



**Counselor Education Department,
including School Counseling (SCH) and Clinical Mental Health Counseling (CMHC)
2023 - 2024**

Report submitted by:

List the name of those completing the report and/or subsections

Dr. Heather Robertson, Department Chair

Dr. James Bethea, CMHC Coordinator

Dr. Ming-hui Li, SCH Coordinator

Section 1: Executive Summary

The Counselor Education department had an exciting academic year in 2023-2024 by welcoming new faculty to our department for the first time in nearly 12 years. Following a successful search during the 2022-2023 academic year, Drs. Qiana Spellman and Nouna Jalilzadeh joined the Counselor Education department in fall of 2023. Both bring exceptional counseling experiences to our program; Dr. Spellman as a NYS Certified School Counselor with Bilingual Extension, and Dr. Jalilzadeh with a License in Mental Health Counseling (LMHC) in NY. Both had strong prior teaching experience and utilized their teaching and counseling experience to enhance our classrooms as they joined our team. The Counselor Education department also engaged in two new faculty searchers during the 2023-2024 academic year, seeking two additional members to join our team in fall of 2024.

The Counselor Education department completed the first-year inaugural partnership program with New York State Office of Mental Health (NYS OMH), through their “Mental Health Counseling Student Program for Evidence Based Practice.” As the only school in the downstate region, this pilot program, managed by Dr. Bethea, allows selected students to intern in an OMH facility and receive specialized training on counseling persons with severe mental illness in exchange for a stipend. The successful completion of our program allowed SJU to be invited to the program again for the 2024-2025 academic year. Another new initiative that was launched in the 2023-2024 year was our MSED in CMHC “Fast-track” program. This accelerated program allows students to complete their program in two years and one summer, as opposed to 2.5 years. Eleven CMHC students enrolled in the program and successfully completed the program in summer of 2024. We will launch our 2nd fast-track cohort in fall of 2024.

The department instituted our first Counselor Education Department Advisory Board (CEDAB) consisting of 12 stakeholders, including students, alumni, faculty, employers, and site supervisors.

All faculty accomplishments are outlined in Section 4, however, the most noteworthy faculty accomplishment was the receipt of a Fulbright Award for Dr. Ming-hui Li, Associate Professor of Counselor Education, who will complete his research in Tawain during the 2024-2025 academic year, entitled *The Development of a School-Based Resilience Program for Taiwanese Adolescents*. Dr. Li is the first faculty member in the Counselor Education department to receive this prestigious recognition.

Section 2: Department and/or Program Data and Analysis

A. Mission and Organization:

The mission of the Counselor Education states:

“The mission of the Department of Counselor Education at St. John’s University is to prepare motivated, competent, culturally literate, and ethical counselors whose Vincentian inspired work will help them meet the demands of a rapidly changing society. Our students will receive quality clinical and academic experiences that will foster advocacy and research skills. Our unified and dedicated faculty will utilize the latest technology, evidenced based research, and the current Council on the Accreditation of Counseling and Related Education Programs (CACREP) accreditation standards to inform our teaching.”

The department is organized into two programs: School Counseling (SCH, Q campus), and Clinical Mental Health Counseling (CMHC, Q campus) offering a MSED in both programs. The department also offers two Advanced Certificates: Adv Cert in CMHC on the Queens Campus and the Adv Cert in SCH BRIDGE online. Enrollment data for Adv Certificate programs is included in MSED data. Currently all programs, except the Adv Cert SCH BRIDGE, are offered in-person although all have online courses.

Significant Outcomes for 2023-2024:

- Launch of our MSED in CMHC “Fast Track” program, and successful completion of eleven fast track students in summer of 2024.
- Having had our new Adv Cert School Counseling Bridge online program approved during 2022-2023, we enrolled two students in the program in January of 2024. The Advanced Certificate in School Counseling Bridge is critical to supplementing our School Counseling enrollment.

B. Program Data:

Describe the enrollment, programmatic, and demographic trends in your program over the last three years. If possible, please present this data in table form categorized by program and demographics. Additionally, if appropriate include other tables/charts to present potential trends. You are welcome to use any additional data (certification exams, program level assessments, course grade, etc.) that is vital for your program.

- a. Based on the data provided please discuss trends in the enrollment data.

Significant Outcomes for 2023-2024 (data provided in Table 1):

- Overall department enrollments have increased 9% over the past year from 116 to 127.
- SCH enrollments declined 10% from 28 students in 2022-2023 to 25 students in 2023-2024.
- CMHC enrollments increased 25% from 81 students in 2022-2023 to 101 students in 2023-2024.
- The Advanced Certificate in School Counseling Bridge program is able to support enrollments in our School Counseling MSED, since Adv Cert SCH courses are the same as 2nd year MSED SCH courses.

Table 1. Enrollments in Counselor Education Programs

Program	Fall 2020	Fall 2021	Fall 2022	Fall 2023
MSED/SCH – Q	25	25	28	25
MSED/BIL – Q	5	2	1	1
MSED SCH – SI	13	6	6	N/A
MSED CMHC - Q	65	63	81	101
Totals	108	96	116	127

- b. Describe efforts made in the recruitment of students from diverse and underrepresented groups.

Significant Outcomes for 2023-2024

- We continue to host admissions events entitled “What is Professional Counseling?” marketed to St. John’s University undergraduates and undergraduates from surrounding institutions. This presentation highlights the need to diversify the counseling profession, and the need for diverse and multilingual clinicians in the field of counseling.
- In the spring of 2024, the department began communications with St. Francis College, a Hispanic Serving Institution (HSI) to offer a pipeline program for undergraduates in psychology and education in to our MSED programs in School and Clinical Mental Health Counseling. We are anticipating that agreement being finalized in fall of 2024 and enrolling SFC students through this partnership in fall of 2025.

- c. Describe efforts to retain students from diverse and underrepresented groups.

Significant Outcomes for 2023-2024 (data provided in Table 2):

- The Counselor Education department enrolls a greater number of females than males in relation to gender. Information on non-binary students is not available in Institutional Research data although efforts are being made by the university to allow this identification option.*
- The diversity of our CMHC program, remained fairly consistent with years prior and currently enrolls 65% of students who identify as non-white and 35% who identify as white (Fall 2021: 38% white, 62% non-white; Fall 2022: 36% white, 64% non-white; Fall 2023: 35% white, 65% non-white)
- The diversity of our SCH program increased with 56% of our students identifying as non-white and 44% identifying as white (SCH counseling programs (Fall 2021: 60% white, 40% non-white; Fall 2022: 46% white, 54% non-white; Fall 2023: 56% non-white, 44% white).
- Efforts to support all our students include variable instruction, student support, faculty office hours, personalized 1:1 advising, accommodations for learning, evaluating problems of professional competency, and using remediation plans.
- Students are notified of specific opportunities for funding, such as the National Board of Certified Counselors Minority Fellowship program.
- NYS OMH partnership awards eight students who complete their field work in OMH programs will a \$4K stipend. The partnership with OMH requires that at least half of the eight stipends be given to students from diverse backgrounds in categories identified by NYS including race, ethnicity, sexual orientation, disability status, or person living with mental illness

Table 2. Fall 2023 Student Demographics

Program	Male	Female	Nonbinary*	Non-white	White
MSED/SCH – Q	3 (12%)	22 (88%)		14 (56%)	11 (44%)
MSED CMHC - Q	15 (15%)	82 (85%)		63 (65%)	34 (35%)
Totals	18 (15%)	100 (85%)		77 (63%)	45 (37%)

Section 3: Teaching and Learning Culture

Please describe any specific curriculum or teaching initiatives related to the categories below.

A. New courses approved or curricular changes in the current year (please provide a justification)

Significant Outcomes for 2023-2024

- Began enrolling students in our online Advanced Certificate in School Counseling Bridge program
- Began exploration and documentation to reactivate the MSED School Counseling with Bilingual Extension, which has been inactive since 2021.
- Piloted an elective in Human Sexuality entitled, *Integrating Sexuality in to Counseling Practice*, which we hope to have approved at Graduate Council in fall of 2024.
- Redesigned our course curriculum to improve student outcomes on the comprehensive exam. Changes included teaching all CPCE/core classes in person by full-time faculty, front loading all CPCE/core classes within the first 12 months of the program and revising our CPCE retake policy.

B. Programmatic accomplishments, highlights, or accolades.

Significant Outcomes 2023-2024

- Completing our first year in NYS OMH “Mental Health Counseling Student Program for Evidence Based Practice” program, as the only college in the downstate region, and being invited to participate in the 2024-2025 academic year.
- Completing our first MSED CMHC “fast-track” cohort in summer 2024, and recruiting our 2nd fast-track cohort in the spring of 2024.
- Two new, full-time, tenure-track faculty members, Drs. Spellman and Jalilzadeh, began teaching in the counselor education department. These new faculty are the first faculty members hired in the Counselor Education department in twelve years.
- Successfully launched, conducted, and completed a search for two additional new faculty members to begin in fall of 2024.

C. Courses or programs discontinued in the current year (please provide a justification).

- N/A: No counseling programs were discontinued in the 2023-2024 academic year.

D. Based on the data gathered, are there programs that should be re-evaluated to determine if it currently meets market demands? If so, what will be the steps taken next year to evaluate the program? (Please include data with the justification statement)

Significant Outcomes for 2023-2024

- Enrollments in the MSED in School Counseling program continue to decline. The department is exploring the need and/or demand for an online School Counseling program. The prospect of an online school counseling program will be discussed with the Counselor Education Advisory Board (CEDAB) during the fall of 2024. The Advanced Certificate in School Counseling Bridge program supports enrollments in the MSED in School Counseling.
- The university is piloting/championing the establishment of online asynchronous graduate programs with other departments. The department is exploring the feasibility of online asynchronous counseling programs with required synchronous faculty meetings and/or residency requirements.

Section 4: Faculty & Intellectual Culture

A. Faculty Demographics (for 2023-2024)

Please provide data on:

- the number of Full-time Faculty associated with the program or department: 7
- the number of adjuncts faculty associated with program or department: 10
- Percentage of non-tenured full-time faculty within the FT faculty group: 40%
- Percentage of BIPOC faculty across Full-Time Faculty (unknown)
- Percentage of BIPOC Adjunct Faculty (unknown)

B. Please highlight significant faculty accomplishments (September 2023 – August 2024)

a. Grants and Partnerships

Dr. Bethea and Dr. Robertson

Launched partnership with NYS Office of Mental Health for the “Mental Health Counseling Student Program for Evidence Based Practice” during the 2023-2024 academic year.

Dr. Li

NYC DOE MTAC grant (funded \$1,050,000 from 1/1/2022 to 12/31/2026). PI: Dr. Daniel Ness, co-PI: Dr. Jordan Gonzalez, Counseling Director: Dr. Ming-hui Li. The grant amount over 5 years is \$1,050,000 and the objective is to provide Title 1 educational and counseling services for New York City non-public schools.

b. Publications & Presentations

Publications

Dr. Cicco

Cicco, G. (2023). “Pandemic aftermath in higher education: Case study on campus closure.” *i-manager’s Journal of Educational Technology*, 20(2), 46-53.

Dr. Spellman

Spellman, Q. (2024). Representation and empowerment through school culture and curriculum shifts. In A. Cook & I. Levy [Ed] *Activating Youth as Change Agents: Integrating YPAR in School Counseling*. Oxford University Press - Chapter: BOOK

Conference Presentations

Dr. Cicco

The Staten Island Reading Association Virtual Professional Development Workshops, New York, (January 2024), “Mindfulness and Meditation: Focusing on Self-Care.”

College Awareness Day, Guest Speaker, P.S.37Q, Woodhaven, New York, (January 2024), “The College Experience and its Importance: Career Development Starts Now.”

The School of Education and The Dean’s Advisory Board, St. John’s University, New York, (October 2023), Keynote Speaker and Panelist, “Mental Health and the Educator: Why is Mental Health Important for Teachers?”

Dr. Jalilzadeh

Walfisch, P., Jalilzadeh, N., Farina, M., Colon, C., Henriques, S., Diamond, C., Crocker., C. (2024, July 27). Therapist, Therapist, What Do You See? Exploring Complex Cases Through Multiple Theoretical Lenses

[Live Workshop]. Postpartum Support International (PSI), Washington, D.C.

Jalilzadeh, N. (2024, June 12). Exploring Intersections: Infertility and Multicultural Considerations [Live Workshop]. The American Mental Health Counseling Association (AMHCA), Charlotte, NC.

Jalilzadeh, N., Davis, A., Franco., J. (2024, June 1). Piece a Cake: Being Vulnerable in the Unknown World of Differences in Cultural Flavors [Round Table]. American Humanistic Society 2024 Annual Conference.

Jalilzadeh, N. (2024, April 13). Exploring Intersections: Infertility and Multicultural Considerations [Live Workshop]. The New York Mental Health Counseling Association (NYMHCA), Albany, NY.

Jalilzadeh, N. (2024, April 13). Best Practices of Working with Bilingual/Multilingual Individuals [Live Workshop]. The New York Mental Health Counseling Association (NYMHCA), Albany, NY.

Jalilzadeh, N. (2023, Oct 27). Becoming a Mental Health Counselor, Permanently or Temporarily: International Students Enrolled in Mental Health Counseling Master's Program, and Implications of Student Visas and Licensure [Live Webinar]. American Counselor Education and Supervision (ACES), Webinar Series.

Dr. Li

Li, M.-H. (April 13, 2024). Meaningfulness and Social Support-Seeking Intervene Insecure Attachment's Influence on Avoidance. Presented at the 2024 annual meeting of the American Educational Research Association, Philadelphia, PA.

Li, M.-H. (April 11, 2024). Self Compassion, Coping Flexibility, and Resilience Break the Chain between Attachment Anxiety and Depression. Presented at the 2024 annual meeting of the American Educational Research Association, Philadelphia, PA.

Dr. Robertson

American Mental Health Counselors Association (AMHCA): June 2024 – Charlotte, NC. Presentation: *Veterans' Beliefs on Help Seeking, Career Transition, and Life Satisfaction*

Association of Counselor Education and Supervision (ACES): October 2023 – Denver, CO. Presentation: *Teaching, Training, and Supervising Telemental Health Counselors*. Co-presenter with Dr. Michael Jones.

Association of Counselor Education and Supervision (ACES): October 2023 – Denver, CO. Presentation: *Teaching Counseling Skills with Technological Tools*

University of Central Florida. (2024, June 28). Summer Symposium: Serving those who Served. Virtual Featured Speaker: *Using Narrative Therapy, Spirituality, and Peer Approaches in Treating Veteran Substance Use Disorder*.

St. John's University; Jamaica, NY. (2023, September 21). Office of Mission; Founders Week Luncheon, Keynote Speaker. *Be Vincentian, Be a Listener*.

Dr. Spellman

Spellman, Q. (April, 2024). Validating the impacts of racism and microaggressions on BIPOC youth: Overcoming academic and psychological barriers. Poster session for the American Education Research Association (AERA), Philadelphia, PA.

Spellman, Q. (April, 2024). Creating inclusive spaces that build empowerment for adolescents through curriculum design and students as teachers. Roundtable session for the American Education Research Association (AERA), Philadelphia, PA.

Spellman, Q. (April, 2024). Transforming place and space in urban education: Addressing race-related stress and microaggressions by transforming the learning environment. Poster session for the American Education Research Association (AERA), Philadelphia, PA.

Spellman, Q. (April, 2024). Creating Identity-Affirming Courses for Adolescents: Exploring Rich Heritages, Multifaceted Interests, and the Limitless Possibilities of Students' Future Selves. Paper presentation for the American Association of the Advancement of Curriculum Studies (AAACS), Glenside, PA.

Spellman, Q. (November, 2023). Creating inclusive spaces and empowerment for adolescent student leaders. Paper presentation for the National Association for Multicultural Education (NAME), Montgomery, AL.

c. Awards

C. List faculty tenured and/or promoted this year and indicate the action

Dr. Li

- Awarded a Fulbright Award to complete his research in Tawain during the 2023-2024 academic year, entitled *The Development of a School-Based Resilience Program for Taiwanese Adolescents.*

Dr. Robertson

- Awarded the Educator of the Year Award by Transition Services Inc. of New York (TSI-NY) (October 2023)

Section 5: Program/Departmental Achievements

Please provide 2 -3 departmental achievements and include supporting evidence where applicable.

Significant Outcomes

- **Table 3** outlines employment data for the 2022-2023 academic year that was provided to the department by the SJU Career Center in December of 2023. 2023-2024 data will be available in December 2024 and published in the 2024-2025 Departmental report.
- According to data from the SJU Career Center, Counselor Education students from the Queens campus who were graduates of the CMHC programs experienced 100% employment rates, while students in the School Program on the Queens campus experienced an 80% employment rate. The one student identified from the Staten Island campus School Counseling program was not employed in a school counseling program when surveyed.
- Tables 4 and 5 outlines our Internship Placement locations for the 2023-2024 academic year.
- Student field placement sites (practicum, internship 1, and internship 2) represent a broad range of K-12 settings (e.g., public, private, Catholic, charter, ES, MS, and HS) and mental health settings (e.g., community agency, nonprofit, private practice, etc.).

Table 3. Counselor Education Employment Rates (Source: SJU Career Center)

<i>The School of Education</i>					
Major: Queens Campus	Population	Reachable	Response	Response Rate	Placement Rate
Clinical Mental Health Counselor	17	15	10	66.7%	100.0%
School Counselor	14	12	5	41.7%	80.0%
Major: Staten Island	Population	Reachable	Response	Response Rate	Placement Rate
School Counselor	1	1	0	0%	0.0%

Table 4. CMHC Field Placement Sites (F23, Sp24, Sm24)

ACMH	AIDS Center of Queens	Aristotle Psychological Services	Arms Acres
Athena Psych Services	Balance MHC	Breakthrough MHC	Central Nassau Counseling & Guidance Services
Charles Evans Center	The Child Center of NY	Chinese American Sunshine House	Cornerstone
Counseling Services of Eastern District of NY (CSEDNY)	Expressive Connections	Footprints MHC	Goodwill PROS
Institute for Community Living (ICL)	Interborough Developmental & Consultation (IDCC)	Mercy Hospital Behavioral Health	Mind Body and Soul Counseling
My Therapy Matters	New Directions	New Hope MHC	New Path Treatment Center
Northwell	Outreach Recovery Center	Pearce Counseling	Pride for Youth
Queens Counseling for Change	Queens Counseling Services	Realization Center	Seamen's Society for Children and Families
SJT Counseling	The Therapist Next Door	YMCA Staten Island	

Table 5. School Counseling Placement Sites (F23 & Sp24)

Achievement First Apollo Elementary	Achievement First Brooklyn High School	Archbishop Molloy High School	Brentwood High School
Curtis High School	Downtown Brooklyn Young Adult Borough Center	East Northport Middle School	Elmont Memorial Jr/Sr High School
Francis Lewis High School	Forest Hills High School	Great Neck South High School	Harborfields High School
John Adams High School	John Jay School for Law	Long Island Lutheran Middle & High School	Martin Van Buren High School
Maspeth High School	Milton L. Olive Middle School	Monsignor McClancy Memorial High School	New Dorp High School
New Preparatory Middle School	Newfield High School	Notre Dame Academy	Paulo Intermediate School 75
P.S. 013 M.L. Lindemeyer	P.S. 21	P.S 31 William T. Davis	P.S. 44
P.S. 68	P.S. 97Q The Forest Park School	Queens Preparatory Academy	Renaissance School of Arts M.S. 377
Robert M. Finley Middle School	Sacred Heart Academy	St. Peter's Boys High School	The Mary Louis Academy
Tottenville High School	Xaverian High School		

Section 6. SMART Goals for the Next Year

Based on the data gathered for your program, please provide 4-5 SMART goal(s) for the upcoming academic year. The following table serves as a guide. Please make sure one of your SMART goals support each of the following areas:

- Recruitment and Retention of students
- Academic success of students

Overview

- The following goals were identified at the end of the 2021-2022 academic year.
- Outcomes for these goals are outlined below utilizing data from 2023-2024.
- Goals for the 2024-2025 academic year are addressed.

Goal 1: Recruit, Support, and Retain. The Counselor Education department will recruit and support new students for our programs and retain those students through graduation.

1.1) The Counselor Education Department will admit a consistent class of 50 new students each fall that maintain high quality academic standards (~20-25 CMHC and ~20-25 SCH).

1.2) The Counselor Education Department will support and retain 80% of students who enter the program from admission to graduation.

Significant Outcomes for 2023-2024

- 1.1 CMHC, We had 30 new students start in the CMHC MSED; and but only 5 new MSED SCH students start in fall of 2023. This goal was achieved for CMHC but not SCH.
- 1.2, Using data received from IR for the 2023 CACREP Vital Statistics survey, both programs had an 82% retention rate from admission to graduation for CMHC and 77% for SCH. This goal was achieved for CMHC but not SCH.

Goal 2: Academic Excellence: The Counselor Education department will achieve excellence in our teaching and instruction, while simultaneously supporting students' academic success.

2.1) The Counselor Education department will consistently maintain a semester average of 4.0 or higher on a 1 – 5 scale for student evaluations of instruction, including feedback from fulltime and adjunct faculty evaluations, as indicated by departmental summaries received by the chair from IR each semester.

2.2) Based on students' first 12 credits of instruction, at least 90% of new students will be eligible to join our chapter of Chi Sigma Iota based on academic achievements and professional demeanor, as measured by Registrar Report for CSI invitation and faculty review 1x per year.

Significant Outcomes for 2023-2024

- 2.1, Using summary course evaluation data, the counselor education department course evaluations averaged 4.33 in fall of 2023 and 4.11 in spring of 2024. These evaluations were higher in the fall compared to fall 2022 but for the spring compared to spring 2023.
- 2.2, 93% of eligible new students were qualified to join CSI in their first year.

Goal 3: Professional Counselor Competence: St. John's University Counseling students will gain sufficient professional knowledge to be competent in the counseling field as measured by external evaluations.

3.1) Ninety percent (90%) of Counseling students will pass the Counseling Professional Comprehensive Examination (CPCE) on their first attempt, as required for graduation, based on aggregate date provided two times per year by Center for Counselor Education (CCE)

3.2) Of the Counseling students who elect to take the National Counselor Exam (NCE), 90% of students will pass the exam, based on aggregate date provided two times per year by the National Board for Certified Counselors (NBCC)

3.3) Graduates seeking licensing in NYS must take and pass the National Clinical Mental Health Counseling Exam (NCMHCE). Target will be to increase baseline test outcomes and/or maintain/exceed a 2/3 pass rate (e.g., 66-67%).

Significant Outcomes for 2022-2023

- 3.1, 87.5% of our CMHC and 77% of our SCH students passed the CPCE this academic year.
- 3.2, 87% pass rate on the National Counseling Exam (NCE) in fall of 2023 (spring 2024 data not available as of this writing)
- No data was received from New York State on the passing rates of the NCMHCE.

Goal 4: Counselor Employability: St. John's University graduates will be competitive for the job market as professional Counselors.

4.1) Eighty percent (80%) of School Counseling graduates will be employed in a counseling related position within six months following graduation as reported by the annual SJU Career Center follow-up survey.

4.2) Eighty percent (80%) of Clinical Mental Health Counseling graduates will be employed in a counseling related position within six months following graduation as reported by the annual SJU Career Center follow-up survey.

Significant Outcomes for 2023-2024

- 4.1, CMHC, Career Center data reported 100% employment rates as of December 2023
- 4.2, SCH, Career Center data reported 800% employment rates as of December 2023 for Queens campus students.

Goal 5: Promote Diversity within the Counseling Profession: The Counselor Education department will seek to enroll, support, and retain diverse students to address the need for diverse counseling professionals within the field.

5.1) The Counselor Education department strive for increased gender representation within the program, specifically representation of male and non-binary students, as indicated by annual IR enrollment reports.

5.2) The Counselor Education department will strive for increased racial and ethnic representation within the program, specifically increased representation of BIPOC in all programs, with particular focus on our School Counselor programs.

Significant Outcomes for 2023-2024

- 5.1) The Counselor Education department enrolls a greater number of females (85%) than males (15%) in relation to gender.
- 5.2) Table Two indicates that the diversity of our CMHC program, remained fairly consistent with years prior and currently enrolls 65% of students who identify as non-white and 35% who

identify as white. Table Two indicates that the diversity of our SCH program increased with 56% of our students identifying as non-white and 44% identifying as white.

Goals for 2024-2025

The Dean has identified Academic Priorities for 2023-2024 including: 1) Enrollment, 2) Asynchronous Online Graduate Programs, 3) Strategic Program Positioning, 4) Entrepreneurial and Research Efforts, 5) Center for Faculty Success and Development, 6) Diversity, Equity, Inclusion, and Belonging Policy 007, and 7) Accreditation and Reaccreditation. Counselor Education Department goals that align with the dean's priorities are indicated as such below.

1. The department will continue to assess and measure data on Goals 1 – 5 outlined above (Priority numbers 1, 3, & 6)
2. The department will welcome and orient two new, tenure track faculty scheduled to begin in the Counselor Education department in fall of 2024, Drs. Gonzalez and McCants (Priority #5)
3. The department will assess strategies implemented during the 2023-2024 year to increase comprehensive exam scores and will continue those efforts if successful.
4. The department will continue to explore and foster new and existing partnerships, including the NYS OMH partnership, and partnerships with St. Francis College (Priority #4)
5. A primary task of the Counselor Education department during the 2024-2025 academic year will be to write the CACREP Self-Study document due in fall of 2025 (Priority #7).

Respectfully submitted,



Heather C. Robertson, Ph.D.
Counselor Education Department Chair
09/29/2024