faculty reviewed core course grade and assignment achievement and also made qualitative recommendations for readiness for practicum. These qualitative recommendations were holistic and every core faculty member who taught the student submitted a rating. Both Kean Ocean and Kean Union faculty members completed these assessments as CED faculty as students take courses at both locations and faculty teach at both locations; thus, the standards and courses have been reviewed together and course outlines and syllabi are reviewed to assure consistency in teaching, learning, and assessing.

With remote teaching and learning during the pandemic, this process continued online and at virtual faculty meetings-a process that took a great deal of time and effort.

Faculty submit data to the Program Assessment Coordinator and meet in June in a mini-assessment retreat to review data and prepare the annual report.

CED has developed a new draft assessment plan that is in the middle of these two assessment models and will assess each course and related standard every four years, thus, twice in the CACREP 8 year cycle.

|  |  |  |  |
| --- | --- | --- | --- |
| **Years 1/5** | **Year s2/6** | **Years 3/7** | **Years 4/8** |
| 5910 Orientation  | 5050 Assessment | 5965 Family | 5631 College Services |
| 5962 Group Process | 5963 Group | 5966 Adv. Skills | 5632 College Dev. |
| 5950 Skills | 5975 Career | 5501 SA | 5944 School |
| 5980 Practicum | 5989 Supervision | 5502 SA | 5915 Multicultural |
| 5985,6,7 Internship | 5972 CMH | 5503 SA | 5925 Human Dev. |
| 5952 Theories | 5979 DSM | 5504 SA | 5944 Child & Adol. |
|  |  | 5997 Research |  |
|  |  |  |  |

**MASTER’S LEVEL KPIs AND PROGRAM PROGRESS POINTS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course #** | **CACREP** **Stand.** | **Core/****Specialty** | **Title** | **Direct** **Assessment**  | **Criterion** | **Program** **Progress Point** |
|  |  |  |  |  |  |  |
| CED 5910 | 1 | Core | Orientation | ExamResearch Paper | B+  | 1st semester |
| CED 5962 |  | Core | Group Process | Journal | 2.5-3 Dispositions/Member Checklist | 1st Semester |
| CED 5950 | 5 | Core | Skills | Third video recording | 2.5-3 Skills rating | 2nd Semester |
| CED 5925 | 3 | Core | Cnlg. Across Lifespan | Test 2 | B+ | Early |
| CED 5915 | 2 | Core | Multicultural Couns. | Exam | B+  | Early |
| CED 5050 | 7 | Core | Assessment  | Assmt PresentationThird quiz | 2.5-3 mean- RubricB+  | Early |
| CED 5997 | 8 | Core | Research  | Final test/ | B+ | Early |
| CED 5963 | 6 | Core | Group Counseling Theory & Practice | Group Co-Leader | 2.5-3 RubricNarrative Feedback | Mid |
| CED 5952 | 5 | Core | Theories of Counseling | Exam | B+ |  |
|  |  |  |  |  |  |  |
| CED 5975 | 4 | Core | Career Counseling | Life/Career TimelineFinal Exam | 2.5-3 mean- RubricB+  | Mid |
| CED 5979 |  | Core | Diagnosis &Treatment | Final TestCase Paper | B+ or higher2.5 mean-Rubric | Mid |
| CED 5945 | 5 | Core | Child & AdolescentCounseling | Second VideoFinal test | 2.5-3 mean-RubricB+ or higher | Mid |
| CED 5965 | 5 | CMHC | Family Counseling  | Paper | 2.5-3 mean- Rubric | Mid |
| CED 5972 |  | CMHC | Intro to CMHC | Exam | B+  | Early |
| CED 5966 |  | CMHC | Adv. Counseling | 3rd Video Session | 2.5 mean-rubric | Mid |
| CED 5989 |  | CMHC | Clinical Supervision | 2nd VideoFinal exam | 2.5 mean- RubricB+ | With Internship |
| CED 5501  |  | CMHC/CC | Survey of Alcohol | Exam? | 2.5 mean-RubricB+ | mid |
| CED 5631 |  | CCSA | CC& Student Services | Paper | 2.5 mean- Rubric | Mid |
| CED 5632 |  | CCSA | College St.Cnlg &Dev. | Exam | B+  | Pre Practicum |
| CED 5944 |  | School C | School Counseling | Portfolio | 2.5 mean-Rubric | Pre Practicum |
| CED 5980 | Prof. Practice | all | Practicum | Case study/Video | 2.5-3 mean-Rubric | Field Experience |
| CED 5985 | Prof. Pr | all | Internship 1 | Case study/Video | 2.5-3 mean-Rubric | Field Experience |
| CED 5986 | Prof. Pr | all | Internship 2 | Case study/Video | 2.5-3 mean-Rubric | Field Experience |
| CED 5987 | Prof.Pr | SC & LPC | Internship MH | Case study/Video | 2.5-3 mean-Rubric | Field Experience |

**PhD Assessment Cycle**

For the first four cohorts, every course and related student outcomes have been and will continue to be assessed. This provides data for student progress, as well as program outcomes, in order to make appropriate course revisions and changes. After students in the fourth cohort are graduated, the follow assessment cycle will be implemented.

Until four cohorts complete the program, every standard will be assessed annually to have adequate data to make informed course and program revisions to meet student needs. Once every course has run and students complete the program of study, the formal assessment cycle for student learning outcomes and program outcomes will be conducted according to the following chart.

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 |
| 7957 Trauma Foundations | 7930 Qualitative Methods | 7989 Supervision  | Internship Professional 7985 |
| 7963 Group/Consultation | 7936 Qualitative Data Analysis | Internship Teaching 7986 | Dissertation 8001 |
| Leadership/Advocacy 7976 | 7980 Practicum | Trauma Assessment 7961 |  |
| 7631 College Student Develop. | 7952Theories | Psychopharmacology (PsyD) |  |
| 7915 Social Cultural | 7959 Sexuality |  |  |
|  | 6330 Quantitative Methods |  |  |
|  | 6340 Advanced Quantitative |  |  |

 Because of the very small number of students (Cohorts are 5-7 students), program assessment analyses were combined for 2018-2019 and 2019-2020 and also for 2020-2021.

CED collected extensive narrative feedback through student interviews, faculty meetings, student self-reflections, for corrections. For example, CED moved the qualitative research courses from the summers to the first two semesters to foster a research environment and to acquaint students with qualitative counseling research tools, as most students had little or no knowledge of qualitative methods. Another example was the restructuring of CED 7975 to have a greater focus on leadership than on career development and to move the course to summer where opportunities to visit sites and to interview leaders were more available.

Faculty meet in June in a mini assessment retreat to review data and make recommendation.

To review the program and student assessments, please see the PhD Program Annual Report on the website.

Note the recommendations and program adjustments that are reported out in the program assessment report are also required by the University annual program assessment and closing the loop procedures.

2020-2021

Academic Program Assessment Plan & Report

**Please complete “PART I: Assessment PLAN” by October 31, 2020. “PART II: Assessment REPORT” is due by June 30, 2021. Please use the** [Academic Program Assessment and Report Rubric](https://kean0-my.sharepoint.com/%3Aw%3A/g/personal/macharya_kean_edu/EfywsLac1DtLryQC2gWaMlEBqf4aeNh6EKFTJIAZ4IKglQ) **as a guide.**

**College: NWGC Program Name: CED Counselor Education**

Academic Year: **2020-2021** Report Author(S): Click or tap here to enter the author(s).

# **PART I: Assessment PLAN**

# I.I Student Learning Outcomes (Enter all but Check only the SLOs being assessed this cycle):

SLO1: Explain the nature and needs of individuals across the lifespan.

SLO2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.

SLO3: Apply individual and group counseling theories/approaches to facilitate individual and group counseling.

SLO4: Interpret and utilize professional research and existing data.

SLO5: Administer appraisal and assessment instruments in counseling and appropriately diagnose.

SLO6: Apply professional, legal and ethical standards in counseling; Identify their own limitations, seek supervision and participate in professional development

**I.II** [**Measures (Direct and Indirect):**](https://kean0-my.sharepoint.com/%3Aw%3A/g/personal/macharya_kean_edu/EWQSMaWKM_dHgtgDx6fytwEBCiS4GtdWrKi5TtYCMjSHzA?e=C56ShT)

1. ***INTERNSHIP CASE PRESENTATION (SLO 1, 2, 3, 4, 5, 6)***

The Counselor Education Department (CED) has two capstone courses: Internship I (**CED 5985**) and Internship II (**CED 5986**). Students write and present a Case Presentation (CP) (delineating clinical information regarding a counseling client). The CP Rubric assesses students across the six departmental SLOs. The presentation rubric includes fifteen (15) items across six (6) domains, and instructors rate students on a 1-3 scale (1= Does not meet standard, 2=Minimally meets standard, 3=Meets and exceeds standard).

1. ***COUNSELOR EDUCATION COMPREHENSIVE EXAMINATION (SLO 1, 2, 3, 4, 5, 6)***

In 2017 the CED piloted an alternative comprehensive exam (from Pearson the Counselor Preparation Comprehensive Examination (CPCE). The Counselor Education Comprehensive Examination (CECE) was developed by a consortium of counselor education programs. The CECE provides a total score from assessment of candidate knowledge across eight core knowledge areas (delineated by CACREP) as does the CPCE & CECE

• Assessment and Testing

• Career Development

• Counseling and Helping Relationships

• Group Counseling and Group Work

• Human Growth and Development

• Professional Counseling Orientation and Ethical Practice

• Research and Program Evaluation

• Social and Cultural Diversity

Through Spring 2019, the CED were happy with the examinations results and communication with the creators of the exam. However, the Fall 2019 examination offered a much more difficult assessment with more “hard” questions versus an array of difficulty questions, with no response from the CECE creators to our inquiries. Faculty found the examination challenging; our students overall did not fare as well as on previous attempts between 2017-1019. The CED decided to create our own comprehensive examination starting with the Spring 2020. Drs Webber and K worked with the CED doctoral candidates to field/test questions submitted by the faculty to create the examination, with alternative questions if necessary.

The faculty created comprehensive examination has been used now for three administrations: Spring 2020, Fall 2020, and Spring 2021. Results are reported below.

* Explain the [indirect measures](https://kean0-my.sharepoint.com/%3Aw%3A/g/personal/macharya_kean_edu/EWQSMaWKM_dHgtgDx6fytwEBCiS4GtdWrKi5TtYCMjSHzA?e=C56ShT) to be utilized for each SLO. Examples include survey and focus-group data.

**I.III Target:**

* For the seven SLO target score is 2.80
* For the Comprehensive Examination a PASSING score (generally one standard deviation below the group mean).

**PART II: Assessment REPORT**

**II.I Data Collection and Results:** Please summarize the data and results for each assessed SLO separately in this section and attach detailed evidence (data) to this report as a separate file (Ex: CBPM\_2019-2020\_Finance\_BS\_Academic\_Report\_Supporting\_Data).

|  |  |  |
| --- | --- | --- |
| **Semester** | **Course & Section Number** | **Number of Students** |
| Fall 2019 | CED 5985 and 5986 | 61 |
| Sp 2020 | CED 5985 and 5986 | 77 |
| Summer 2020 | CED 5985 and 5986 | 25 |
| Fall 2020 | CED 5985 and 5986 | 54 |
| Sp 2021 | CED 5985 and 5986 | 72 |

II.I.I Overall Scores:

**Semester(s):** Academic Year 2019-2020 Total

**Number of students:** *138*

|  |  |  |
| --- | --- | --- |
| **Category/Criterion** | **Mean** |  |
| Lifespan (SLO 1) | 2.90 | 2.5-3 |
| Multicultural (SLO 2) | 2.94 | 2.5-3 |
| Counseling (SLO 3) | 2.92 | 2.5-3 |
| Research (SLO 4) | 2.90 | 2.0-3 |
| Appraisal (SLO 5) | 2.83 | 2.5-3 |
| Ethics (SLO 6) | 2.89 | 2.5-3 |
| **Total Mean** | **2.89** |  |

**Semester(s):** Academic Year 2020-2021 Total

**Number of students:** *151*

|  |  |  |
| --- | --- | --- |
| **Category/Criterion** | **Mean** | **Range** |
| Lifespan (SLO 1) | 2.95 | 2.5-3 |
| Multicultural (SLO 2) | 2.95 | 2.5-3 |
| Counseling (SLO 3) | 2.94 | 2.5-3 |
| Research (SLO 4) | 2.93 | 2.5-3 |
| Appraisal (SLO 5) | 2.85 | 2.5-3 |
| Ethics (SLO 6) | 2.93 | 2.5-3 |
| **Total Mean** | **2.92** |  |

II.I.I CED Comprehensive Examination Scores

Fall 2019 – no data available – last use of CECE

Spring 2020 – Fall 2020 – Spring 2021

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Spring 2020 |  | Fall 2020 |  | Spring 2021 |
| # Pass | 112 |  |  |  |  |
| # Fall | 3 |  |  |  |  |
| # Pass |  |  | 36 |  |  |
| # Fall |  |  | 5 |  |  |
| # Pass |  |  |  |  | 26 |
| # Fall |  |  |  |  | 3 |

II.I.III Discussion of Findings:

**SLO 1: *Explain the nature and needs of individuals across the lifespan.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the Mean score for students (n=138) in AY 2019-2020 sections was **2.90.** For AY 2020-2021 the Mean score for students (n=151) was **2.95**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO2: *Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=138) in AY 2019-2020 sections was **2.94.**  For AY 2020-2021 the Mean score for students (n=151) was **2.95**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO3: *Apply individual and group counseling theories/approaches to facilitate individual and group counseling.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=138) in AY 2019-2020 sections was **2.92.** In this AY 2020-2021 (n=151) students Mean score improved to **2.94**. In both years students’ scores exceeded the target Mean score of 2.80.

**SLO4: *Interpret and utilize professional research and existing data.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score (n=138) in AY 2019-2020 sections was **2.90.**  For AY 2020-2021 the Mean score for students (n=151) was **2.93.**  In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO5: *Administer appraisal and assessment instruments in counseling and appropriately diagnose.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=138) in AY 2019-2020 sections was **2.83.** For AY 2020-2021 the Mean score for students (n=151) was **2.85**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**SLO6: *Apply professional, legal and ethical standards in counseling.***

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=116) in AY 2019-2020 sections was **2.89.** For AY 2020-2021 the Mean score for students (n=151) was **2.93**. In both years student scores of 2 or higher indicate that students met or exceeded the target score of 2.80.

**Comprehensive Examination**

After each administration of the examination, Dr. Webber reviews the test questions with the doctoral students, and adjusts as appropriate. The students who fail to reach the “pass” mark, students are offered an opportunity to re-take the examination, and if one does not pass on the second attempt they are given a “alternate” written examination with questions focused on the unsuccessful “core areas.” Some students wait a semester to do additional preparation. Of the 11 students who failed the exam since the Sp 2020 semester, nine passed the exam on their second attempt, two others will be taking an alternate written examinations in August 2021.

**II.II Curricular Actions/Closing the Loop:**

 Little change appears necessary. In addition, the CED will welcome an accreditation team from the Council of Accreditation in Counseling and Related Education Programs (CACREP) in November 2021. It is best if we keep our measures steady unless current data indicates otherwise.

II.II.I Budget Request Line Items:

Complete the table below describing each resource request in detail for program improvement based on the data results and curricular actions.

Please list all requests in priority order.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Program* | *Description of Resource**Request* | *Rationale**(also provide reference to results and curricular actions)* | *Quantity**Requested**(where applicable)* | *Unit Cost**(where relevant)* | *Total Cost* | *Kean University Strategic Plan Goal* |
| *CED* | *Faculty lines* | *The CED will not pass the accreditation requirement of a 12:1 FTE based on current student enrollment and faculty.* | *5* |  |  |  |
| *CED* | *Clinic space* | *The CED will need physical clinic space in the near future to accommodate the open of the new clinic, which is currently operating remotely.* |  |  |  |  |

II.II.II Professional Development Needs:Outline faculty/staff development needs including detailed supporting data, rationale and associated cost.

In order to maintain state and national counseling licensure, the CED needs a certain number of continuing education units or hours within two years for each license renewal. Some of this can be done via conferences (ACA, NJCA, etc.). Registration costs range from $100-$500 depending upon the location and pandemic.

**KEAN UNIVERSITY**

**Ph.D. in Counseling and Supervision**

**Program Assessment**

**Data Collection and Results 2020-2021**

1. **Course SLOs**

*SLO 2: Supervision*

*Assessment 1: Supervisor Evaluation of video recorded supervision session CED 7989*

*Target: 87.5% of the students achieve a score of 3.*

*N=5*

*Spring 2021*

*Cohort 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | Program SLO | CourseSLO | Mean |
| Supervision Theory and Practice | 5 | a,c,e | 3.0 |
| Supervision Skills (including with technology) | 5 | a,b | 2.74 |
| Supervisor Roles, Dispositions, & Personal Style | 5, 4 | a,c,d | 2.74 |
| Teaching Supervision including virtually | 2 | c | 3.0 |
| Diversity, Social Justice, and Advocacy | 1, 7 | b | 3.0 |
| Counselor Identity | 4 | b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4 | n, e | 3.0 |
| Research | 6 | e | 3.0 |
| Mean |  |  | 2.95 |

Note: None of the students completed a MA level clinical supervision

Course. Two students hold the ACS and one student holds the CCA**.***SLO 2*

*Assessment 2: Clinical supervision final examination CED 7989*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=5*

*Spring 2021*

*Cohort 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | CourseSLO | Mean |
|  |  |  |  |
| Supervision Theory and Practice  | 5 | a,c | 2.8 |
| Supervision Skills | 5 | b | 3.0 |
| Supervisor Roles, Dispositions | 5,4 | a,c,d | 3.0 |
| Trauma Informed Supervision | 5,3 | e | 3.0 |
| Scholarly Writing, Research, Technology | 6,7 | e | 2.8 |
| Counselor Ethics/Adherence to ACA Code | 4 | b | 3.0 |
| Diversity, Social Justice, Advocacy | 1,7 | b | 3.0 |
| Counselor Identity | 4 | a | 3.0 |
| Mean |  |  | 2.94 |

*SLO 3. Teaching*

*Assessment 1: Video-recorded teaching session self-critique and lesson plan CED 7986*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=10*

*Cohort 1 and 2*

*Fall 2020 and Spring 2021*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | CourseSLO | Mean |
| Presentation of Theory, Models | 2,3 | a,d | 2.9 |
| Presentation of counseling/supervision skills | 2, 5 | a | 2.7 |
| Student engagement and feedback | 2 | d | 3.0 |
| Teaching Methods and Dispositions | 2 | d | 3.0 |
| Integration of Research into Lesson | 6 | b | 3.0 |
| Lesson Plan | 2 | a | 3.0 |
| Counselor ethics/Adherence to ACA/ASCA Code | 4 | b | 3.0 |
| Counselor identity | 4 | b | 3.0 |
| Counselor Integrity | 4,2 | b, c | 3.0 |
| Continuous growth & self-care |  | c | 3.0 |
|  Diversity, Social Justice, Advocacy | 7,1 | g | 3.0 |
| Leadership | 2,7 | d,g | 3.0 |
| Mean |  |  | 2.97 |

*SLO 3 Teaching*

*Assessment 2: Supervisor evaluation of Co-teaching video recorded lesson CED 7989*

*Target: 87.5% of the students achieve a score of 3.*

*N=5*

 *Spring 2021*

*Cohort 1, 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLOs | Course SpecificSLOs | Mean |
|  |  |  |  |
| Supervision Theory and Models | 2,3 | a,e | 3.0 |
| Presentation of Counselor/Supervision Skills | 1,5 | a,d | 2.74 |
| Teaching Methods and Disposition | 2 | b, g | 3.0 |
| Student Engagement & Feedback | 1,2 | b,g | 2.97 |
| Integration of Research into Teaching | 6 | e | 3.0 |
| Lesson Plan | 2 | g | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4 | b | 3.0 |
| Counselor Identity | 4 | c | 3.0 |
| Counselor integrity | 4 | c | 3.0 |
| Diversity, Social Justice, Advocacy | 1,7 | b,e,g | 3.0 |
| Leadership | 4,7 |  c | 3.0 |
| Mean |  |  | 2.97 |

Comment: None of the five students completed an MA level clinical supervision

Course. Two students hold the ACS and one student holds the CCA**.**

*SLO 4*

*Assessment 1: Research Day poster presentation CED 7957 (also CED 7952),CED 7959, CED*

*Target: 100% of the students achieve a score of 3*

*N=19*

*Fall 2020. Spring 2021*

*Cohort 1, 2, and 3*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course SpecificSLO | Mean |
|  |  |  |  |
|  |  |  |  |
| Trauma Informed | 3 | a,e | 3.00 |
| Counselor Professional Identity | 4 | b, e | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4 | b  | 3.00 |
| Research Methodology | 6 | d | 2.63 |
| Advances counseling knowledge, practice, and efficacy | 7 | c,e | 3.00 |
| Doctoral Scholarship/Writing  | 4 | d | 2.76 |
| Diversity, Social Justice, Advocacy | 1,7 | a,e | 3.00 |
| Mean |  |  | 2.91 |

*SLO 6*

*Assessment 1: Trauma research paper CED 7957*

*Target: 87.5% of the students achieve a score of 3.*

*N=7*

*Fall 2020*

*Cohort 3*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLOs | CourseSLOs | Mean |
|  |  |  |  |
| Trauma Informed Counseling Skills | 1 | a,e | 3.0 |
| Trauma Knowledge and Theory | 3 | a,e | 2.86 |
| Disaster Counseling Skills  | 3 | b,e | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4 | c | 3.0 |
| Doctoral Scholarship/Writing /Research | 6 | d | 2.62 |
| Diversity, Social Justice, Advocacy | 1,7 | e | 3.0 |
| Counselor Identity | 4 | b | 3.0 |
|  |  |  |  |
| Mean  |  |  | 2.89 |

*SLO 6*

*Assessment 1: Site and university supervisor evaluations: Advanced Internship: Professional CED 7985*

*Target: 87.5% of the students achieve a score of 3.*

*N=5*

*Spring 2021 and Summer 1 2021*

*Cohort 1 and 2*

*Note: Students working full time needed Summer 1 to complete their hours.*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course SpecificSLO | Mean |
|  |  |  |  |
| Collaboration | 7 | a | 3.0 |
| Service contribution | 7 | f | 3.0 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1,7 | f | 3.00 |
| Counselor Roles and Dispositions | 7 | f,g | 3.0 |
| Professional Writing/Research | 6 | g | 2.75 |
| Counselor Ethics/Adherence to ACA Code | 4 | b  | 3.00 |
| Counselor Identity | 4 | b | 3.00 |
| Leadership | 4, 7 | d,f | 3.00 |
| Mean |  |  | 2.95 |

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*SLO 7*

*Assessment 1: Leadership Service Reflection Paper/Report CED 7985*

*Target: 87.5% of the students achieve a score of 3.*

*N=4*

*Fall 2020, Spring 2021, Summer 1 2021*

*Cohort 1 and 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course Specific SLO | Mean |
|  |  |  |  |
| Counselor Integrity | 4 | b | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4 | b | 2.91 |
| Doctoral Scholarship/Writing  | 6 | g | 2.72 |
| Diversity, Social Justice, Advocacy | 1,7 | b,f | 3.00 |
| Leadership Roles and Dispositions | 7 | d,f | 2.84 |
| Professional Service to Organizations/Global Community | 7 | g | 3.00 |
| Collaboration | 7 | a,d | 3.00 |
| Counselor Identity | 4 | d | 3.00 |
| Mean |  |  | 2.89 |

**II. Program Recommendations for Modifications/Changes**

**After Review of Data**

1. **Leadership and Advocacy in Counseling CED 7976**: The redesigned course CED 7976 Leadership and Advocacy in Counseling was submitted for approval. The purpose is to increase percentage of time dedicated to leadership models and skills in counseling. A faculty member with a specialization in counseling leadership models would strengthen this course.

**2. Qualitative Research Sequence: CED 7930 and CED 7936:** The shift of the qualitative sequence to year 1 was initiated two years ago and will commence in fall 2021 with Cohort 4. CED 7930 has been moved to fall 2021 semester 1 and 7936 has been moved to spring 2022 semester 2. Thus, students will complete the qualitative research sequence in the first year. Nearly all the students have little or no prior training in qualitative research. The longer fall and spring semesters will allow for a complete pilot research mini study rather than just the proposal and strengthen research knowledge and skills before the dissertation.

3. **Strengthen CED 7915 Social and Cultural Perspectives**: To better focus on intersectionality and systems theory and interventions, CED 7959 content will be integrated into CED 7915 Social and Cultural Perspectives.

4. **Advanced Internship: Professional will be divided into two 1.5 credit courses CED 7983 and CED 7984**. This change will divide the 300 hours into two parts of 150 hours each. Students working in full time jobs generally cannot complete 300 hours in a semester. The division of hours facilitates placements and reduces paperwork and the need for incomplete grades.

**5. Doctoral Writing Skills Improvement**

5a. **Professional and Scholarly Writing Practice**: Continue to integrate graded writing practices into classes offered in the first two years. Hybrid class times can be used for individual and small group writing feedback sessions.

5b. **Expanded 1 credit Professional Seminars**: The 3 credits that were required for

CED 7959 will be divided into three more Professional Seminars, CED 7911, C ED 7912, and CED 7913, one seminar in fall and spring of the first 2 years. The purpose is for specific instruction and practice in scholarly writing, research design, grant-writing, professional and career tools (CV, letter of application), APA practice, and manuscript writing.

5c. **Develop a formal Writing Competency Assessment with a Developmental Writing Plan.** This will formalize current successful writing coaching and advisement elements.

5d. **Common Writing Rubric.** Integrate a common doctoral detailed writing rubric across all courses. Provide training for all faculty. This recommendation was made after cohort 1. The pandemic and virtual meetings complicated the implementation.

5e. **Require a longer writing sample during the applicant interview visit**.

This recommendation will help to assess the student’s writing skills.

5f. **Require a recent graded or evaluated paper, publication, or report** as part of the application for admission,

5g. **Require a 1-credit or non-credit writer’s workshop** the summer before fall admission for some or all new students who need writing improvement.

5h. **Provide regular writer’s workshop events** to focus on APA 7, journal articles writing, and research reports.

5i.**Conduct a faculty workshop** or retreat each semester on writing feedback techniques and integrating writing skills into lessons. CED could collaborate with other doctoral program on the workshop.

5j. **Expand peer writing and co-writing feedback activities** into classes.

6. **Counseling Skills Improvement:** Professional writing, grammar, and organization continues to be an area needing improvement for several doctoral students. Several recommendations follow:

 6a **Counseling Skills Sample**. Require a recorded mock counseling session during the applicant interview visit. This recommendation was made after cohort 1. The pandemic and virtual interviews complicated its implementation.

6b. **Increase the number of video-recorded counseling sessions required** in Advanced Practicum CED 7980 and Advanced Internship: Professional: CED 7985.

This recommendation is based on the documented need for counseling skill improvement by some members of each cohort. Competency in counseling is a core need for counselor educators, supervisors, and counselors.6c.

Increase group supervision class time focused on reviewing counseling techniques and readings, and viewing professional counseling demonstration recordings in Advanced Practicum: CED 7980, Advanced Internship: Professional: CDED 7985, and Advanced Theory and Practice CED 7952.

6c. **Improve hybrid class assignments with structured video recordings of master counseling sessions** and student self-reflections.

This recommendation will increase opportunities to view longer model counseling sessions and to improve counseling skills.

6d. **Require that doctoral students counsel 1 to 2 clients each semester in the PhD in Counseling Wellness and Counseling Center as a requirement for Professional Seminars CED 7910, 7911, 7912, 7913.**

This class requirement will establish a regular sequence of counseling and individual and group supervision practices and provide greater support for the Center as the doctoral program advocacy initiative.

7. **Increase the number of faculty with the majority of their time dedicated to doctoral program** individual and group supervision, advisement, and teaching**.**

This recommendation reflects student and faculty feedback especially regarding the availability of faculty time for co-teaching assignments, research mentoring, advisement, and for individual support and assistance, writing feedback, and research.

7a Students are required to **participate on a faculty member’s or student’s research team**. Faculty members need to have a **reduced course load** and time to conduct research, lead research teams, and train students.

7b. **Full- time clinical faculty director and full time counselor (potentially a licensed doctoral student).** The demand for counselors in the PhD in Counseling Wellness and Counseling Center has grown rapidly and the Center needs a full-time clinical faculty and director and one full-time counselor with the ACS or similar supervision credential to supervise the doctoral counselors and LACs and to supervisor doctoral supervisors as required by CACREP standards.

The Center is the core of the advocacy activities of the program.

7c. The center also needs a **dedicated physical space**.

7d.Assistance is needed to get **doctoral students access to the Titanium records** software. The subscription has been paid for and students cannot access it.

8. Maintain the six- student cohort The doctoral program has had a very low attrition rate and thus a very high retention rate.  Doctoral programs generally experience a 40% to 50% dropout rate prior to dissertation. With only 4 students, should one student drop-out or take a leave of absence, the remaining 3 would not be a large enough number to provide for a group cohort with diversity of experience and ideas that would be in a cohort of 6.

Reducing the doctoral cohort to 4 students has no impact on faculty in Fall 2021-22, Fall 2022-23, Fall 2023-24, and a negligible effect in 2024-25. It has no impact on the number of classes run, as all classes must run whether the class size is 4 or 6.

Reducing the size of the cohort to 4 students has serious negative impacts including the following:

* The number of doctoral students in the cohort is reduced by 1/3 with no similar reduction in the number of MA students.
* Should one student miss class (e.g., become ill, be absent, have a family emergency, take a leave of absence or drop out), the class structure and pedagogy are seriously affected.
* The cohort model is reduced to a triad or dyad–essentially a tutorial.
* Four admits seriously limit the diversity of the cohort and access.
* Classes will not have a sufficient number of students for dynamic and diverse interactions.
* Doctoral student involvement and management of the free clinic is greatly reduced.
* Cohort information provided to prospective and current applicants at Graduate Open Houses, Information Sessions, and in literature conveyed a cohort size of 6 students, affecting potential applicants’ trust in the program’s future viability and the accuracy of information provided.
* The decrease raises accreditation questions about sustainability and the commitment to the program.
* After careful monitoring and annual program evaluation, the size of the cohort had already been reduced from 8 to 7 students for Year 2, and from 7 to 6 students in Year 3 well before the annual application cycle began.

**Identification of Doctoral Student Strengths**

**A. Student Learning Objectives: Competence**

Several areas indicate strengths in content, practice, and disposition related to counselor professional identity and ethical and legal practices. Students appear to have entered the program with strong counselor professional and ethical identity and practice.

Counseling ethics and counselor professional identity are integrated into all courses and projects, thus maintaining and enhancing these strengths. The following SLO sub scores indicate perfect or near perfect scores.

Counselor Professional Identity SLO 2.1, SLO 2.2, SLO 3.2. SLO 4.1, SLO 7.1 (all scores =3)

Counselor Integrity 2.1, SLO 3.3, SLO 7.1 (all scores=3)

Counselor Ethics/Adherence to ACA Code: SL0 2.1, SLO 2.2, SLO 3.2, SLO 3.2, SLO 4.1, SLO 7.1 (all scores = 3, except SLO 7.1, 2.91)

Diversity, Social Justice, Advocacy: SLO 2.1, SLO 2.2, SLO 3.1, SLO 3.2, SLO 4.1, SLO 6.1, SLO 7.1, (all scores=3)

Trauma Informed: SLO2.1, SLO 2.2, SLO 4.1, SLO 6.1 (all scores = 3)

Leadership: SLO 2.1, SLO 2.2, SLO 3.1, SLO 3.2, SLO 6.1, SLO 7.1, (all scores = 3)

**B . Cohort Cohesiveness, Leadership, and Support**

The cohort model was carefully selected for the doctoral program to promote collaboration, sharing, and access; to enhance cultural competence and humility; and to provide a group experience that reflects family and community strengths. The model was also developed to reduce isolation of a generally part-time program and increase social connections and a sense of belonging and purpose .Students have bonded through intentional group processes to help each other through the doctoral journey.

They work as a team of very diverse individuals who support each other, look out for each other and have also strengthened their understanding of group process and Porges’ social connection system. Several students had serious, life threatening medical problems family illnesses and deaths with COVID and have been supported by their cohort peers. They are truly a family within the larger CED family and have grown in compassion, empathy, and advocacy.

The cohorts learn, study, and work together on assignments, posters, and projects. They establish study groups for themselves, as well as for students in the rising cohorts and serve as model professors in training nurturing the next cohort and the master’s students. They rally around members who are ill or suffering. They guest lecture each other’s classes. They mentor master’s students and help guide emerging leaders in the next cohort and in the master’s program. All of these experiences and skills are essential in a doctoral program that is not residential to reduce the potential for dropping out and increasing resilience and protective qualities that help to move forward on the doctoral path and to graduate. The importance of the cohort bond has been most evident in their grief after Dr. Mascari’s death and struggles to remain in the program with the fear and uncertainty of COVID. They have also supported their fellow students with serious life threatening illnesses and surgeries.

**C. Leadership Internship**

The leadership requirement of 50 hours in CED 7985, Advanced Internship: Professional was developed to provide a real life developmental experience for the CACREP standard and to strengthen counselor identity. Most students have connected the leadership experience with their advocacy requirement of 50 hours. This internship is intentionally structured throughout the program so it is not a one-time experience.

* Doctoral student member on the Executive Board of the International Association for Resilience and Trauma Counseling
* Secretary and Executive Board member of the New Jersey Counseling Association
* Member of the Union Catholic High School Diversity Task Force
* Chair of the Union Catholic High School Diversity Task Force
* Membership Committee member of the International Association for Resilience and Trauma Counseling,
* Board Director of the New Jersey Psychiatric Rehabilitation Association
* Hudson County Community College President’s Advisory Council on Diversity, Equity, and Inclusion Chair
* President-Elect of the New Jersey School Counselor Association
* President of the Somerset County School Counselor Association
* Student member of the Kean OEM Committee and Conference Committee

**D. Doctoral Student Achievements**

**D1.Authors of Book Chapters**

Several students are writing book chapters or making conference presentations based on their research posters including

Kristal Miller. Chapter on rape stigma,

Cindy Povall. Charter on LGBTQ students and school counseling,

D.2 **Doctoral Student Presenters at Conferences or** **University Presentations**

Amy Banko: Fostering Equity & Inclusion Through Language. International Association of Rehabilitation Practitioners Conference.

Cindy Povall: The Experiences, Successes, and Challenges of NJ School Counselors During the Pandemic.

Spring 2010 Conference of the New Jersey School Counselor Association

Cindy Povall. School Counselors’ Perceptions and Practices Regarding Trauma-Informed Schools During the Pandemic.

Meeting of the Kean University Center for Clinical Life Sciences and Pandemic Research

Jeannina Ruiz. A Safe Place Lost During COVID: The Decline in Child Protective Referrals.

Meeting of the Kean University Center for Clinical Life Sciences and Pandemic Research

Jose Lowe: CED 5915 Multicultural Counseling class presented their papers and findings to the Hudson County Community College President’s Advisory Council on Diversity, Equity, and Inclusion. Jose is Chair of this Council and showcased the students on Zoom to the Council. He co-taught the course with Dr. Juneau Gary.

**D.3.Guest Lecturers**

An important requirement in the doctoral program is to guest lecture or present in MA classes. Some students have guest lectured several times increasing their teaching and presentation skills and enhancing their confidence.

**D.4. PhD in Counseling Wellness and Counseling Center: Doctoral Advocacy Initiative**

The Center opened on line in mid spring 2021. Requests for appointments at the Center increased rapidly especially with referrals from the Help and Healing state call center. The Center provides clients for Doctoral students enrolled in CED 7980 Advanced Practicum and CED 7985 Advanced Internship: Professional, as well as CED 7985 Supervision Internship for those doctoral students with the ACS or other mental health supervision certificate.

D.5. **Doctoral Student Newsletter: The Mascari Gazette**

Fall Holiday Issue

Spring Special Issue on Counselor Education at Kean Ocean

**D.6.Research Posters**

Each year students submit a Research Poster Proposal for Kean Research Days. This requirement improves their skills in research, presentation, and scholarly writing, as well as facilitates writing articles and journals. As students advance in the program, they help the next cohort learn to design their research proposals.

[The Role of Mental Health Helplines in Delivering Disaster Mental Health Interventions to Covid 19 Impacted Individuals](https://www.keanresearchdays.com/poster-sessions/the-role-of-mental-health-helplines-in-delivering-disaster-mental-health-interventions-to-covid-19-impacted-individuals)

Amy Banko & Maham Tariq Faculty Advisor Dr. Rebecca Vicente

[The Role of Mental Health Helplines in Delivering Disaster Mental Health Interventions to Covid 19 Impacted Individuals](https://www.keanresearchdays.com/poster-sessions/the-role-of-mental-health-helplines-in-delivering-disaster-mental-health-interventions-to-covid-19-impacted-individuals)

Betty Jean Faculty Advisor: Dr. Jane Webber

[Post-traumatic Meaning: Using Existential Meaning-Based Therapy to Increase the Development of Post-traumatic Growth](https://www.keanresearchdays.com/poster-sessions/posttraumatic-meaning-using-existential-meaning-based-therapy-to-increase-the-development-of-posttraumatic-growth)

Caitlin Moore Faculty Advisor: Dr. Jane Webber

[Schools Counselors: Leaders, Advocates, and Change Agents for Access and Equity During COVID-19](https://www.keanresearchdays.com/poster-sessions/poster-session-amyj2)

Cindy Povall Faculty Advisor: Dr. Jane Webber

[School Counselors’ Perceptions and Practices Regarding Trauma-Informed Schools: A Students Partnering With Faculty Research Study](https://www.keanresearchdays.com/poster-sessions/school-counselors-perceptions-and-practices-regarding-trauma-informed-schools-a-students-partnering-with-faculty-research-study)

A[dvocating Triple – P Intervention for Single-Parent Families](https://www.keanresearchdays.com/poster-sessions/poster-session-w2s83)

Gregory Fortune Faculty Advisor: Dr. Jane Webber

[A Safe Lost during COVID-19 for Maltreated Students](https://www.keanresearchdays.com/poster-sessions/a-safe-lost-during-covid-19-for-maltreated-students)

Jeannina Ruiz Faculty Advisor: Dr. Jane Webber

[Parental Burnout: Mindfulness Practices for Self-care during the COVID-19 Pandemic](https://www.keanresearchdays.com/poster-sessions/parental-burnout-mindfulness-practices-for-self-care-during-the-covid-19-pandemic)

Jennifer Dixon. Faculty Advisor: Dr. Jane Webber

[Understanding the Academic Advisor and the Minority Male Relationship: Meeting the Persistence and Retention Goals in Higher Education](https://www.keanresearchdays.com/poster-sessions/understanding-the-academic-advisor-and-the-minority-male-relationship-meeting-the-persistence-and-retention-goals-in-higher-education)

Jose Lowe Faculty Advisor: Dr. Jane Webber

[Interventions That Help School Counselors Build Resilience in High School Students with Complex Trauma](https://www.keanresearchdays.com/poster-sessions/interventions-that-help-school-counselors-build-resilience-in-high-school-students-with-complex-trauma)

Jeanette Torruella

[Culture of Silence and Sexual Assault](https://www.keanresearchdays.com/poster-sessions/culture-of-silence-and-sexual-assault)

Kristal Miller. Faculty Advisor: Dr. Jane Webber

[Recognizing Justice System Induced Trauma in African Americans](https://www.keanresearchdays.com/poster-sessions/william-livingstons-vision-for-the-scope-and-structure-of-american-government)

Markim Shakur Purvis Faculty Advisor: Dr. Jane Webber

[Factors Contributing to Trauma and Food Insecurity in Black and Brown Communities](https://www.keanresearchdays.com/poster-sessions/factors-contributing-to-trauma-and-food-insecurity-in-black-and-brown-communities)

Oshaira Pichardo Faculty Advisor: Dr. Jane Webber

[Historical and Current Perspectives of Parents of Children with Autism During COVID-19](https://www.keanresearchdays.com/poster-sessions/historical-and-current-perspectives-of-parents-of-children-with-autism-during-covid-19)

Prosline Saint-Armand Faculty Advisor: Dr. Jane Webber

[Using Family Counseling During the Coming Out Process](https://www.keanresearchdays.com/poster-sessions/using-family-counseling-during-the-coming-out-process)

Roman Petrocelli & Palak Vaidya Faculty Advisor: Dr. Rebecca Vicente

[Addressing Parental Stress of Black Mothers Raising Sons](https://www.keanresearchdays.com/poster-sessions/addressing-parental-stress-of-black-mothers-raising-sons)

Tennille Rainey. Advisor: Dr. Jane Webber

[Factors Affecting Career Change in Counseling Professionals](https://www.keanresearchdays.com/poster-sessions/factors-affecting-career-change-in-counseling-professionals)

Victor Perez Faculty Advisor: Dr. Jane Webber

[I am Not a Virus: Identifying Strategies to Address Self-Care and Mental Health for AAPI with Race-Based Trauma During the COVID-19 Pandemic](https://www.keanresearchdays.com/poster-sessions/i-am-not-a-virus-identifying-strategies-to-address-self-care-and-mental-health-for-aapi-with-race-based-trauma-during-the-covid-19-pandemic)

Wilson Wai Bong Ng. Faculty Advisor: Dr. Jane Webber

***PhD in Counseling and Supervision***

***Data Collection and Results 2019-2020***

*SLO 1*

*Assessment 1: Counseling theory and evidence-based practice examination CED 7952*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=17*

*Spring 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | ProgramSLO | Course Specific SLO | Mean |
|  |  |  |  |
| Advanced Counseling Skills-Evidence Based  | 1 | a | 2.86 |
| Doctoral Scholarship/Research/Writing  | 6 | d | 2.41 |
| Counselor Integrity | 4 | b | 3.0 |
| **Mean** |  |  | **2.79** |

*SLO 1*

*Assessment 2: Scholarly research paper related to group counseling CED 7963*

*Target: 87.5% of the students achieve a score of 3*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Advanced Counseling Skills  | 1a | 2.82 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1b | 3 |
| Counselor Integrity | 4b | 3 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3 |
| Doctoral Scholarship/Writing  | 6d | 2.82 |
| Mean |  | **2.93** |

*SLO 1*

*Assessment 3: Instructor’s evaluation: Co-leadership of Master’s-level CED students in group counseling, lecture/presentation on group counseling topics CED 7963*

*Target: 87.5% of the students achieve a score of 3.*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Advanced Group Counseling Skills  | 1a | 2.65 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1b | 3 |
| Co-Leadership Skills | 1e | 2.82 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3 |
| Mean |  | **2.87** |

*SLO 2*

*Assessment 1: Supervisor Evaluation: Co-teaching video recorded lesson CED 7986*

*Target: 87.5% of the students achieve a score of 3.*

*N=7*

*Spring 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Advanced Teaching Methods | 2a | 2.71 |
| Counseling Teaching Dispositions | 2b | 3.0 |
| Counselor Professional Identity | 4a | 3.0 |
| Counselor Integrity | 4b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| **Mean** |  | **2.94** |

*SLO 3*

*Assessment 1: Trauma research paper CED 7957*

*Target: 87.5% of the students achieve a score of 3.*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Advanced Counseling Skills | 1a | 2.82 |
| Trauma Knowledge and Assessment | 3a | 2.82 |
| Crisis and Trauma Practices  | 3b | 3.0 |
| Counselor Integrity | 4b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| Doctoral Scholarship/Writing  | 6d | 2.65 |
| Diversity, Social Justice, Advocacy | 7a | 3.0 |
| **Mean**  |  | **2.91** |

*SLO 4*

*Assessment 1: Site and university supervisor evaluations: Counseling practicum CED 7980*

*Target: 87.5% of the students achieve a score of 3.*

*N=14*

*Note: Due to the COVID 19 pandemic,3 students did not complete practicum and*

*have incomplete grades and are not included in the total.*

*Spring 2019, Summer 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Advanced Counseling Skills | 1a | 2.52 |
| Clients of Diverse Values, Orientations, Cultures, & Needs | 1b | 3.00 |
| Trauma Informed | 3 | 2.71 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.00 |
| **Mean** |  | **2.80** |

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*SLO 5*

*Assessment 1: Clinical supervision final examination/paper CED 7989*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=8*

*Spring 2020*

*Cohort 1*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Supervision Methods  | 5a | 3.0 |
| Supervision Dispositions | 5b | 3.0 |
| Developmental Level of Supervisee | 5c | 3.0 |
| Trauma Informed | 3 | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| Diversity, Social Justice, Advocacy | 7a | 3.0 |
| Mean |  | 3.0 |

*SLO 6*

*Assessment 1: Qualitative research proposal CED 7930*

*Target: 87.5% of the students achieve a score of 3.*

*N=12*

*Note: Due to the COVID 19 pandemic,3 students did not complete practicum and*

*have incomplete grades and are not included in the total.*

*Summer 1 2019, Summer 1 2020*

*Cohorts 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Counselor Integrity | 4b |  3 |
| Counselor Ethics/Adherence to ACA Code | 4c |  3 |
| Research Design | 6a | 2.75 |
| Research Methodology | 6b | 2.75 |
| Advances counseling knowledge, practice, and Efficacy | 6c |  3 |
| Doctoral Scholarship/Writing  | 6d | 2.75 |
| Diversity, Social Justice, Advocacy | 7a | 3 |
| Mean |  | **2.89** |

*SLO 6*

*Assessment 3: Research Day poster presentation CED 7957, CED 7959*

*Target: 100% of the students achieve a score of 3*

*N=17*

*Spring 2019, Spring 2020*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Trauma Informed | 3 | 3.00 |
| Counselor Professional Identity | 4a | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.00 |
| Research Methodology | 6b | 2.81 |
| Advances counseling knowledge, practice, & Efficacy | 6c | 3.00 |
| Doctoral Scholarship/Writing  | 6d | 2.81 |
| Diversity, Social Justice, Advocacy | 7a | 3.00 |
| **Mean** |  | **2.97** |

*SLO 6*

*Assessment 4: Introduction to Statistical Methods EDD 6330*

*Target: 87.5% of the students achieve a score of 3 (90%)*

*N=16*

*Fall 2019, Fall 2020*

*Cohorts 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Counselor Integrity | 4b | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.00 |
| Research Methodology | 6b | 2.87 |
| Statistics Knowledge and Application  | 6e | 2.79 |
| **Mean** |  | **2.90** |

*SLO 7-Fall 2019*

*Assessment 1: Leadership/advocacy journal manuscript and presentation CED 7975*

*Target: 87.5% of the students achieve a score of 3.*

*N=4*

*Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Counselor Integrity | 4b | 3.00 |
| Counselor Ethics/Adherence to ACA Code | 4c | 2.91 |
| Doctoral Scholarship/Writing  | 6d | 2.72 |
| Diversity, Social Justice, Advocacy | 7a | 3.00 |
| Leadership/Advocacy Theory or Styles | 7b | 2.50 |
| Professional Organizations/Global Community | 7c | 2.91 |
| **Mean** |  | **2.84** |

*SLO 7-Fall 2019*

*Assessment 2: Leadership/Advocacy/Career Development examination CED 7975*

*Target: 87.5% of the students achieve a score of 3 (90% or higher).*

*N=4*

*Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Counselor Integrity | 4b | 2.75 |
| Counselor Ethics/Adherence to ACA Code | 4c | 2.75 |
| Advances counseling knowledge, practice, & Efficacy | 6c | 3.0 |
| Doctoral Scholarship/Writing  | 6d | 2.50 |
| Diversity, Social Justice, Advocacy | 7a | 3.00 |
| Leadership/Advocacy Theory or Styles | 7b | 2.50 |
| Professional Organizations | 7c | 3.00 |
| Global Community  | 7d | 3.00 |
| **Mean** |  | **2.81** |

*SLO 4*

*Assessment 1: Program Plan and Goals 7910*

*Target: 100% of the students achieve a score of 3.*

*N=17*

*Fall 2018, Fall 2019*

*Cohort 1 and 2*

|  |  |  |
| --- | --- | --- |
| Criterion | SLO | Mean |
|  |  |  |
| Trauma Informed | 3 | 3.0 |
| Counselor Professional Identity | 4a | 3.0 |
| Counselor Integrity | 4b | 3.0 |
| Counselor Ethics/Adherence to ACA Code | 4c | 3.0 |
| Diversity, Social Justice, Advocacy | 7a | 3.0 |
| **Mean** |  | **3.0** |

*Program Recommendation for Modifications or Changes After Review of Data*

1. **Increase percentage of time dedicated to leadership and advocacy in CED 7975.**

Student feedback and faculty observations confirmed the Course Outline contained too much content to be covered in one semester. The analysis of scores indicated that the Course Outline needed to be revised to focus on leadership and advocacy in counseling.

This modification would result in adequate class time to address CACREP Standards. The course title and weekly schedule were revised and submitted for approval.

The revised course syllabus was used in Summer 1, 2020. Students reported that with a clearer focus and greater emphasis on leadership and advocacy, they could dig deeper into the literature and give greater attention to leadership and advocacy in class meetings. One-fifth of the course content remained on professional career development.

With this course revision, the data was not aggregated for the Fall 2019 and Summer 2 2020 classes.

2. **Consider moving CED 7930 and 7036 to fall or spring** **or to and eight or ten-week schedule in the summer.**

This change would provide a longer period of time to learn new content and practice new skills. Nearly all the students have little or no prior training in qualitative research and reported they needed a longer semester than Summer 1 provides. As a contrast, the two quantitative research courses are taught in 15 week semesters, rather than the 5 week intensive summer session.

An additional factor is the lack of time in the condensed summer schedule. About 80% of the students work full time. They found doing the reading and assignments in 5 weeks was challenging and several students took incompletes.

Further, summer 1 2020 was in the midst of COVID 19 creating serious distress. A beloved faculty member and chair of the Counselor Education Department died in May from COVID 19, and some bereaved students did not take the summer course recognizing the intensity of the work required in the shorter schedule.

The Doctoral Committee is examining ways the doctoral course schedule could be revised to move one or both of the qualitative research courses to the fall or spring 15 week semesters.

3. **Integrate more writing practice into classes** **offered in the first two years**.

 The majority of students are midcareer professionals. Students completed their master’s degrees between 2 and 27 years ago and many had not written scholarly papers for a long time. One student said they were “in shock” when faced with faculty feedback about their writing performance. Data analysis indicated significantly lower scores on assessments of scholarly writing:

2.41: SLO 1, Assessment 1

2.65: SLO 3, Assessment 1

2.50: SLO 7, Assessment 1

 Some were very concerned that they were underprepared and considered dropping out of the program. They requested more assignments on organizing and writing research papers and on using APA 7 style before being required to write a research paper. Faculty recognized that the shift to scholarly writing was challenging for many students and they modified the weekly schedule to provide mini lessons in scholarly writing related to the course content. In addition, the process of writing the research paper was broken in “chunks” to provide time for individual help sessions and to show students how to manage writing a research paper in several smaller tasks.

**4. a.** **Provide additional preparation for and concurrent learning with Advanced Practicum in Counseling**

**4. b. Require a video-recorded or live mini counseling session with a volunteer who role plays a client**.

**4. c. Integrate a review of basic counseling skills into courses.**

**4. d. Require an MA level Advanced Counseling Skills course for otherwise qualified candidates for doctoral admission.**

 Considerable variation was identified in the assessment of student basic counseling and advanced counseling skills and knowledge of skills. The following data indicated needs for modification in the program

2.52 SLO 4, Assessment 1, Advanced Counseling Skills

2.52 SLO 7, Assessment 2 Counseling knowledge, practice, & efficacy

2.86 SLO 1, Assessment 1 Advanced Counseling Skills-Evidence Based

Several factors were also identified in the evaluation process: (a) length of time since formal counseling skills training, (b) quality of individual supervision on the job, (c) lack of continuing education, (d) shift from counseling to administrative or supervisory work, (e) lack of professional development focused on counseling skills, (f) lack of video- or audio-recording of sessions for feedback on the job, and lack of individual or group supervision focused on counseling skills. Some students with extensive experience reported that they had never video or audio-recorded themselves in counseling sessions. Others reported they had little or no clinical supervision on the job. One student in their self-evaluation described their counseling skills training as “poor” or non-existent, and was very grateful for individual supervision that addressed basic counseling skills.

 In Advanced Practicum in Counseling, students received individual supervision by a site supervisor, as well as a university supervisor. Students reported that the supervision feedback was very helpful. While readings in counseling skills were required, there was insufficient time to address them in the group supervision sessions.

5d. **Increase number of faculty with the majority of their time dedicated to doctoral program individual and group supervision, advisement, and teaching.**

This recommendation reflects student and faculty feedback especially regarding the availability of faculty time for co-teaching assignments, research mentoring, advisement, and for individual support and assistance.

***Identification of Student Strengths***

Several areas indicate strengths in content, practice, and disposition related to counselor professional identity and ethical and legal practices. Students appear to have entered the program with strong professional and ethical identity and practice.

Counseling ethics and counselor professional identity are integrated into all courses and projects, thus maintaining and enhancing these strengths. The following SLO subscores indicate near perfect scores.

Counselor Professional Identity SLO 2-1, SLO 6-3, SLO 4 (all scores =3)

Counselor Integrity SLO 1, SLO 2, SLO 3, SLO4, SLO7 (all scores=3)

Counselor Ethics/Adherence to ACA Code: SL0 2-1, SLO 3-1, SLO4-1, SL05-1, SL0 -1, SLO 7.1 (all scores = 3 except 7.2, 2.87)

Diversity, Social Justice, Advocacy: SLO 1-2, SLO 3-1, SLO5-1, SLO 6-1, SLO 6-1, SLO 6-3, SLO 7-1, SLO 7-2, SLO 4-2

Trauma Informed: SLO 3-1, SLO 5-1, SLO 6-3, SLO 4-1 (all scores = 3 except 4-1, 2.71)

Counselor Ethics, Adherence to ACA Code: SLO 2-1, SLO 3-1, SLO 4-1, SLO 5-1, SLO 6-1, SLO 6-2, SLO 6-3, SLO 6-4, SLO 7-1, SLO 7-2, SLO 4-1 (all scores = 3)

#

# DOCTORAL LEVEL PROGRAM ASSESSMENT PLAN

Student Learning Outcomes are aligned with Program Learning Outcomes and with CACREP Standards. Data are collected from assessments in each course. Data are also collected from program assessments across courses, for example, Research Day Poster Presentation, Leader or Officer in a state or national counselor association, and program advocacy clinic. Multiple measures of learning assess student learning over multiple points in time and some measures are program- not course-specific measures.

Areas of student learning are assessed over multiple outcomes and multiple points in time. Data is reviewed and analyzed individually and by a team through in-person and virtual meetings.

Assessments can be in the form of examinations; research papers; presentations; critiques of video recorded counseling, consultation, teaching, or supervision sessions; supervisor evaluations or surveys, research poster or presentation sessions, etc. Faculty report data through spreadsheets and report forms.

The Annual Program Assessment Report may be found on the Counselor Education Department web page on the Kean University site.

##

## Program Goals Linked to Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Direct Assessment** | **Competency** | **Target** |
| The PhD Program in Counseling and Supervision prepares students to be |  |  |  |
| PG 1. ethically, professionally, and culturally-competent counselors  | Comprehensive Examination­Counseling Competency Rating Evaluation by Site Supervisor and University SupervisorNational Clinical Mental Health Examination (NCMHCE) | Honors or Pass score on a scale of 1–3 for Question 1 Competency Score of 4 or 5 on a scale of 1-5 for every item Passing Score | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt.100% of the cohort will achieve rating of 4 or 5 after CED 7980 Advanced Practicum in Counseling.87.5% of the cohort achieve a passing score on the first attempt. |
| PG 2. exemplary counseling supervisors | Comprehensive ExaminationSupervision Competency Rating Evaluation by University Supervisor | Honors or Pass score on a scale of 1–3 for Question 2 Competency Score of 4 or 5 for every item  | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt.87.5% of the cohort achieve a score of 4 or 5 after CED 7989 Advanced Clinical Supervision and CED 7985 Advanced Internship: Professional. |
| PG 3. competent teachers, leaders, and advocates for the counseling profession  | Comprehensive ExaminationTeaching Competency Rating Evaluation by Co-Teacher | Honors or Pass score on a scale of 1–3 for Question 3 Competency Score of 4 or 5 on a scale of 1–5 for every item  | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt.87.5% of the cohort achieve a score of 4 or 5 after CED 7986 Advanced Internship: Teaching. |
| PG 4.researchers and scholars who advance the knowledge and practice of counseling  | Comprehensive ExaminationDissertation/Defense Rating Form byDissertation Committee | Honors or Pass score on a scale of 1–3 for Question 4 Competency Score of 4 or 5 for every item | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt87.5% of the cohort achieve a score of 4 or 5. |
| PG 5. social justice leaders and advocates for underserved individuals and groups | Comprehensive Examination | Honors or Pass score on a scale of 1­­–5 for Question 5 | 87.5% of the cohort achieve a score of 4 or 5  |
| PG 6.compassionate, trauma-informed professionals | Comprehensive Examination | Honors or Pass score on a scale of 1–3 for Question 6  | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt |

## Assessment of Student Learning Record:

## Key Performance Indicators and Ratings

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Learning Outcome | DateSem./Year | Direct MeasureKey Progress Indicators |  | Outcome Rating |
| SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs  |  | Case presentation with video-recorded counseling session & Site and University Supervisors Evaluation in Advanced Practicum in CounselingSite Supervisor & University Supervisor Evaluations for Counseling InternshipCounseling Theory & Practice Final ExamSexuality in Counseling ExamNational Clinical Mental Health Counseling Examination (NCMHCE, if not passed by CMHC specialization)Comprehensive Examination |  | 3 on all rubric standards on a scale of 1-3 no more than one 22 or 3 on all four questions; no more than one score of 2.85%-90% or higher 85%-90% or higherpassing score Honors or Pass for Question SLO1 |
| SLO 2: demonstrate advanced teachingmethods and dispositions specific to the preparation of counselors-in-training |  | Video-recorded Lesson, Student Critique, & Co-Teacher/Supervisor EvaluationTeacher Competency Rating Evaluation by Co-TeacherNational Counselor Examination(NCE, if not passed for licensure)Comprehensive Examination  |  | 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards; no more than one 22 or 3 on a scale of 1-3 on TeachingEvaluation standards; no more than two 2spassing scoreHonors or Pass for Question SLO 2. |
| SLO 3: apply the most current knowledge and practices when responding to crisis and trauma |  | Trauma Research Paper Research Days Trauma Poster PresentationComprehensive Examination |  | 2 or 3 on a scale of 1-3 for all researchpaper standards; no more than one 23 on a scale of 1-3 Honors or Pass for Question SLO  |
| SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity  |  | Site Supervisor & University Supervisor Evaluations for Counseling PracticumSite Supervisor & University Supervisor Evaluations for Internship in Teaching, Site Supervisor & University Supervisor Evaluations for Supervision InternshipSite Supervisor & University Supervisor Evaluations for Leadership & AdvocacySite Supervisor & University Supervisor Evaluations for CounselingEthics, Regulations, & Law TestComprehensive Examination |  | A rating of 2 or 3 on a scale of 1-3 for all competencies; with no more thanone rating of 2 (Rating scale for all Practicum & Internships)85%- 90% or higherHonors or Pass for Question SLO 4 |
| SLO 5: demonstrate advanced supervision skills for counselors and counselors-in-training |  | Video-Recorded Supervision Session/Site Supervisor and University Supervisor Evaluations Clinical Supervision Final ExamComprehensive Examination |  | 2-3 on scale of 1-3 for all supervisorcompetencies; no more than one 285%-90% or higherHonors or Pass for Question SLO 5 |
| SLO 6: conduct scholarly research that advances the knowledge, practice, and efficacy of counseling |  | Qualitative Research ProjectQuantitative Research Test 3 Final Comprehensive ExaminationDissertation Proposal,Dissertation and Oral Defense |  | 2 or 3 on a scale of 1-3 for all rubric competencies85% - 90& or higher for all rubric standardsHonors or Pass for Question SLO 5Honors or Pass |
| SLO 7: demonstrate leadership and advocacy for social justice in academic institutions, professional organizations, and the global community |  | Leadership Skills Checklist in mental health organization or association rated by mentorLeadership/Advocacy Manuscript submitted for publicationSexuality in Counseling Final ExamSocial & Cultural Perspectives Immersion ProjectComprehensive Examination  |  | 2 or 3 for all items of the Leadership Skills Checklist on rating scale of 1-3; no more than one 22 or 3 for all rubric standards; no morethan one 285%-90% or higher2 or 3 for all rubric standards; with nomore than one 2Honors or Pass for Question 7 |

## Program Learning Target Outcomes for

## Student Learning Outcomes with Key Progress Indicators

|  |  |  |  |
| --- | --- | --- | --- |
| Student Learning Outcomes | Direct MeasureKey Progress Indicators | Target Outcome | CED Courses |
| SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs  | Case presentation with video-recorded counseling session & Site and University Supervisors Evaluation. Counseling Theory & Practice Course ExamNational Clinical Mental Health Counseling Examination (NCMHCE, if not passed by CMHC specialization)Comprehensive Examination | 87.5% of cohort achieve a rating of 3 on all rubric standards on a scale of 1-3 with no more than one rating of 2100% of cohort achieve a score of 2 or 3 on all four questions with no more than one score of 2.87.5% of cohort achieve passing score on first attempt; 100% on second attempt100 of cohort achieve a rating of Honors or Pass for Question SLO1. | CED 7980 Advanced Practicum in CounselingCED 7985 Advanced Counseling Internship I: ProfessionalCED 7952 Advanced Counseling Theory & Evidence Based Practice |
| SLO 2: demonstrate advancedteaching methods anddispositions specific to the preparation of counselors-in training | Video-recorded Lesson/ Co-Teacher/Supervisor EvaluationTeacher Competency Rating Evaluation by Co-TeacherNational Counselor Examination(NCE, if not passed for licensure)Comprehensive Examination  | 100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards with no more than one rating of 2100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards with no more than two ratings of 2100% of cohort achieve passing score100% of cohort achieve a rating of Honors or Pass for Question SLO 2. | CED 7986 Advanced Counseling Internship 2: Teaching |
| SLO 3: apply the most current knowledge and practices when responding to crisis and trauma | Trauma Research Paper Research Days Trauma Poster PresentationComprehensive Examination | 87.5% of cohort achieve a rating of 2 or 3 on a scale of 1-3 for all research paper standards with no more than one rating of 2100% of cohort achieve a rating of 3 on a scale of 1-3 for Research Days poster presentation 100% of cohort achieve a rating of Honors or Pass for Question SLO 3.  | CED 7957 Trauma FoundationsCED 7980 Advanced Practicum in CounselingCED 7985 Advanced Counseling Internship I: Professional |
| SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity  | Site Supervisor & University Supervisor Evaluations for Counseling Practicum, & Internships in Teaching, Supervision, Leadership & Advocacy, & CounselingEthics, Regulations, & Law TestComprehensive Examination | 87.5 of cohort achieve a rating of 3 on a scale of 1-3 for all competencies; 100% of cohort achieve a rating of 2 or 3 with no more than one rating of 287.5% of cohort receive a score of 90% or higher; 100% of cohort receive a score of 85% or higher100% of cohort achieve a rating of Honors or Pass higher for Question SLO 4. | CED 7980 Advanced Practicum in CounselingCED 7985 Advanced Counseling Internship I: ProfessionalCED 7986 Advanced Counseling Internship 2: TeachingCED 7980 |
| SLO 5: demonstrate advanced supervision skills for counselors and counselors-in-training | Video-Recorded Supervision Session/Site Supervisor and University Supervisor Evaluations Clinical Supervision Final ExamComprehensive Examination | 87.5% of cohort achieve a rating of 3 on scale of 1-3 for all supervisor competencies with no more than one rating of 287.5% of cohort receive a score of 90% or higher; 100% of cohort receive a score of 85% or higher100% of cohort achieve a rating of Honors or Pass for Question SLO 5. | CED 7985 Advanced Counseling Internship I: ProfessionalCED 7989 Advanced Clinical Supervision  |
| SLO 6: conduct scholarly research that advances the knowledge, practice, and efficacy of counseling | Qualitative Research ProjectQuantitative Research Test 3 Final (EDD 6330 & EDD 63400Comprehensive ExaminationDissertation Proposal,Dissertation and Oral Defense | 87.5% of cohort achieve a rating of 3 on a scale of 1-3 for all rubric competencies;100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 for all rubric standards87.5% of cohort achieve a score of 90 or higher on a scale of 1-3 for all rubric standards; 100% receive a score of 85% or higher100% of cohort achieve a rating of Honors or Pass for Question SLO 5100% of cohort achieve a rating of Honors or Pass  | CED 7936 Advanced Data AnalysisEDD 6330 Quantitative MethodsEDD 6340 Advanced Quantitative MethodsCED 8001 DissertationCED 8002Dissertation Continuation |
| SLO 7: demonstrate leadership and advocacy for social justice in academic institutions, professional organizations, and the global community | Leadership Skills Checklist in mental health organization or association rated by mentorLeadership/Advocacy Manuscript submitted for publicationSexuality in Counseling Final ExamSocial & Cultural Perspectives Immersion ProjectComprehensive Examination  | 87.5% achieve a rating of 3 for all items of the Leadership Skills Checklist with a rating scale of 1-3; 100% receive a rating of 2 or 3 with no more than one rating of 287.5% achieve a rating of 3 for all rubric standards for manuscript100% achieve a rating of or 3 for manuscript87.5% of cohort achieve a score of 90 or higher on a scale of 1-3 for all rubric standards; 100% receive a score of 85% or higher87.5% achieve a score of 3 for all rubric standards; 100% receive a rating of 2 or 3 with no more than one rating of 2100% of cohort achieve a rating of Honors or Pass for Question 7. . | CED 7975 Leadership & Advocacy in CounselingCED 7985 Advanced Counseling Internship I: ProfessionalCED 7975 Leadership & Advocacy in CounselingCED 7959 Sexuality in CounselingCED 7915 Social and Cultural Perspectives |

## PhD in Counseling and Supervision

## Curriculum Map Indicating Level of Mastery

Key: I-Introduced R-Reinforced M-Mastery A-Assessed

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Courses | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 | SLO7 |
| CORE | demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs | demonstrate advanced teaching methods and dispositions specific to the preparation of counselors in training | apply the most current knowledge and practices when responding to crisis and trauma | demonstrate the highest level of counselor identity, ethics, and integrity | demonstrate advanced supervision skills for counselors and counselors-in-training | conduct scholarly research and program evaluation that advances the knowledge, practice, and efficacy of counseling\*\* | demonstrate leadership and advocacy for social justice in academic institutions, professional associations, and the global community |
| CED 7910 |  | I/R | R | R |  |  | R |
| CED 7915 | R | I/R | I/R | R |  |  | R  |
| CED 7952 | R | I/R | R | R |  |  |  |
| CED 7963 | R | I/R | I/R | R | I/R  |  |  |
| CED 7957 | I/R | I/R | R  | R |  |  | R |
| CED 7959\*\*\* | I/R | I/R | I/R | R |  |  | R  |
| CED 7975 | R | I/R | R | R |  |  | R |
| CED 7989 |  | I/R |  |  | I/R  |  |  |
| RESEARCH |  |  |  |  |  |  |  |
| EDD 6330 |  |  |  | R |  | I, R,M,A |  |
| CED 7930 |  |  |  | R |  | I,R,M,A |  |
| EDD 6340 |  |  |  | M |  | I,R,M |  |
| CED 7936 |  |  |  | M |  | I,R,M,A |  |
| CLINICAL CORE |  |  |  |  |  |  |  |
| CED 7980 | M, A |  | M, A | M, A |  |  |  |
| CED 7985 | M, A |  | M, A | M, A | M, A |  | M, A |
| CED 7986 |  | M, A | M, A | M, A |  |  |  |
| DISSERTATION |  |  |  |  |  |  |  |
| CED 8001 |  |  | M | M, A |  | M, A |  |
| CED 8002 |  |  | M | M, A\* |  | M, A\* |  |
| SPECIALIZED |  |  |  |  |  |  |  |
| CED 7958 | R |  | I/R | R |  |  |  |
| CED 7961 | I/R | R/M  | R/M | M |  |  | R/M |
| CED 7631 | R/M | R/M | R/M | R/M |  |  | R/M |
| CED 7632 | R/M | R/M | R/M | M |  |  | R/M |

\*Dissertation Continuation as needed

\*\*Reinforced or mastered based on dissertation thesis

\*\*\*CED 7959 has been integrated in CED 7915.

## **KEAN UNIVERSITY**

## **PH.D. IN COUNSELING AND SUPERVISION**

## **Dispositions Review**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort \_\_\_\_\_\_\_ Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

**Rating:**

 1 in development, needs improvement, or does not meet

 expectations

 2 competent, meets expectations

 3 exemplary, exceeds expectations

 4 not observed

|  |  |  |
| --- | --- | --- |
| Area | Rating | Comments 1-3 sentences |
| Motivation/Commitment |  |  |
| Self-Awareness/Transparency |  |  |
| Openness(Flexibility, Receptivity, Integration of Feedback) |  |  |
| Client/Student-Centered Disposition(Congruence, Unconditional Positive Regard, etc.)  |  |  |
| Collaboration |  |  |
| Emotional Stability  |  |  |
| Cultural Humility and Sensitivity |  |  |
| Adherence to Policies and Procedures, Timeliness, Following Through |  |  |
| Ethical CompetenceProfessional and Personal Boundaries, Integrity |  |  |
| Professional Behavior andDecorum |  |  |

## **KEAN UNIVERSITY**

## **PH.D. IN COUNSELING AND SUPERVISION**

## **Academic and Professional Review**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort \_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rating:**

 1 in development, needs improvement, or does not meet expectations

 2 competent, meets expectations

 3 exemplary, exceeds expectations

 4 not observed

|  |  |  |
| --- | --- | --- |
| **Area** | **Rating** | **Comments** |
| Communication Skills(Oral and Written) |  |  |
| Mastery of Doctoral Level Knowledge |  |  |
| Facilitation/Discussion Skills |  |  |
| Scholarship |  |  |
| Counseling |  |  |
| Group/Cohort Skills |  |  |
| Research Skills |  |  |
| Professional Leadership |  |  |
| Professional Advocacy |  |  |

##

## **KEAN UNIVERSITY**

## **PH.D. IN COUNSELING AND SUPERVISION**

**Year \_\_\_ Progress and Needs**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort \_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Student will attach a detailed reflection/self-evaluation of their growth, achievement, and needs (2-3 pp).***

***Summary of Progress***

***Plans, Needs, and Recommendations***

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Doctoral Developmental Assessment**

7957 Trauma

7963 Group

7980 Practicum

7986 Teaching

7989 Supervision

7985 Prof Internship.



Counselor Education Department

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This form will be completed at the end of the listed courses and as needed*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced Standards** | **Limited****0** | **Intermittently 1** | **Consistently 2** | **Unable to Evaluate** |
| 1. Adheres to ethical and legal standards/policies in class, work, professional & personal settings |   |   |   |   |
| 2. Displays multicultural awareness, respect, & advocacy, especially when faced with differing views and values |   |   |   |   |
| 3. Maintains confidentiality and appropriate boundaries & roles |  |   |   |   |
| 4. Responsive, adaptable, and cooperative with faculty, individuals, cohort, &groups |   |   |   |   |
| 5. Seeks/is receptive to feedback; effectively utilizes feedback to improve |   |   |   |   |
| 6. Responds to conflict respectfully & skillfully and accepts personal responsibility |  |  |  |  |
| 7. Recognizes signs of professional impairment & seeks/accepts assistance |   |   |   |   |
| 8. Timely & appropriate in meeting all duties, obligations & deadlines |   |   |   |   |
| 9. Demonstrates maturity & professionalism in all professional areas and in the cohort |   |   |   |   |
| 10. Sensitive to others’ welfare and safety |   |   |   |   |
| 11. Shows consistent growth in counselor/counselor educator identity, behavior, teaching, counseling, supervision, or scholarship |   |   |   |   |
| 12. Maintains self-care, emotional balance, and personal wellness |   |   |   |   |
| 13. Exhibits advanced active listening, empathy, & reciprocity in relationships |   |   |   |   |
| 14. Regularly seeks supervision, advisement, & consultation to enhance professional growth  |  |  |  |  |
| 15. Shows consistent growth in doctoral academics, scholarship, professional & dispositional skills |  |  |  |  |

Comments:

Additional pages with Progress Plan may be attached

**Signatures:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluating Faculty Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Doctoral Program Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson (in instances of concern)

## **Counselor Education Department**

## ***Developmental Progress Assessment***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

Faculty Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Area of Need/Goal | Performance Indicators & Plan of Action | Monitoring Date/Responsible |
|  |  |  |
|  |  |  |
|  |  |  |
| Student Signature |  | Date |
| Faculty Signatures |  | Date |
| Add pages as needed |  |  |

## **MA Prerequisites for The PhD in Counseling Program**

## **Review Form**

## **Core And Clinical Mental Health Specialty Areas**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **CACREP Professional** **Identity Core, and Clinical Mental Health** | **Met** | **Completion Plan**  |
|  |  |  |
| Counseling, Theory, and Practice |  |  |
| Counseling and Helping RelationshipsChild/Family Counseling |  |  |
| Human Growth/ DevelopmentDiagnosis/Treatment PlanningPsychopathology Alcohol and Drug Abuse |  |  |
| Career Counseling and Development |  |  |
| Group Counseling and Group Work |  |  |
| Assessment and Testing |  |  |
| Social and Cultural Diversity |  |  |
| Research and Program Evaluation |  |  |
| Professional Counseling OrientationEthical/Legal PracticeClinical Supervision |  |  |
| Professional PracticePracticum and Internship |  |  |
| Disaster, Crisis, and Trauma(optional) |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Doctoral Student Signature Doctoral Student Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approval Date Advisor’s Signature

##

## PhD in Counseling and Supervision

## Program

## MA Prerequisites:

## PhD Core and Clinical Mental Health Specialty Areas

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **CACREP Professional** **Identity Core, and Clinical Mental Health** | **Met** | **Completion Plan**  |
|  |  |  |
| Counseling, Theory, and Practice |  |  |
| Counseling and Helping RelationshipsChild/Family Counseling |  |  |
| Human Growth/DevelopmentDiagnosis/Treatment PlanningPsychopathology Alcohol and Drug Abuse |  |  |
| Career Counseling and Development |  |  |
| Group Counseling and Group Work |  |  |
| Assessment and Testing |  |  |
| Social and Cultural Diversity |  |  |
| Research and Program Evaluation |  |  |
| Professional Counseling OrientationEthical/Legal PracticeClinical Supervision |  |  |
| Professional PracticePracticum and Internship |  |  |
| Disaster, Crisis, and Trauma(optional) |  |  |

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Doctoral Student Signature Doctoral Student Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approval Date Program Coordinator’s Signature

## Doctoral Program Assessment Benchmarks

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_\_\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Program Progress Benchmarks | DatePC Initials  | Timeline and Frequency | Responsible for Evaluation |
| Application review and interview |  | Prior to admission | Admission Committee |
| Review of academic, clinical, or dispositional deficiencies |  | Two weeks prior to first semester registration  | Doctoral Advisory Committee |
| Cumulative Portfolio Review  |  | Two weeks after each semester | Doctoral Advisory Committee |
| Annual Student Self Evaluation &Faculty Developmental Progress Review |  | June of each year | Doctoral Advisory Committee |
| Practicum in Counseling Review |  | Semester evaluation | Site Supervisor & University Supervisor |
| Research & Writing Review |  | After Research Day Poster & Paper | Doctoral Advisory Committee |
| Internship Review |  | Semester evaluation | Site Supervisor, University Supervisor & Co-teacher |
| Teaching Review |  | Mid-semester & end of semester | Co-Teacher & Doctoral Advisory Committee |
| Comprehensive Examination |  | Completion of all core, research, & internship courses | Doctoral Advisory Committee  |
| Candidacy |  | Passing score on comprehensive examination | Doctoral Advisory Committee |
| National Counselor Examination (NCE) |  | After CPCE passing & prior to Comprehensive Exam | Student submits score to Doctoral Advisory Committee |
| National Clinical Mental Health Counseling Examination (NCMHCE) |  | Prior to Comprehensive Examination | Student submits score to Doctoral Advisory Committee |
| Dissertation Proposal |  | End of first semester of CED 8001 | Dissertation Committee & Chair |
| Dissertation Oral Defense |  | After Dissertation completion | Dissertation Committee & Chair |
| Final Dissertation Submission |  | After Oral Defense | Dissertation Committee & Chair |
| Graduation Application |  | After Oral Defense | Doctoral Advisory Committee |

## Program Learning Target Outcomes for

## Student Learning Outcomes with Key Progress Indicators

|  |  |  |  |
| --- | --- | --- | --- |
| Student Learning Outcomes | Direct MeasureKey Progress Indicators | Target Outcome | CED Courses |
| SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs  | Case presentation with video-recorded counseling session & Site and University Supervisors Evaluation. Counseling Theory & Practice Course ExamNational Clinical Mental Health Counseling Examination (NCMHCE, if not passed by CMHC specialization)Comprehensive Examination | 87.5% of cohort achieve a rating of 3 on all rubric standards on a scale of 1-3 with no more than one rating of 2100% of cohort achieve a score of 2 or 3 on all four questions with no more than one score of 2.87.5% of cohort achieve passing score on first attempt; 100% on second attempt100 of cohort achieve a rating of Honors or Pass for Question SLO1. | CED 7980 Advanced Practicum in CounselingCED 7985 Advanced Counseling Internship I: ProfessionalCED 7952 Advanced Counseling Theory & Evidence Based Practice |
| SLO 2: demonstrate advancedteaching methods anddispositions specific to the preparation of counselors-in training | Video-recorded Lesson/ Co-Teacher/Supervisor EvaluationTeacher Competency Rating Evaluation by Co-TeacherNational Counselor Examination(NCE, if not passed for licensure)Comprehensive Examination  | 100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards with no more than one rating of 2100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards with no more than two ratings of 2100% of cohort achieve passing score100% of cohort achieve a rating of Honors or Pass for Question SLO 2. | CED 7986 Advanced Counseling Internship 2: Teaching |
| SLO 3: apply the most current knowledge and practices when responding to crisis and trauma | Trauma Research Paper Research Days Trauma Poster PresentationComprehensive Examination | 87.5% of cohort achieve a rating of 2 or 3 on a scale of 1-3 for all research paper standards with no more than one rating of 2100% of cohort achieve a rating of 3 on a scale of 1-3 for Research Days poster presentation 100% of cohort achieve a rating of Honors or Pass for Question SLO 3.  | CED 7957 Trauma FoundationsCED 7980 Advanced Practicum in CounselingCED 7985 Advanced Counseling Internship I: Professional |
| SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity  | Site Supervisor & University Supervisor Evaluations for Counseling Practicum, & Internships in Teaching, Supervision, Leadership & Advocacy, & CounselingEthics, Regulations, & Law TestComprehensive Examination | 87.5 of cohort achieve a rating of 3 on a scale of 1-3 for all competencies; 100% of cohort achieve a rating of 2 or 3 with no more than one rating of 287.5% of cohort receive a score of 90% or higher; 100% of cohort receive a score of 85% or higher100% of cohort achieve a rating of Honors or Pass higher for Question SLO 4. | CED 7980 Advanced Practicum in CounselingCED 7985 Advanced Counseling Internship I: ProfessionalCED 7986 Advanced Counseling Internship 2: TeachingCED 7980 |
| SLO 5: demonstrate advanced supervision skills for counselors and counselors-in-training | Video-Recorded Supervision Session/Site Supervisor and University Supervisor Evaluations Clinical Supervision Final ExamComprehensive Examination | 87.5% of cohort achieve a rating of 3 on scale of 1-3 for all supervisor competencies with no more than one rating of 287.5% of cohort receive a score of 90% or higher; 100% of cohort receive a score of 85% or higher100% of cohort achieve a rating of Honors or Pass for Question SLO 5. | CED 7985 Advanced Counseling Internship I: ProfessionalCED 7989 Advanced Clinical Supervision  |
| SLO 6: conduct scholarly research that advances the knowledge, practice, and efficacy of counseling | Qualitative Research ProjectQuantitative Research Test 3 Final (EDD 6330 & EDD 63400Comprehensive ExaminationDissertation Proposal,Dissertation and Oral Defense | 87.5% of cohort achieve a rating of 3 on a scale of 1-3 for all rubric competencies;100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 for all rubric standards87.5% of cohort achieve a score of 90 or higher on a scale of 1-3 for all rubric standards; 100% receive a score of 85% or higher100% of cohort achieve a rating of Honors or Pass for Question SLO 5100% of cohort achieve a rating of Honors or Pass  | CED 7936 Advanced Data AnalysisEDD 6330 Quantitative MethodsEDD 6340 Advanced Quantitative MethodsCED 8001 DissertationCED 8002Dissertation Continuation |
| SLO 7: demonstrate leadership and advocacy for social justice in academic institutions, professional organizations, and the global community | Leadership Skills Checklist in mental health organization or association rated by mentorLeadership/Advocacy Manuscript submitted for publicationSexuality in Counseling Final ExamSocial & Cultural Perspectives Immersion ProjectComprehensive Examination  | 87.5% achieve a rating of 3 for all items of the Leadership Skills Checklist with a rating scale of 1-3; 100% receive a rating of 2 or 3 with no more than one rating of 287.5% achieve a rating of 3 for all rubric standards for manuscript100% achieve a rating of or 3 for manuscript87.5% of cohort achieve a score of 90 or higher on a scale of 1-3 for all rubric standards; 100% receive a score of 85% or higher87.5% achieve a score of 3 for all rubric standards; 100% receive a rating of 2 or 3 with no more than one rating of 2100% of cohort achieve a rating of Honors or Pass for Question 7. . | CED 7975 Leadership & Advocacy in CounselingCED 7985 Advanced Counseling Internship I: ProfessionalCED 7975 Leadership & Advocacy in CounselingCED 7959 Sexuality in CounselingCED 7915 Social and Cultural Perspectives |

## PhD in Counseling and Supervision

## Curriculum Map Indicating Level of Mastery

Key: I-Introduced R-Reinforced M-Mastery A-Assessed

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Courses | SLO 1 | SLO2 | SLO3 | SLO4 | SLO5 | SLO6 | SLO7 |
| CORE | demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs | demonstrate advanced teaching methods and dispositions specific to the preparation of counselors in training | apply the most current knowledge and practices when responding to crisis and trauma | demonstrate the highest level of counselor identity, ethics, and integrity | demonstrate advanced supervision skills for counselors and counselors-in-training | conduct scholarly research and program evaluation that advances the knowledge, practice, and efficacy of counseling\*\* | demonstrate leadership and advocacy for social justice in academic institutions, professional associations, and the global community |
| CED 7910 |  | I/R | R | R |  |  | R |
| CED 7915 | R | I/R | I/R | R |  |  | R  |
| CED 7952 | R | I/R | R | R |  |  |  |
| CED 7963 | R | I/R | I/R | R | I/R  |  |  |
| CED 7957 | I/R | I/R | R  | R |  |  | R |
| CED 7959\*\*\* | I/R | I/R | I/R | R |  |  | R  |
| CED 7975 | R | I/R | R | R |  |  | R |
| CED 7989 |  | I/R |  |  | I/R  |  |  |
| RESEARCH |  |  |  |  |  |  |  |
| EDD 6330 |  |  |  | R |  | I, R,M,A |  |
| CED 7930 |  |  |  | R |  | I,R,M,A |  |
| EDD 6340 |  |  |  | M |  | I,R,M |  |
| CED 7936 |  |  |  | M |  | I,R,M,A |  |
| CLINICAL CORE |  |  |  |  |  |  |  |
| CED 7980 | M, A |  | M, A | M, A |  |  |  |
| CED 7985 | M, A |  | M, A | M, A | M, A |  | M, A |
| CED 7986 |  | M, A | M, A | M, A |  |  |  |
| DISSERTATION |  |  |  |  |  |  |  |
| CED 8001 |  |  | M | M, A |  | M, A |  |
| CED 8002 |  |  | M | M, A\* |  | M, A\* |  |
| SPECIALIZED |  |  |  |  |  |  |  |
| CED 7958 | R |  | I/R | R |  |  |  |
| CED 7961 | I/R | R/M  | R/M | M |  |  | R/M |
| CED 7631 | R/M | R/M | R/M | R/M |  |  | R/M |
| CED 7632 | R/M | R/M | R/M | M |  |  | R/M |

\*Dissertation Continuation as needed

\*\*Reinforced or mastered based on dissertation thesis

\*\*\*CED 7959 has been integrated in CED 7915.