Concept Paper for a Master of Arts in Counseling Program
CIP Code: 51.1508 Mental Health Counseling

Stockton University
Galloway, New Jersey

Submitted by

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A. Program Objectives

The proposed Master of Arts in Counseling program is designed to educate students about best practices in mental health and human services and train students in the skills necessary to work with clients in a variety of settings, such as hospitals, social service agencies, residential treatment centers, community mental health centers, and other organizations. According to the CIP code for Mental Health Counseling, it is a program that prepares individuals to provide evaluations, referrals, and counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. Includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.
Students will gain the knowledge and skills necessary to create and maintain helping relationships, facilitate change on an individual or systemic level, and function professionally in human service organizations. Graduates will be prepared to enter the workforce in entry-level positions in counseling and social services. Cooperative arrangements will be established with external agencies to provide practicum and internship placements for students to gain practical experience while enrolled in the program.

The MA in Counseling program will seek accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the nationally recognized body for establishing standards for counselor education programs. CACREP has established clear standards for counselor education, as detailed below, and has released a new set of standards to be adopted in 2016. The proposed program is designed according to these new standards.

Academic Objectives

The program aims to educate students regarding best practices in counseling. Curriculum will focus on the eight core areas delineated by CACREP standards: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, research and program evaluation.

The objectives for the program are specifically:

1. To provide meaningful educational experiences to prepare graduates with foundational skills, critical thinking ability, and dedication to the counseling profession,
2. To prepare graduates for employment, licensure, and certification by meeting the standards set by the appropriate accrediting and licensing agencies,
3. To inspire graduates to become advocates for their clients and leaders in their profession,
4. To encourage patience, sensitivity, and understanding in the delivery of counseling services to diverse communities,
5. To prepare graduates for a commitment to ethical professional practice, and
6. To prepare students to use research as a guide for identifying effective counseling techniques (Chwalisz, 2003).

Professional Objectives

*National certification***.** Graduates of the program will be qualified to take the National Counselor Exam (NCE), which is administered by the National Board of Certified Counselors (NBCC). Passing the NCE exam qualifies graduates as a Nationally Certified Counselor (NCC). See the section on *Accreditation* below to verify the proposed program's eligibility for CACREP accreditation.

State licensure. Graduates who have passed the NCE will also be qualified to apply for licensure in the State of New Jersey as a Licensed Professional Counselor (LPC) after an additional 4,500 hours of supervised experience. This license allows them to work as counselors in non-profit organizations, for profit organizations, or in private practice in New Jersey. Graduates will also be eligible to apply for a specialty designation in any of the following: clinical mental health, addictions, career, school counselor or gerontology.

B. Evaluation and Learning Outcomes Assessment Plan

The program is designed in accordance with the CACREP 2016 Standards and will be assessed using the following methods:

- Graduates will demonstrate competence in the core areas related to the program objectives as described in Appendix B. Students will take the NCE exam during the spring of their final year, so the program will have access to data regarding students' success on the exam.

- The program faculty will evaluate the program objectives using (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates, including the percentage of graduates who take the NCE and the percentage who pass.

- The program faculty will provide evidence of the use of program evaluation data to inform program modifications via its annual Program Director Report and Five-Year Program Review.

- The program faculty will disseminate an annual report that includes (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report will be published on the program website and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) will be notified that the report is available.

- The faculty will annually post the number of graduates for the past academic year, pass rates on credentialing examinations, completion rates, and job placement rates (based on alumni surveys) on the program's website.

- The faculty will have written procedures for administering student evaluations of faculty. (IDEAs).

- Students will have opportunities to evaluate program faculty through anonymous student evaluations of teaching (IDEA) at the end of each semester.

- Students will have regular, systematic opportunities to formally evaluate practicum and internship supervisors. Either a new form will be developed or new questions will be added to the IDEA instrument in order to provide data for this assessment.

- Students will be asked upon graduation to evaluate the knowledge, skills, and values they gained during the program and provide feedback for program improvement.

- Supervisors of student practicums and internships will be asked to evaluate how well the program prepares students to function in their agency or organization.

C. Relationship of the Program to the Institutional Strategic Plan and its Effect on Other Programs at the Same Institution

The program is aligned with Stockton University's 2020 goals of Learning and Engagement. It would address the mission of the college by preparing professionals to serve the needs of Southern New Jersey and beyond by training students in the best practices of counselors and facilitating the engagement of students and graduates in their communities.

It is most likely to compete with the MSW program for students who may also be interested in that program. Some courses could potentially be cross-listed with the MSW program with cooperation from their program (e.g., psychopathology, theories of counseling, multicultural counseling, etc.). There are sufficient differences in the curriculum as highlighted in the appendix A.

D. Justification of Need

The proposed program is justified for the following reasons:

- Human service is a growing profession. According to the 2015 edition of the *Occupational Outlook Handbook*, the need for counselors in the areas of substance abuse, behavioral disorder, mental health, and family counseling is growing faster than expected, with an increase of jobs at 29% as societal pressures on individuals and families intensify, and as many counselors reach retirement age. Social work is a unique professional category. Therefore, social workers are separately accounted for by the *Occupational Outlook Handbook* and do not impact the estimated need for counselors. In addition, health insurance now has greater parity requirements for mental health coverage and covers more services related to drug addiction, which may boost demand for counselors.
- The concern about competition for internships may not exist, as their students are in macro- and micro-settings for their internships and our students will be required to be counseling clients for most of their internship hours. Counseling students will have the opportunity to work in group and individual private practices and can seek

out internships outside of our local area and set up articulation agreements with Stockton through the Internship Coordinator. Additionally, social work students placed in schools would be in a different setting (child study team) than counseling students (guidance counseling).

- The geographical region in which Stockton University is located has seen economic and population growth. Per the U.S. Census, from 2014, the population in New Jersey grew 1.7%, while the respective growth rates for Atlantic and Ocean counties were .2% and 1.7%. Growth is associated with increased need for human services.

- Managed care has changed the mental health market. Insurance companies are reducing payments to mental health practitioners, such as clinical and counseling psychologists, and controlling the amount of therapy for which they will reimburse. The mental health market will continually require more nationally licensed mental health practitioners, such as master's level mental health counselors, who will fit into the fee structures of the managed care system. In the past, national licensing was not required for these counselors. Now these counselors can take the examination administered by the NBCC qualifying them as a Nationally Certified Counselors (NCCs), as long as they have a master's degree in human services, such as a MA in Counseling.

- Our committee has also collaborated with the career center and reviewed the Bureau of Labor Statistics with them. Indeed, the national projection trend indicates that mental health counseling will grow by 20% from 2014-2024. Additionally, the The educational and health services industry sector, which mental health counselors fall into, is the sector with the highest projected employment growth in the state of NJ (http://lwd.dol.state.nj.us source)

- To evaluate whether the community would support a MA in Counseling program at Stockton, online surveys were sent to 58 area social service agencies in nearby communities in May 2015. 15 agencies responded to the survey. 12 agencies reported Interest in having counseling graduate students in 600-hour placements, with space for up to 29 interns. Seven agencies reported current open positions for an LPC/LAC. One agency reported hiring an average of 3-5 new LPCs per year, and 9 agencies reported hiring an average of 1-2 new LPCs per year. The results indicate that there is demand for this position in this one area, and there is room to seek out placements for students living in other areas outside of Atlantic County as well. At least two of the Psychology faculty are currently working in practices outside of Atlantic County.

In April 2015, 250 students in psychology classes were surveyed regarding their academic and professional goals after graduation. Of the 250 students surveyed, 91 (36.4%) responded that they would likely or very likely apply to a counseling program at Stockton. For the Psychology majors (n=130) in the sample, 80 (62%) of them would likely or very likely apply to a counseling program at Stockton. When the 91 students interested in applying to the program were asked what career/careers they were considering, the responses were:

Psychologist (Clinical/counseling, doctoral level)	57
Counseling Psychology, LPC (Master's level)	69

Students were surveyed again in May of 2016, with a total sample of 335 students and 187 psychology majors. Of the psychology majors sample, 119 (64%) indicated that they were *likely* or *very likely* to apply to Stockton's counseling program. In addition, 62% of the psychology sample indicated that they were likely or very likely to attend graduate school immediately upon graduation and 75% indicated they were likely or very likely to attend within five years of graduation. When the psychology majors were sample according to which degree program they would pursue for graduate work, the responses were:

Counseling Psychology, LPC (Master's level)	119 (64%)

In addition, the GPA's were analyzed for Psychology majors (187) to determine their likely preparedness for our program. Of the sample of 187 Psychology majors, the mean GPA was 3.49, the median GPA was 3.60 and the modal GPA was 4.0. This data clearly supports the assertion that our students are prepared for graduate study at the masters level.

These results indicate that there is demand for counseling graduate program among Stockton undergraduates, particularly Psychology majors, for the proposed program and this field of study.

Competition

In New Jersey, Rowan University is the closest school of higher education that offers a similar counseling program and is 50 miles away from our campus. Rowan's program is a 60-credit MA in School Counseling designed to prepare students to become guidance counselors. The program is currently CACREP accredited. Rowan also offers post-master's credits available via a Certificate of Advanced Graduate Study in Mental Health Counseling for students who require more credits in order to qualify for state licensure. The next closest programs are at Rider University in Lawrenceville, New Jersey or at schools in Philadelphia, both over an hour away. Thus, there is a need for a CACREP accredited program that uniquely serves the southeastern portion of the state.

Other New Jersey schools that offer MA degrees in Counseling include Farleigh Dickinson University (Teaneck), William Patterson University of New Jersey (Wayne), Seton Hall University (South Orange), Monmouth University (West Long Branch), Caldwell College (Caldwell), Centenary College (Hackettstown), The College of New Jersey (Ewing Township), and the College of Saint Elizabeth (Morristown). In southeastern Pennsylvania, master's degrees in counseling are currently offered at the University of Pennsylvania, Drexel University, Temple University, LaSalle University, Philadelphia College of Osteopathic Medicine, West Chester University, Chestnut Hill College, Villanova University, and Rosemont College. There are multiple similar programs available in New York City.

Another element of competition comes from programs offering Master of Social Work degrees, including Stockton's own MSW program, since an MSW can also be licensed and provide counseling services in a variety of settings. However, there is a sufficient distinction between these disciplines that many schools (e.g., Kean, Monmouth, Temple, Rutgers, etc.) offer both degrees. In general, the training of social workers emphasizes the social and political contexts that contribute to problems people face. Social workers therefore generally receive more training than counselors in social policy and administrative practices. By comparison, the training of counselors is more closely aligned with psychological models that focus on individual thoughts, feelings, and behaviors, as indicated in CIP code description. Counselors therefore generally receive more training in research and psychological assessment tools than social workers. Just as social work and psychology attract different students at the undergraduate level, an MSW and MA in Counseling are likely to appeal to different students in spite of their similarities. Again, see appendix A for the two curriculums and their differences.

E. Students

The primary target population for this program is recent graduates with majors in psychology who want to refine their skills in order to become more marketable. Another potential target population is professionals working in human services with a baccalaureate degree who want to upgrade their professional qualifications to remain competitive in the job market. Classes will be arranged in cohorts.

In the first year of the program, two new full-time faculty positions would be required to cover the courses needed by the first cohort of 25-30 students. Two more full-time faculty lines would be required in the second year to cover additional courses in the graduate and undergraduate programs to accommodate the additional 25-30 students in accordance with CACREP standards for a 12:1 student to faculty ratio.

The MA in Counseling program will make an effort to market the program to underrepresented groups (e.g., race, ethnicity, sexual orientation) by communicating with organizations and agencies that involve these groups. The program will begin with approximately 30 students and is expected to grow to an average of between 50 and 60 total students within two years (30 per cohort). The program could also grow further depending on demand and available resources.

F. Program Resources

To meet CACREP standards, a minimum of three full-time faculty members will need to be designated core faculty of the program. These faculty members must have earned doctoral degrees in counselor education or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013. One core faculty member will be designated the academic unit leader and will receive release time for coordinating the counseling program, responding to inquiries regarding the overall academic unit, managing the budget, and ensuring year-round leadership to the operation of the program.

One faculty member or administrator will be the practicum and internship coordinator for the program. This person will have responsibility for coordinating practicum and internship experiences and responding to inquiries regarding practicums and internships. See Appendix C for an illustration

of how five faculty members will be able to teach the required 50% of courses despite course releases for the program director and internship coordinator.

Additional non-core faculty will have doctoral degrees from a clinical or counseling psychology program, or a closely related field (e.g., social work) as well as relevant preparation and experience for the courses they teach.

Program faculty members who provide individual or group supervision for practicums and internships will have relevant experience and professional credentials, and counseling supervision training and experience. Site supervisors will have a minimum of a master's degree in counseling or clinical psychology or closely related field; appropriate certifications and/or licenses; a minimum of two years of pertinent professional experience; knowledge of the program's expectations, requirements, and evaluation procedures for students; and training in counseling supervision.

Faculty workloads will be consistent with those of all Stockton University graduate faculty, three courses each semester.

CACREP accreditation requires a minimum of three full-time faculty members, so accreditation could not be sought until the second year of the program. However, CACREP policy states that students in a program seeking accreditation shall be considered graduates of a CACREP program if they receive their degree within one academic year prior to when accreditation is conferred, and if the program can verify that the student completed the CACREP program requirements. Therefore, if the program is accredited within three years of its beginning, it will essentially be retroactively accredited to include the first class of students.

Ultimately, the program would require the addition of five full-time equivalency (FTE) faculty lines to maintain the 12:1 student to faculty ratio required by CACREP standards.

Equipment, materials, library

The Psychology Program already has a large room in upper G-wing equipped with a one-way mirror suitable for observing group or individual counseling sessions. Several smaller psychology labs in upper G-wing could also be used for individual counseling sessions. Additionally, a new campus is being constructed in Atlantic City which may offer room for class, practicums, as well as internship opportunities.

The Stockton University library contains 187 databases, 72,284 unique titles, 712,200 microforms, 13,716 films and videos, and 41,000 journals and serials, 90% of which include electronic access. In addition, streaming videos are available through Films on Demand and NJVid on the library website. All classrooms are equipped with facilities for showing videos in class and equipment is available for use by students and faculty for recording videos.

Computer and Telecommunication Services provides technical support for instructional delivery and electronic communication. There are 28 computerized classrooms on campus with Internet access, projectors, and large screens. Student computer laboratories are located throughout the campus for individual student access along with technical assistance. Each student receives a guide to laboratories and software available.

All faculty members have access to computers and printers. Computer and Telecommunication Services provides assistance with statistical software and other special applications.

G. Degree Requirements

Students must complete 60 credit hours satisfying the criteria outlined below with passing grades of C or better in all courses. All students must also satisfactorily complete a 100-hour practicum and two 300-hour internships. Due to the interpersonal nature of the discipline, it is expected that all core courses will be delivered in face-to-face format, although some electives may be offered as hybrid classes.

Incoming students must have prerequisite skills and knowledge in statistics and experimental psychology and must have taken at least one course in either child development or personality psychology. These prerequisite requirements can be met by courses taken at the undergraduate or graduate level with earned grades of B or better. In addition, applicants will be required to submit their scores on the Graduate Record Exam general test (no minimum score is required)

The required courses and electives for the program are listed below. All are three credit courses. See Appendix Cfor a sample curriculum.

Required Courses	**Electives**
Introduction to Counseling	Counseling Children and Adolescents
Theories of Counseling	Counseling in School Settings
Psychopathology	Health Psychology
Legal and Ethical Issues	Crisis Intervention
Counseling Skills	Counseling in the Criminal Justice System
Assessment and Testing	Mental Health and Public Policy
Research and Evaluation	Foundations of Supervision
Multicultural Counseling	Counseling Older Adults
Human Development	
Practicum	
Group Counseling	
Couples and Family Counseling	
Vocational Counseling	
Substance Abuse Counseling	
Internship I/II	

Practicum and Internships

Counseling Skills will be an introduction to basic clinical skills designed to prepare students to begin working at practicum sites. Students will be required to complete a 100-hour practicum during the second semester of the program, including 40 hours of direct service with clients (individual therapy or group therapy, for example). This experience can take place in a group or private practice which is separate from social work practicum opportunities. They will also complete two semester-long internships consisting of 300 hours of client-related work during the third and fourth semesters of the program. These internships should both take place at the same site and will include group

supervision by faculty as well as supervision with an on-site supervisor. Each semester of internship will include 120 hours of direct client contact and 180 hours of indirect client services..

Practicum and internship sites will be developed beginning with the list of agencies that already use Stockton students for Service Learning placements. Of the 66 current placement sites in Atlantic County listed on the Service Learning website, approximately 30 of them are potentially useful placement sites for students pursuing a graduate degree in counseling. Graduate faculty will begin developing relationships and articulating formal agreements with potential practicum and internship sites as soon as the program is approved. In addition, internship placements may be sought outside of Atlantic County and can include private practice settings as long as there is a qualified supervisor. Supervisors can be from many different disciplines for the Psychology internship, including licensed social workers, licensed professional counselors, psychologists, and psychiatrists which allows for a great deal of flexibility in internship placements with possible supervisors. See information regarding NJ requirements obtained in appendix D.

Accreditation

Accreditation will be sought from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation process takes approximately one year, beginning with the submission of a self-evaluation to the CACREP office and including a site visit, institutional response and approval by the CACREP Board of Directors in January or July. The self-evaluation for Accreditation will begin in the month the program begins enrolling students.

In order to satisfy accreditation standards, eight Eligibility Requirements must be met:

A minimum of 60 semester hours. The proposed program will be a 60-credit Master of Arts degree for students interested in practicing counseling with a Masters level degree.

A minimum of three core faculty, one of whom is designated as the academic unit leader. The program will meet this requirement with the addition of three tenured/tenure track core faculty members within the first two years of the program.

A common core of curricular experiences and demonstrated knowledge in eight core areas. The table in Appendix A outlines Student Learning Outcomes required by CACREP as of 2016. By adhering to these learning outcomes from the outset of the program, the program will be eligible for consideration of CACREP accreditation as soon as possible.

Appropriate curricular experiences are required for program area(s). The majority of the required course work focuses on content related to clinical mental health counseling. However, some course requirements are also relevant to specializations in addiction counseling, career counseling, and marriage, couple, and family counseling.

Institution must be recognized by the Council for Higher Education Accreditation. Stockton University is accredited by the Middle States Association of Colleges and Schools (MSA), Middle States Commission on Higher Education and the Council for Higher Education Accreditation.

Practicum and internship experiences are required. CACREP criteria for accreditation require that students complete 100 hours of practicum experience and 600 hours of internship experience. As described above, students will be required to complete a 100-hour practicum during the second

semester of the program and will complete two semester-long internships, 300 hours each, of client-related work during the third and fourth semesters of the program. Each semester of internship will include 120 hours of direct client contact and 180 hours of indirect client services, as required by CACREP. Both practicum and internship experiences will occur in conjunction with regular group supervision offered by a faculty member.

Students are currently enrolled in the program. The program will not be eligible for accreditation until the minimum required three full-time faculty are hired, so the earliest that accreditation will be achieved is after the first students have graduated from the program. However, as stated above, the program would essentially be retroactively accredited to include the first class of students.

A comprehensive mission statement has been developed. The mission statement of the program will evolve as the program proposal is developed, but as stated on page 6, the program would support the mission of the university by providing a rigorous education focusing on the advanced knowledge and skills required to work in a variety of settings that utilize abilities and understanding related to mental health and human services. The proposed program would also fulfill the mission of the university by preparing professionals to serve the needs of the Southern New Jersey community.

Appendix A: Course Layout of Psychology (highlighted) and Social Work

YEAR 1 COURSES (30 CREDITS)			
FALL	**CREDIT**	SPRING	**CREDIT**
Introduction to Counseling Foundation Social Welfare Policy	3	Assessment and Testing Social organizations and environments	3
Theories of Counseling Human Behavior in Social Env I	3	Research and Evaluation Social Work Research	3
Psychopathology Human Behavior in Social Env II	3	Multicultural Counseling Race, Ethnicity and Diversity	3
Legal and Ethical Issues Social work practice I	3	Human Development Social Work Practice II	3
Counseling Skills Field I	3	Practicum Field II	3

YEAR 2 COURSES (30 CREDITS)			
FALL	**CREDIT**	SPRING	**CREDIT**
Group Counseling Advanced Cultural Competence	3	Vocational Counseling Advanced Social Welfare Policy	3
Couples and Family Counseling Advanced Social Work Research	3	Substance Abuse Counseling Advanced Social Work Practice with	3

		Diverse Individuals, Families, and Communities	
Elective	3	Elective	3
Elective	3	Elective Integrative Seminar	3
Internship I Field III	3	Internship II Field IV	3

Elective Courses-Counseling
Counseling Children and Adolescents
Counseling in School Settings
Health Psychology
Crisis Intervention
Counseling in the Criminal Justice System
Mental Health and Public Policy
Foundations of Supervision
Counseling Older Adults
Counseling Men/Counseling Women

Appendix B – Student Learning Outcomes, Location in the Curriculum, and Assessment Strategies for Eight CACREP Goals

Student Learning Outcomes	Location in the Curriculum ELOs addressed	Ass
Goal 1: Professional Counseling Orientation and Ethical Practice		
a. Understand history and philosophy of the counseling profession and its specialty areas	Introduction to Counseling, Mental Health and Public Policy*	Cours Lic Pro
b.demonstrate awareness the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation		
c. Learn counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams		
d. understand the role and process of the professional counselor advocating on behalf of the profession		

e. be able to explain advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients		
f.participate in professional counseling organizations, including membership benefits, activities, services to members, and current issues		
g.participate in professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues		
h. understand current labor market information relevant to opportunities for practice within the counseling profession		
i. follow ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Legal and Ethical Issues	
j. understand technology's impact on the counseling profession	Introduction to Counseling, Mental Health and Public Policy*	
k. learn strategies for personal and professional self-evaluation and implications for practice	Introduction to Counseling, Foundations of Supervision*	Cours Lice
l. learn self-care strategies appropriate to the counselor role	Introduction to Counseling	
m. learn the role of counseling supervision in the profession	Introduction to Counseling, Legal and Ethical Issues, Foundations of Supervision*	
Goal 2: Social and Cultural Diversity		
a. demonstrate awareness of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	Psychopathology, Human Development,Theories of Counseling, Counseling Skills, Multicultural Counseling, Practicum, Internship I/II, Counseling in the Criminal Justice System*, Mental Health and Public Policy*	Cour a Fee Lice Globa
b. understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy		
c.understand multicultural counseling competencies		
d.be aware of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others		

e. know the effects of power and privilege for counselors and clients		
f. understand help-seeking behaviors of diverse clients		
g. recognize the impact of spiritual beliefs on clients' and counselors' worldviews		
h. develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination		
Goal 3: Human Growth and Development		
a. understand theories of individual and family development across the lifespan	Human Development, Couples and Family Counseling*, Counseling Children and Adolescents*, Counseling Older Adults*	
b. understand theories of learning	Human Development,Counseling Children and Adolescents*, Counseling in School Settings*	
c. understand theories of normal and abnormal personality development	Psychopathology, Human Development,Theories of Counseling	
d. demonstrate awareness of theories and etiology of addictions and addictive behaviors	Psychopathology, Substance Abuse Counseling*, Counseling in the Criminal Justice System*	
e.know the biological, neurological, and physiological factors that affect human development, functioning, and behavior	Psychopathology, Human Development, Substance Abuse Counseling*, Health Psychology*, Counseling Older Adults*	
f. understand systemic and environmental factors that affect human development, functioning, and behavior	Psychopathology, Human Development, Mental Health and Public Policy*, Counseling in the Criminal Justice System*	
g. comprehend effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Psychopathology, Crisis Intervention*	

h. develop a general framework for understanding differing abilities and strategies for differentiated interventions	Counseling Skills, Practicum, Internship I/II, Assessment and Testing	
i. demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Counseling Skills, Practicum, Internship I/II, Legal and Ethical Issues, Multicultural Counseling, Health Psychology*, Counseling Older Adults*	
Goal 4: Career Development		
a. understand theories and models of career development, counseling, and decision making	Vocational Counseling	
b. understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors		
c. describe processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems		
d. develop approaches for assessing the conditions of the work environment on clients' life experiences	Vocational Counseling, Assessment and Testing	Cours Lic
e. identify strategies for assessing abilities, interests, values, personality and other factors that contribute to career development		
f. identify strategies for career development program planning, organization, implementation, administration, and evaluation		Pr
g.understand strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	Vocational Counseling	
h. identify strategies for facilitating client skill development for career, educational, and life-work planning and management		
i. understand methods of identifying and using assessment tools and techniques relevant to career planning and decision making	Vocational Counseling, Assessment and Testing	

j. demonstrate awareness of ethical and culturally relevant strategies for addressing career development	Vocational Counseling, Legal and Ethical Issues, Multicultural Counseling	
Goal 5: Counseling and Helping Relationships		
a.understand theories and models of counseling	Theories of Counseling, Counseling Skills, Practicum, Internship I/II, Foundations of Supervision*	
b. utilize a systems approach to conceptualizing clients		
c. understand theories, models, and strategies for understanding and practicing consultation		
d. develop ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Theories of Counseling, Counseling Skills, Practicum, Internship I/II, Legal and Ethical Issues, Multicultural Counseling	
e. understand the impact of technology on the counseling process	Theories of Counseling, Counseling Skills, Practicum, Internship I/II, Legal and Ethical Issues	
f. utilize counselor characteristics and behaviors that influence the counseling process	Theories of Counseling, Counseling Skills, Practicum, Internship I/II, Multicultural Counseling, Couples and Family Counseling*, Counseling Children and Adolescents*, Counseling Older Adults*	
g. utilize essential interviewing, counseling, and case conceptualization skills		
h. use developmentally relevant counseling treatment or intervention plans	Theories of Counseling, Psychopathology, Assessment and Testing, Counseling Skills, Practicum, Internship I/II, Couples and Family Counseling*, Counseling Children and Adolescents*, Counseling Older Adults*, Substance Abuse Counseling*, Crisis Intervention*, Counseling in the Criminal Justice System*	
i. understanding of development of measurable outcomes for clients		
j. use evidence-based counseling strategies and techniques for prevention and intervention		
k. develop strategies to promote client understanding of and access to a variety of community-based resources		

l. understand suicide prevention models and strategies		
m. understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid		
n. demonstrate knowledge of processes for aiding students in developing a personal model of counseling		
Goal 6: Group Counseling and Group Work		
a.understand theoretical foundations of group counseling and group work	Counseling Skills, Practicum, Internship I/II, Group Counseling, Substance Abuse Counseling*	Cour a Fee Lic
b. understand dynamics associated with group process and development		
c. understand therapeutic factors and how they contribute to group effectiveness		
d. understand characteristics and functions of effective group leaders		
e. develop approaches to group formation, including recruiting, screening, and selecting members	Group Counseling, Assessment and Testing	
f. understand types of groups and other considerations that affect conducting groups in varied settings	Group Counseling	Co Pr
g.demonstrate knowledge of ethical and culturally relevant strategies for designing and facilitating groups	Group Counseling, Multicultural Counseling, Legal and Ethical Issues	
h. develop direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Group Counseling	
Goal 7: Assessment and Testing		
a.understand historical perspectives concerning the nature and meaning of assessment and testing in counseling	Assessment and Testing	Cour a Fee Lic

b.understand methods of effectively preparing for and conducting initial assessment meetings	Assessment and Testing, Counseling Skills, Practicum, Internship I/II
c. demonstrate awareness of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Assessment and Testing, Counseling Skills, Practicum, Internship I/II, Crisis Intervention*
d. understand procedures for identifying trauma and abuse and for reporting abuse	Assessment and Testing, Counseling Skills, Practicum, Internship I/II
e. identify use of assessments for diagnostic and intervention planning purposes	
f.understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Assessment and Testing, Research and Evaluation, Vocational Counseling
g. understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
h.understand reliability and validity in the use of assessments	
i.understand the use of assessments relevant to academic/educational, career, personal, and social development	Assessment and Testing, Vocational Counseling
j. understand the use of environmental assessments and systematic behavioral observations	Assessment and Testing, Theories of Counseling, Counseling Skills, Counseling Children and Adolescents*, Counseling Older Adults*, Counseling in the Criminal Justice System*, Health Psychology*
k. understand the use of symptom checklists, and personality and psychological testing	Assessment and Testing
l. understand the use of assessment results to diagnose developmental, behavioral, and mental disorders	

m. develop ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results		
Goal 8: Research and Program Evaluation		
a. understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Research and Evaluation	Cour a Fee Lice
b. develop understanding of evidence-based counseling practices		
c. understand needs assessments		
d. demonstrate knowledge of outcome measures for counseling programs		
e.understand the evaluation of counseling interventions and programs		
f. develop competence in qualitative, quantitative, and mixed research methods		Qua Info Res
g. develop competence in designs used in research and program evaluation		
h. understand statistical methods used in conducting research and program evaluation		
i. understand analysis and use of data in counseling		
j.develop ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation		

*** Elective course**

Appendix C - Illustration of how courses can be covered by five full-time faculty.

YEAR 1 COURSES (30 CREDITS)			
FALL	**CREDIT**	SPRING	**CREDIT**
Director	3	Director	3
Director	3	Person 3	3
Person 3	3	Person 3	3
Person 3	3	Person 3	3

Person 3	3	Internship Coordinator	3

YEAR 2 COURSES (30 CREDITS)			
FALL	**CREDIT**	SPRING	**CREDIT**
Person 4	3	Person 4	3
Person 4	3	Person 4	3
Person 4	3	Person 4	3
Person 5	3	Person 5	3
Internship Coordinator	3	Internship Coordinator	3

Core faculty available for electives/release
Person 5
Person 5

Core faculty available for electives/release
Person 5
Person 5

Appendix D: Survey of Social Service Agencies

* Required

What is the name and address of your agency? *

How many Licensed Professional Counselors (LPCs) does your agency currently have on staff? *

- o None
- o Between 1-5 LPCs on staff
- o Between 6-10 LPCs on staff
- o 11 or more LPCs on staff

If Stockton University had a graduate program in Counseling Psychology, would you be interested in having counseling graduate student interns complete a 600 hour per year placement in your organization? *

- o Yes, 1-2 interns per year
- o Yes, 3-4 interns per year
- o Yes, 5 or more interns per year
- o No

Do you currently have any open positions that could be filled by a Licensed Professional Counselor (LPC) or a Licensed Associate Counselor (LAC)?

- o None
- o 1-2 positions open
- o 3 or more positions open

On average, how many Licensed Professional Counselors (LPCs) or or a Licensed Associate Counselors (LAC) do you hire in a year?

- o 1-2 new hires each year
- o 3-5 new hires each year
- o More than 5 new hires each year

Please provide the name and contact information for a person at your agency we can contact about partnering with Stockton's potential graduate program in Counseling Psychology.

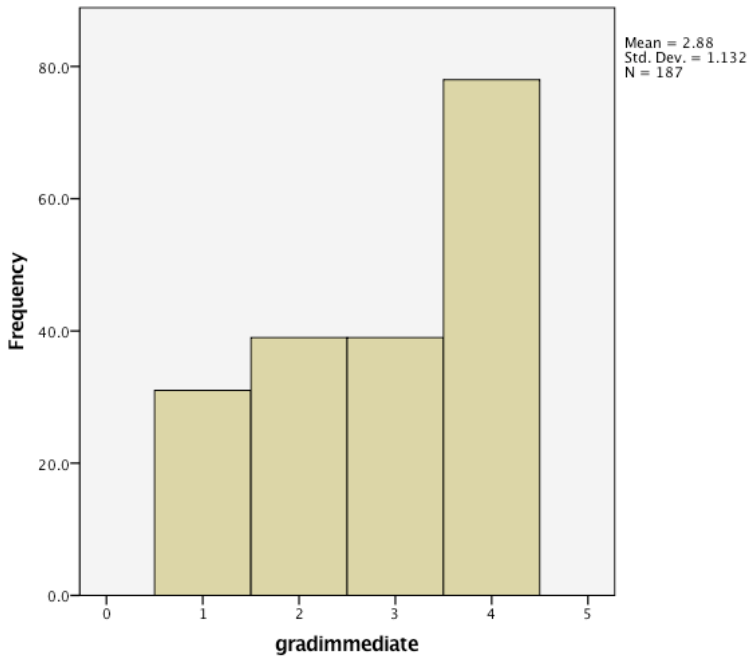
Appendix E: Reference list

References

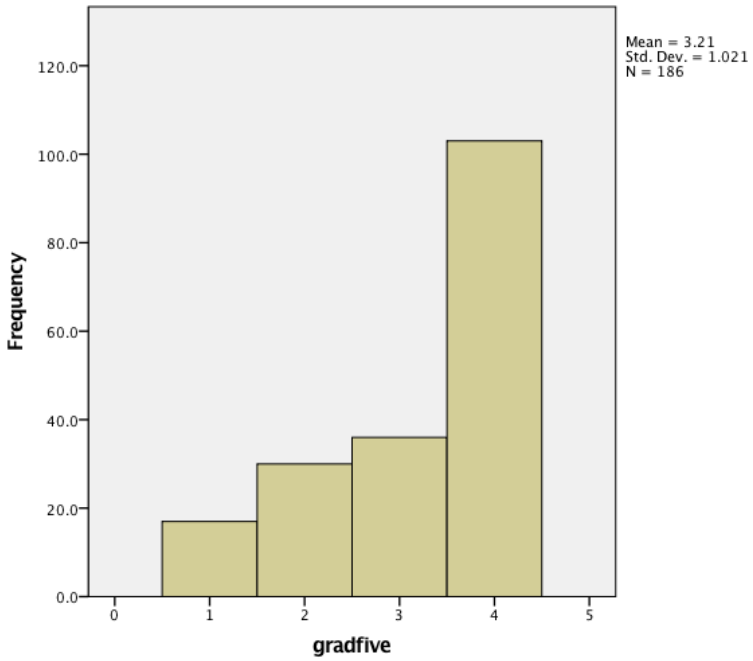
Chwalisz, K. (2003). Evidence-based practice: A framework for twenty-first century scientist-practitioner training (Major Contribution). *The Counseling Psychologist, 31*(5), 497-528.

Appendix F: Bar graphs from student survey data

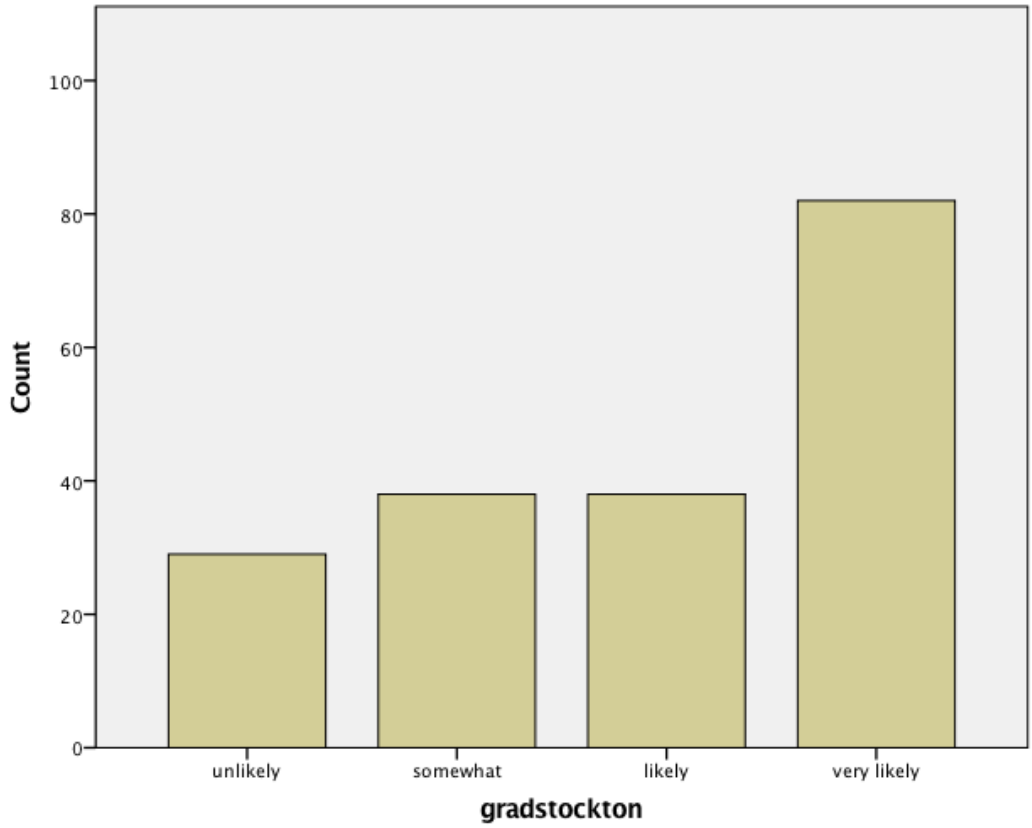
Student survey data May 2016



- How likely are you to attend graduate school immediately? 1=not likely, 2=somewhat likely, 3=likely, 4=very likely



- How likely are you to attend graduate school in the next five years? 1=not likely, 2=somewhat likely, 3=likely, 4=very likely



- How likely are you to attend a Counseling Psychology program at Stockton University? 1=not likely, 2=somewhat likely, 3=likely, 4=very likely

Appendix G: Student Survey

Post Graduation Planning

Please answer the questions below by choosing the options that best reflect your position at this time.

Year in school [ ] Frosh [ ] Sophomore [ ] Junior [ ] Senior

What is your major? _____

What is your GPA? _____

How likely is it that you will apply for admission to a graduate program IN PSYCHOLOGY **immediately** after graduation?

[ ] Very likely [ ] Likely [ ] Somewhat Likely [ ] Unlikely

How likely is it that you will apply for admission to a graduate program IN PSYCHOLOGY in the **next five years**?

[ ] Very likely [ ] Likely [ ] Somewhat Likely [ ] Unlikely

What specialization are you most interested in for graduate school?

_____

If a Master's degree in COUNSELING PSYCHOLOGY was offered at Stockton, would you be interested in applying?

[ ] Very likely [ ] Likely [ ] Somewhat Likely [ ] Unlikely

If you attended a COUNSELING PSYCHOLOGY graduate program at Stockton, when would you prefer to attend classes?

____ Weekdays, daytime
____ Saturdays
____ One evening per week
____ Two or more evenings per week
____ I prefer hybrid classes (meet once per month and the rest is online)
____ I prefer online classes only

What career/careers are you considering? **Please check all that apply**.

_____ Psychologist (Clinical/counseling, doctoral level)

_____Counseling psychology, LPC (Master's level)

_____Teacher / education

_____Guidance counselor / School counselor

_____Physician

_____Physical therapist

_____Nurse

_____ Occupational Therapist

_____ Other, Specify _____

How interested are you in completing an internship as part of your undergraduate degree?

[ ] Very interested [ ] Somewhat interested [ ] Not at all interested