



*School Counseling Graduate Program  
Department of School Psychology,  
Counseling,  
& Leadership (SPCL)  
School of Education*

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**2022-23 Annual School Counseling Program Report for the *Council for Accreditation of  
Counseling & Related Educational Programs (CACREP)* towards accreditation of Brooklyn  
College School Counseling MS.Ed. Program**

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## Program Outcomes and Evaluation Results

### Student Statistics

We are very excited to welcome our new 2022 cohort. We continue to attract and enroll a very diverse group of students.

### Fall 2022 Entering Cohort

<b>Table 1. Analysis of Applicants, Admissions, &amp; Enrollment by Ethnicity/Race for Fall 2022</b>		
<b>Ethnicity</b>	<b>Applied (n=76)</b>	<b>Enrolled (n=18)</b>
American Indian/Alaska Native	0	0
Asian/Asian American	9 (11.8%)	2 (11.1%)
Black/African-American	13 (17.1%)	4 (22.2%)
Hispanic/Latinx	11 (14.5%)	6 (33.3%)
Native Hawaiian/Pacific Islander	0	0
White	32 (42.1%)	6 (33.3%)
Multiracial/Other	0	0
Missing/Unknown	11 (14.5%)	0

Our current student body composition is as follows:

<b>Table 2. Student Enrollment by Ethnicity/Race for Fall 2022-Spring 2023</b>			
<b>Ethnicity</b>	<b>Male (n=15)</b>	<b>Female (n=64)</b>	<b>Total (n=79)</b>
American Indian/Alaska Native	0	1	1 (1.2%)
Asian/Asian American	1	6	7 (8.8%)
Black/African-American	6	12	18 (22.8%)
Hispanic/Latinx	4	16	20 (25.3%)
Native Hawaiian/Pacific Islander	0	0	0
White	3	27	38.0%)
Multiracial/Other	1	2	3 (3.8%)

Our graduation rates have mostly remained consistent. We strive to support our students to finish on time, and we also support our students who need an adjusted schedule due to personal circumstances. Most of our students who do not finish on time have life circumstances (i.e., health, work changes) that interfere with following our regular full-time or part-time schedules. We also had a few students who, after beginning to take courses in our program, have realized that they did not want to continue pursuing a career in school counseling.

<b>Table 3. Graduation Rates</b>			
Year	Total Graduation Rate	Full-time	Part-time
2020	77.7%	77.7%	---
2021	83.3%	83.3%	---
2022	89.5%	---	89.5%
2023	84.2%	84.2%	---

We surveyed our 2023 graduating class regarding job placement, and only three responded thus far, and they reported that they are in the process of applying for school counseling positions. The hiring process of school counselors for the NYC DOE is still under way, and we will update our numbers as our graduates obtain employment.

Our alumni, who graduated three or more years ago and responded to the 2022 Brooklyn College School of Education Alumni Survey, reported that 95 percent of them are currently working in a New York City school setting, with 85.2% as school counselors, and 12.3 percent in a related counseling field.

### **Yearly Exit Survey**

As part of our yearly *Exit Survey*, our graduates provided answers to two open questions. The answers are summarized below, with some quotes.

*What do you feel were the strengths and weaknesses of the School Counseling program at Brooklyn College?*

#### *Strengths:*

- “The cohort model allows for very strong bonds to be formed. I don't think I would have made it through the program without my classmates.”
- “The professional school counselors who taught as professors. They had a lot of knowledge and experience about the field.”
- “Moving with a Cohort; Great Professors; Relevant Assignments.”

- “Some great strengths include the community building, balance of theory and praxis, and coursework that focused on many different aspects of the school counseling experience. There is such an ability to grow and reflect on who you are as a person that it impacts (and improves) your whole life and worldview.”
- “Our specific cohort had most of the program virtually, so it is also a unique experience that the BC staff tried to tackle with as much support as possible, and for that that I am grateful.”
- “Having current school counselors as professors was really helpful in understanding the complexities of entering the school systems. Clinically experienced therapists as professors gave different nuanced perspectives. Though not every professor experience was positive, I was glad there was trust and opportunity to be listened to and work with core faculty, helping them be responsive with the fit for our cohort as the semesters progressed.”
- “The program is at its best when the professors are actually counselors themselves.”

*Weaknesses:*

- “Not teaching us more about working with D75 students.”
- “There are not enough professors as school counselors. They need to hire more professors who have the experience.”
- “Some courses felt repetitive and could’ve been replaced with material that school counselors face from day to day.”
- “Needs more practical knowledge of the actual programs used in the school setting.”

*Do you have any additional feedback that you would like to share with the School Counseling Faculty at Brooklyn College? (We chose a representative sample of feedback)*

- “Thank you to all the professors who shared their experiences and really implemented what they taught techniques beyond the syllabus that would help us in our careers. I was glad to be placed at the internship site of my choice.”
- “It was a challenge to be new to the CUNY system and navigate this program. My CUNY undergraduate alum friends often told me about where and how I needed to complete tasks to find information, see my grades, or even ensure I was graduating. I think an extra orientation to CUNY websites, protocols, etc., at the start of the program would have been helpful.”

### **Practicum Individual/Triadic Supervision Survey**

In Spring 2023, we continued surveying students about their triadic supervision experience. Most students had a very positive experience, as per the selected results below. There were several suggestions provided to improve the experience: 1) decrease the required number of practicum hours in the field due to work conflicts; 2) provide individual/triadic supervision on Zoom as an alternative to in-person supervision; 3) provide more time to discuss group meetings with students and to discuss effective group strategies; and 4) create larger supervision groups with their cohort members. Below are the student ratings:

1. How would you describe your overall relationship with the Triadic Supervisor?
  - a. Excellent – 73.1%; Above Average – 19.2%; Average – 7.7%
2. Did you acquire new skills from your Triadic Supervisor?
  - a. Several skills – 80.8%; Some skills – 7.7%; A few – 11.5%
3. What is your overall rating of the Triadic Supervisor’s leadership skills?
  - a. Highly effective – 80.8%; Good – 15.4%; Ineffective: 3.8%
4. What is your overall rating of your relationship with your Triadic group?
  - a. Highly effective – 76.9%; Good – 23.1%

### Key Performance Objectives

As part of our alignment with 2016 CACREP Standards, our faculty chose the following curricular standards listed in Table 4 as the key performance objectives for our program. Graduating students demonstrate their having met curricular training standards using the Internship Portfolio. All the 2022-2023 interns met the standard and were eligible to graduate.

Table 4. Key Performance Objectives and their Codes	
Code	Standard
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	
2.F.1.e	<i>Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</i>
SOCIAL AND CULTURAL DIVERSITY	
2.F.2.c	<i>Multicultural counseling competencies</i>
2.F.2.d	<i>The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others</i>
HUMAN GROWTH AND DEVELOPMENT	
2.F.3.c	<i>Theories of normal and abnormal personality development</i>
2.F.3.f	<i>Systemic and environmental factors that affect human development, functioning, and behavior</i>
CAREER DEVELOPMENT	
2.F.4.a	<i>Theories and models of career development, counseling, and decision making</i>
2.F.4.g	<i>Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy</i>
COUNSELING AND HELPING RELATIONSHIPS	
2.F.5.a	<i>Theories and models of counseling</i>
2.F.5.g	<i>Essential interviewing, counseling, and case conceptualization skills</i>

<b>Table 4. Key Performance Objectives and their Codes</b>	
GROUP COUNSELING AND GROUP WORK	
2.F.6.a	<i>Theoretical foundations of group counseling and group work</i>
2.F.6.d	<i>Characteristics and functions of effective group leaders</i>
ASSESSMENT AND TESTING	
2.F.7.i	<i>Use of assessments relevant to academic/educational, career, personal, and social development</i>
RESEARCH AND PROGRAM EVALUATION	
2.F.8.f	<i>Qualitative, quantitative, and mixed research methods</i>
2.F.8.j	<i>Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</i>
SPECIALTY AREA: SCHOOL COUNSELING, CONTEXTUAL DIMENSIONS	
5.G.2.a	<i>School counselor roles as leaders, advocates, and systems change agents in P-12 schools</i>

### Alumni Survey

The School of Education (SOE) disseminated a survey to alumni from all the SOE programs who graduated three or more years ago. Eighty-five alumni from the School Counseling Program completed the survey. Table 5 summarizes the racial-ethnic background of the School Counseling respondents:

<b>Table 5. Racial-Ethnic Background of School Counseling Alumni Respondents</b>	
Black or African American	31.8%
Hispanic/Latino	31.8%
White	28.2%
Asian	7.1%
Other	1.2%

Almost all (96.5%) of the respondents rated their student experience at Brooklyn College as *excellent*, *very good*, or *good*, and a similar number (93.9%) described their experience in the program as having prepared them *very well*, *more than adequately*, or *adequately* for the workplace environment. Ninety-five percent of the respondents are currently working in a New York City school setting, with 85.2% as school counselors, and 12.3 percent in a related counseling field. Most (87.5%) are working fully in person, while 12.5% are engaging in a combination of in-person and remote work. Ninety-three percent of the respondents feel *very competent* or *competent* in their professional role. When asked about the usefulness of the program's fieldwork/supervision experiences to prepare them for their current work role, 90.7

percent indicated such experiences were *very useful* or *useful*, and 9.3 percent said they were *somewhat useful*.

Table 6 provides a summary of the results to the question that asked respondents to reflect on their current professional responsibilities and identify the three *most* relevant courses.

<b>Table 6. The Courses Rated as Being Part of the Top Three Most Relevant Courses</b>	
#1 (the course that received the most votes)	Multicultural Counseling & Consultation
#2 (2 <sup>nd</sup> highest in terms of the number of votes)	Leadership & Group Dynamics
#3 (3 <sup>rd</sup> highest in terms of the number of votes)	Internship
#4 (4 <sup>th</sup> highest in terms of the number of votes)	Individual Counseling Skills
#5 (5 <sup>th</sup> highest in terms of the number of votes)	Working with Families in Schools
Other courses mentioned as being in the top three	Counseling Theories Human Development Practicum Counseling Leadership in Urban Schools Foundations of Professional School Counseling Career and Educational Counseling Educational and Psychological Assessment Schools and Communities Contemplative Urban School Counseling Bilingual Specialization courses

The two courses that were rated as being least relevant to the respondents' current professional responsibilities are: 1) Fundamentals of Qualitative and Quantitative Research; and 2) Educational and Psychological Assessment.

The alumni provided answers to open-ended questions regarding the strengths of the program and areas in need of improvement. The answers are summarized below, with some quotes.

***What were the strengths of your School of Education program?***

- “Quality professors who are passionate about their work and the wide variety of courses.”
- “The program prepared us for the experience of being in a school and a good foundation to handle some of the experiences that occur.”
- “The work around undertaking diverse cultures and understanding your own biases.”
- “Being in a cohort and having good support.”
- “The school counseling program exposed me to the fundamentals of counseling in schools and provided an education that focused on working with and within the very diverse communities of NYC from a social justice lens. The discussion-based classes, along with the fairly small and manageable class sizes, created the ideal environment for me to learn, ask questions, and bounce ideas off of my classmates who all come from different backgrounds and perspectives. Taking classes with professors who were all working professionals, whether or not they currently worked within the education system, provided invaluable insight into the counseling field in general.”

- “The focus on multiculturalism. The solid foundation in theory. Training our minds to think in a totally different way and view the world and every circumstance differently than before.”
- “All of the classes I have taken at Brooklyn College were very informative and evidence based. I especially enjoyed the group dynamics and multicultural class as they also brought another layer of self-awareness. This is important when working with youth and families.”
- “Immersive fieldwork and internship experience - diverse student body and faculty - knowledgeable faculty, many of whom were invested in their students - faculty who had real time experience in the field.”
- “Encouraged collaboration and active learning. Connected theory to practice. Encouraged self-exploration and evaluation.”
- “The program accentuated diversity and understanding, which is so important. Strong emphasis on social justice and CRSE.”
- “Ability to work with diverse population in schools. Diverse student body in grad program. BC SPCL faculty of diverse backgrounds and fields. It taught me to harness my own experiences when working with students and families to help them overcome their challenges without judgment.”

***What are areas for improvement for your School of Education program?***

- “I would like to see more support and consideration for part-time students. It seems as if full time students are considered more when making decisions regarding scheduling.”
- “There is not enough emphasis on trauma-informed practice especially for young students.”
- “The school counseling program did not really give us enough tools on how to hone our individual counseling skills.”
- “The implementation of more counseling theories courses towards the end of the program was lacking and would have been beneficial.”
- “The program did not provide enough insight into working with students with disabilities especially as a school counselor who would work directly with these students and their families.”
- “I believe there should be a class that goes into more depth about diagnosis and signs of disabilities.”
- “More practical training in anticipation of working for the NYC DOE in things like SESIS, ATS, and other DOE systems. Also, there needs to be more of a focus on special education and the role of the counselor as it relates to special education.”
- “I wish the program taught us a little bit more about DOE processes and systems that we often do not get to have much hands on experience with during practicum and internship, such as the Planning Interview process for high school students who express interest in signing out of school, the 407 attendance process, etc. Some of the systems I wish we

could have been exposed to more are ATS, STARS admin, and high school transcripts and the credit and Regents requirements and breakdowns.”

- “Lessons on how/what postsecondary planning with students and families should look like (maybe having a panel of college counselors speak about college/career planning).”
- “Since the School of Education includes school leadership and school psychology students, I think it would be very beneficial for certain classes to combine our students that could potentially shed more light onto these processes, since each of the roles has an equal part in a lot of situations.”

### **Program improvement and Innovation**

1. In Fall 2022 we welcomed Dr. Abdelaziz Elmadani to our team of core faculty. Dr. Elmadani is a Certified Professional School Counselor and joined us as an Assistant Professor in the School Counseling program. Dr. Elmadani’s teaching philosophy is based on experiential and active learning, considering how constructivism impacts the learning process. As a constructivist instructor, Dr. Elmadani integrates all aspects of working with students to facilitate knowledge creation. The interactions motivate students to be involved and seek to construct and create knowledge. Dr. Elmadani considers safety, relationships, respect, engagement, application, experience, and personalization in his classroom environment. Dr. Elmadani uses a multicultural and social justice advocacy approach to help students achieve their pedagogical goals and develop leadership, multicultural competency, and advocacy. He helps students understand and develop knowledge about multicultural competency and social justice's role in counseling. He encourages his students to present at conferences, conduct research, and create programs and projects that support their understanding of multicultural and social justice advocacy. As a qualitative and quantitative researcher, Dr. Elmadani’s research interests include multicultural and social justice advocacy.
2. Our program began the search process for a faculty line in Fall 2022, with interviews taking place early in December 2022 and January 2023. We are pleased to welcome our new full-time faculty member Dr. Gerald Corbin. Dr. Corbin joins us as an Assistant Professor in the School Counseling program. Dr. Corbin is a School Counselor who earned his doctorate in Counselor Education and Supervision in 2019 from Adler University, a CACREP-accredited program. Dr. Corbin has been in the higher education and education fields for over a decade working in various positions including school counselor, college counselor, program advisor, and counselor educator. He has worked with pre-k students, elementary, middle school, high school, and college students. His counselor identity is rooted in school counseling though he has taught in clinical counseling programs. Dr. Corbin’s most recent study examined the perceptions of middle school counselors regarding the support they receive to serve LGBTQ students. In the classroom, Dr. Corbin utilizes an andragogy approach and uses his career experiences in his teaching. He hopes to foster a learning community in the classroom where graduate students can learn from each other and take risks in their school counseling training. Dr.

Corbin's focus on school counselor training includes multicultural consciousness as well as producing ethical and effective school counselors.

3. We revised our admissions procedure to make it more efficient. Our applicants are receiving their acceptances faster. We also updated our [School Counseling Program Handbook](#). Our program orientation for new students took place on May 24, 2023.
4. The core faculty met monthly with the adjunct faculty during the Fall and Spring semesters to discuss topics such as: 1) the program's counselor educator teaching framework; 2) faculty development teaching and learning topics such as developing effective rubrics, strategies for increasing student engagement, and incorporating small group pedagogical strategies that foster active learning and team-building skills; 3) CACREP and ASCA standards and changes in credentialing requirements (e.g., School Counseling credentialing exam); and 4) student dispositions.
5. The core faculty reviewed all the syllabi prior to the start of each semester to confirm that 2016 Standards continue to be covered as per our curriculum map and that the key portfolio assignments are in the corresponding courses.
6. *Demographic information on students:* We continue to have conversations with our Asian/Asian American students about how to reach out and recruit students from this group to become school counselors.
7. *Exit Survey:* Feedback from open questions will be (or have been) addressed:
  - a. *More training around issues of disability and Special Education:* This point will be communicated to all faculty, particularly to instructors in Human Development, Multicultural Counseling, Educational and Psychological Assessment, and fieldwork courses. Core faculty will also discuss working on curriculum changes in order to place more emphasis on these topics.
  - b. *More faculty with school counseling experience:* In Fall 2022 Dr. Abdelaziz Elmadani joined the core faculty; he has experience working as a school counselor in urban schools. We also hired Dr. Gerald Corbin to join the core faculty in Fall 2023 and who also has school counseling experience. We hired adjunct faculty who are school counselors and have experience in NYCDOE schools.
  - c. *Decrease repetitive content and add more practical content:* While some level of repetition enhances learning, the core faculty will review the syllabi for repetition

across the curriculum and speak to the adjunct faculty about adding more practical, school-based content in the form of case analysis and small- and large group discussion.

- d. *More extensive orientation to the CUNY system and School Counseling Program:*
  - i. Brooklyn College implemented [BC Know for Students](#) and [BC Know for Employees](#). These links provide information about Brooklyn College and CUNY, as well as links to resources such as, technology, student affairs, career services, enrollment services, health and safety, campus life and services, enrollment and registration, the Brooklyn College Library, student email, CUNYFirst, and Blackboard (our learning management system). There is also a link for contacting the IT Helpdesk.
  - ii. Brooklyn College has created the BC Navigator App, which serves as a digital ID card and allows students to access information that will be helpful during their studies. For information about the app, please visit: <https://www.brooklyn.cuny.edu/portal/app/>.
  - iii. Every student is assigned an advisor who is a member of the core faculty; advisement sessions were offered, as well as individual appointments as needed. Dr. Elizalde-Utnick, Program Coordinator, met with the first-year students on November 17 in the evening after their last class to provide a listening session and answer any questions they had; this occurred because students seemed to have concerns about their grades. Dr. Elizalde-Utnick discussed reading and note-taking strategies with the students, as most of the students were first-time graduate students. Dr. Elizalde-Utnick also discussed the importance of incorporating self-care into daily routines. The content of the session was shared with the faculty at their monthly program meeting. We also had a second orientation meeting on the first day of the Spring semester.
- 8. *Practicum Individual/Triadic Supervision Survey:* Feedback was already addressed or will be addressed as follows:
  - a. *The number of practicum hours and size of supervision:* This is something that is dictated by NYSED certification requirements as well as CACREP standards. This was discussed during our Orientation sessions, but it will also be discussed with the individual/triadic supervisors so that they cover it in more depth during supervision.
  - b. *In-person vs. remote supervision:* While we are prepared to switch to remote supervision if there is a snow day, our program provides classes in-person. The core faculty have discussed this at length, and while we have learned how to incorporate best practice strategies in remote instruction, we believe that students

learn better in person, as we confirmed when we returned to in-person classes after the pandemic.

- c. *Spend more supervision time discussing effective group counseling strategies:*  
This will be discussed with the individual/triadic supervisors.
9. *Alumni Survey* –We have already addressed some of the feedback in the new program or will address the feedback as follows:
- a. The courses which were less favorably rated were revised and strengthened to make them more relevant to the professional roles of school counselors.
  - b. *Increased support for part-time students:* We offer advisement sessions and courses in the late afternoon and evening hours and prioritize the later time slots for the part-time students. We also received feedback that when students come to campus for just one class on a given day, compared with days that they have two courses back-to-back, both full-time and part-time students prefer to avoid the late class that starts at 7:00 p.m. Therefore, we are offering multiple concurrent sections of the same course during the 4:30 time slot taught by two different instructors rather than two sections being offered consecutively taught by the same instructor. Even though part-time students prefer later classes out of necessity because they work full-time, they are nevertheless very tired in the evening. Such changes were supported by both the students and faculty. When Dr. Elizalde-Utnick met with the first-year students to address their first-semester concerns, she met with them at 8:00 p.m. after their last class; they seemed to feel heard and appreciated the opportunity to voice their concerns.
  - c. Trauma-informed practice: We added *SPCL 7818T Urban Trauma: Counseling Issues and Strategies* to the current 60-credit program.
  - d. *Strengthened individual counseling skills:* Dr. Sarah Baquet, one of our core faculty, revised the Individual Counseling Skills course when she joined the School Counseling Program as an Assistance Professor in Fall 2019. Dr. Baquet is a Counselor Educator predominantly utilizing critical and transformational learning approaches to mentor counselors-in-training to affirm clients of all intersections; enhance multicultural competence through immersion experiences and innovative pedagogical practices and provide clinical supervision for novice counselors. Her scholarly work highlights methods of advocacy, activism, and culturally responsive counseling practices to better support historically marginalized and oppressed communities. Dr. Baquet identifies as a Latinx woman dedicated to using her narratives as a form of countering oppression within academia. The instructors of the individual counseling skills course now provide live supervision, allowing counselors-in-training to receive ongoing feedback on their emerging counseling skills. Students participate in mock counseling sessions, where they take on the roles of counselor, client, and

observer. Instructors and peers participate in professional, strength-based, constructive clinical feedback sessions. Practicum and Internship courses already had been modified to highlight supervisor feedback of tape/video sessions. This feedback will also be relayed to all faculty for greater inclusion in their pedagogy.

- e. *Discussion and implementation of counseling theories courses towards the end of the program:* The internship courses now utilize several major supervision and consultation models that interns follow in providing peer feedback and supervision. As part of one of models, a 3-point model of supervision (Bernard, 1979, 2004): conceptualization, intervention, and personalization, students demonstrate the ability to integrate counseling theories into their interventions. In the Counseling Leadership in Urban Schools course taken in the final semester alongside the Internship II course, the students write three professional counselor identity position statements:
  - i. Statement of identity as a professional school counselor
  - ii. Statement of theoretical orientation: Who are you as a School Counselor? What is your theoretical orientation?
  - iii. Statement of academic and career counseling theoretical orientation
- f. *More training around issues of disability and Special Education:* This point will be communicated to all faculty, particularly to instructors in Human Development, Multicultural Counseling, Educational and Psychological Assessment, and fieldwork courses. Core faculty will also discuss working on curriculum changes in order to place more emphasis on these topics.
- g. *Helping students gain skills in the Department of Education's paperwork and systems:* We have included in the internship contract the requirement that students are exposed to DOE systems as part of their internship experience. We will continue to work with our Internship Faculty Supervisors so that they advocate for our students on this regard with their site supervisors.
- h. *Greater exposure to interventions for high school students:* NYSED now requires that school counseling interns have two sites: one in an elementary or middle school, and one in a high school.
- i. *Coursework on postsecondary planning:* We added *SPCL 7820T College Admission and Post-Secondary Counseling* to the current 60-credit program.
- j. *Classes and activities with school psychology and educational leadership students:* One of the new courses in the current 60-credit program, *SPCL 7823 Psycholinguistics, Bilingualism, and Counseling in Schools*, is also one of the bilingual specialization courses taken by both school counseling and school psychology students, and bilingual school psychology students are added to each of the sections so that the students can interact with and learn from each other and their respective fields. Furthermore, our SPCL department is home to the Supporting Equity and Transformation (SEaT) student organization, which serves

to advocate for social justice issues in the fields of school psychology, school counseling, and educational leadership.

### **Other Program Updates**

1. We are exploring how we can improve how we collect data on student dispositions so that it is easier to aggregate. The Core Faculty and the Clinical Administrator will be discussing ways to make our Professional Assessment Form (PAF) into an electronic survey in order to facilitate data aggregation. We also are working on modifying the PAF to be more consistent with disposition assessments used in SPCL and the School of Education.
2. We decided that in addition to sending an email to disseminate our annual report through our listservs, we will also incorporate the link to the most current report in our regular correspondence with our stakeholders via the email signature of our Program Coordinator and Clinical Administrator.
3. In April 2023, our program coordinator, Dr. Elizalde-Utnick, with the support of Chair McCabe and Interim Dean Scharrón-del Río, submitted an official request for a faculty line to the Provost. This line is essential to meeting CACREP Standard S, whereby at least 51 percent of the total number of credits taught each semester are taught by the core faculty.