

**2024-25 Counselor Education
Program Evaluation Report**

**for the
Master of Arts Degree Programs in
Clinical Mental Health Counseling
and
Professional School Counseling**

**Appalachian State University
Department of Counseling, Family Therapy, and Higher Education**

Overview

This annual report is prepared in accordance with CACREP Standard 2.F.3 to provide a summary of program evaluation results for the 2024-25 academic year (reflecting data gathered from Fall 2024 through Summer 2025), curriculum and program improvements informed by that data, and other significant program changes.

Data Sources:

The following sources of data were used in developing this report:

- Ratings provided by course instructors for student Key Performance Indicators (KPIs)
- Ratings provided by course instructors for student professional dispositions
- Aggregate scores on the National Counselor Examination (NCE)
- Aggregate scores on the school counseling Praxis examination
- Surveys of program alumni
- Surveys of site supervisors
- Surveys of employers of program graduates

Program Objectives:

Data were examined in relation to the following Counselor Education Program Objectives:

1. Prepare students to demonstrate professional and ethical behavior.
2. Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.
3. Foster in students a strong identification with and engagement in the counseling profession.

Summary of Program Evaluation Results

Achievement of Milestones and Student Outcomes		
	CMHC	PSC
Practicum Placement Rate	100%	100%
Internship Placement Rate	100%	100%
Number of Graduates	20	10
Program Completion Rate	100%	100%
Counseling Employment or Doctoral Program Admission Rate	100%	94%
National Counselor Examination Pass Rate	93%	
School Counseling Praxis Examination Pass Rate	NA	100%

Note. Practicum and internship placement rate refers to the percentage of students who wanted to enroll in those courses who successfully secured a site. Program completion rate reflects the percentage of students who completed degree requirements within the expected time to degree (2-3 years for full-time students or 3-4 years for part-time students). Employment and doctoral program admission rate indicates the percentage of students who actively sought employment in counseling or enrollment in a doctoral program in counselor education that were successful in their efforts within 6 months of graduating. Pass rate reflects passing the exam on the first or subsequent attempts.

Program Objective: Prepare students to demonstrate professional and ethical behavior.

- Student dispositions were assessed at various points throughout the program. Data in this section reflect ratings obtained at the end of year 1 as well as the midpoint and end of year 2. See pages 4-5 for a detailed breakdown of student disposition ratings.
- All students met or exceeded expectations for ethical behavior across all courses.
- Nearly all students met expectations for self-awareness (96%), initiative (96%), emotional stability and self control (96%), and professionalism (92%) across all courses.
- Some deficiencies were noted in engagement, acceptance of self and others, and multicultural competence at earlier points in the program (the helping skills and practicum courses), but all students met expectations in those areas by the end of internship.

Ethical Behavior	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	100	0
CMHC Practicum (<i>n</i> = 17)	41	59	0
PSC Practicum (<i>n</i> = 10)	40	60	0
CMHC Internship (<i>n</i> = 18)	50	50	0
PSC Internship (<i>n</i> = 12)	67	33	0

Engagement	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	35	59	6
PSC Practicum (<i>n</i> = 10)	40	50	10
CMHC Internship (<i>n</i> = 18)	44	56	0
PSC Internship (<i>n</i> = 12)	0	100	0

Self-Awareness	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	29	71	0
PSC Practicum (<i>n</i> = 10)	30	70	0
CMHC Internship (<i>n</i> = 18)	50	50	0
PSC Internship (<i>n</i> = 12)	0	100	0

Acceptance of Self and Others	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	35	59	6
PSC Practicum (<i>n</i> = 10)	30	60	10
CMHC Internship (<i>n</i> = 18)	22	78	0
PSC Internship (<i>n</i> = 12)	0	100	0

Multicultural Competence	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	24	58	18
PSC Practicum (<i>n</i> = 10)	30	70	0
CMHC Internship (<i>n</i> = 18)	0	100	0
PSC Internship (<i>n</i> = 12)	0	100	0

Professionalism	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	92	8
CMHC Practicum (<i>n</i> = 17)	35	65	0
PSC Practicum (<i>n</i> = 10)	50	50	0
CMHC Internship (<i>n</i> = 18)	44	56	0
PSC Internship (<i>n</i> = 12)	83	17	0

Initiative	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	35	65	0
PSC Practicum (<i>n</i> = 10)	40	60	0
CMHC Internship (<i>n</i> = 18)	33	67	0
PSC Internship (<i>n</i> = 12)	0	100	0

Emotional Stability/ Self Control	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	24	76	0
PSC Practicum (<i>n</i> = 10)	40	60	0
CMHC Internship (<i>n</i> = 18)	44	56	0
PSC Internship (<i>n</i> = 12)	0	100	0

Program Objective: Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.

- Student learning outcome data (KPIs) were collected via signature assignments connected to a variety of courses throughout the program. Each KPI was assessed at different points in time. See pages 6-12 for breakdown of student KPI ratings.
 - Students demonstrated strong knowledge and skill development across all areas.
 - Students’ use of counseling skills showed notable improvement over time, as reflected across helping skills, practicum, and internship courses.
- In most areas, program alumni reported feeling well prepared in critical knowledge and skill areas (see pages 12-13).
 - Alumni reported feeling most prepared in relation to understanding their roles, engaging in ethical practice, and using counseling skills.
- Employers and site supervisors reported students being very well prepared across all areas (see pages 12-13).
 - Highest ratings across both stakeholder groups were in relation to ethical practice, counseling skills, and using developmentally and culturally relevant interventions, and using data to inform practice.
- Professional School Counseling students demonstrated competence in all sections assessed on the Praxis exam (see page 13).
- Average scores on the NCE were comparable to national averages (see page 14).

Student Key Performance Indicators (KPIs)

(2024-25 was a transition year from old to new KPIs - resulting in some incomplete data)

Core Area 1: Professional Counseling Orientation and Ethical Practice			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will understand the role and function of professional counselors and their specialty areas</i>			
Introduction to CMHC (n = 19)	0	100	0
Helping Relationship (n = 24)	17	83	0

<i>Students will demonstrate ethical practice in counseling relationships</i>	44	56	0
Legal and Ethical in CMHC (<i>n</i> = 18)	0	100	0
Legal and Ethical in PSC (<i>n</i> = 12)	100	0	0
CMHC Practicum (<i>n</i> = 17)	41	59	0
PSC Practicum (<i>n</i> = 10)	40	60	0
CMHC Internship (<i>n</i> = 18)	50	50	0
PSC Internship (<i>n</i> = 12)	67	33	0

Core Area 2: Social and Cultural Diversity			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will demonstrate knowledge of theories and models of multicultural counseling</i>			
Multicultural Counseling (<i>n</i> = 16)	0	100	0
Diagnosis (<i>n</i> = 27)	30	70	0

Core Area 3: Human Growth and Development			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will demonstrate knowledge of factors that affect human development</i>			
Lifespan Development (<i>n</i> = 15)	27	73	0
Diagnosis (<i>n</i> = 27)	0	100	0

Core Area 4: Career Development			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will understand the interrelationships between work and mental well-being</i>			
Career Counseling (<i>n</i> = 14)	7	93	0
Diagnosis (<i>n</i> = 27)	0	100	0

Core Area 5: Counseling and Helping Relationships

KPI: Students will effectively apply counseling skills in the helping relationship

Attending and Nonverbal Skills	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	4	96	0
CMHC Practicum (<i>n</i> = 17)	24	76	0
PSC Practicum (<i>n</i> = 10)	30	70	0
CMHC Internship (<i>n</i> = 19)	100	0	0
PSC Internship (<i>n</i> = 12)	100	0	0

Empathy	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	69	31
CMHC Practicum (<i>n</i> = 17)	29	71	0
PSC Practicum (<i>n</i> = 10)	40	40	20
CMHC Internship (<i>n</i> = 19)	95	5	0
PSC Internship (<i>n</i> = 12)	83	17	0

Active Listening	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	8	92	0
CMHC Practicum (<i>n</i> = 17)	41	59	0
PSC Practicum (<i>n</i> = 10)	50	50	0
CMHC Internship (<i>n</i> = 19)	100	0	0
PSC Internship (<i>n</i> = 12)	100	0	0

Questioning	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	96	4
CMHC Practicum (<i>n</i> = 17)	0	88	12
PSC Practicum (<i>n</i> = 10)	0	90	10
CMHC Internship (<i>n</i> = 19)	100	0	0
PSC Internship (<i>n</i> = 12)	83	17	0

Focusing	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	85	15
CMHC Practicum (<i>n</i> = 17)	18	58	24
PSC Practicum (<i>n</i> = 10)	0	80	20
CMHC Internship (<i>n</i> = 19)	100	0	0
PSC Internship (<i>n</i> = 12)	100	0	0

Empathic Confrontation	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	0	73	27
CMHC Practicum (<i>n</i> = 17)	41	59	0
PSC Practicum (<i>n</i> = 10)	40	60	0
CMHC Internship (<i>n</i> = 19)	100	0	0
PSC Internship (<i>n</i> = 12)	58	42	0

Facilitative Therapeutic Demeanor	% Exceed	% Meet	% Below
Helping Skills (<i>n</i> = 26)	4	96	0
CMHC Practicum (<i>n</i> = 17)	53	47	0
PSC Practicum (<i>n</i> = 10)	30	70	0
CMHC Internship (<i>n</i> = 19)	100	0	0
PSC Internship (<i>n</i> = 12)	100	0	0

Core Area 6: Group Counseling and Group Work			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will demonstrate competence in the functions of effective group leaders</i>			
Group Counseling (<i>n</i> = 17)	0	87	13
CMHC Internship (<i>n</i> = 17)	47	53	0
PSC Internship (<i>n</i> = 12)	58	42	0

Core Area 7: Assessment and Testing			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will understand how to use assessments for intervention planning purposes</i>			
Assessment (<i>n</i> = 32)	22	97	0
CMHC Internship (<i>n</i> = 17)	0	100	0
PSC Internship (<i>n</i> = 12)	92	8	0

Core Area 8: Research and Program Evaluation			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will critique research to inform counseling practice</i>			
Research (<i>n</i> = 30)	40	93	0
Multicultural Counseling (<i>n</i> = 16)	0	100	0

Specialty Area: Clinical Mental Health Counseling			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</i>			
Diagnosis (n = 27)	15	85	0
CMHC Internship (n = 37)	62	38	0
<i>Students will demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues</i>			
CMHC Internship (n = 19)	63	37	0

Specialty Area: Professional School Counseling			
KPI and Course	% Exceed	% Meet	% Below
<i>Students will design developmentally and culturally relevant classroom lessons.</i>			
Intro to PSC (n = 9)	100	0	0
PSC Internship (n = 12)	75	25	0
<i>Students will use data to design individual- and school-level interventions.</i>			
PSC Internship (n = 12)	8	92	0
<i>Students will identify legislation relevant to school counseling and develop a plan for advocacy.</i>			
Legal and Ethical in PSC (n = 9)	100	0	0
<i>Students will discern and critique counseling techniques in relation to supporting students' social emotional needs.</i>			
Child/Adolescent Counseling (n = 10)	0	100	0
Consultation (n = 11)	64	36	0

KPI and Course	% Exceed	% Meet	% Below
<i>Students will discern and critique counseling techniques and interventions in relation to cultural relevance.</i>			
Child/Adolescent Counseling (<i>n</i> = 10)	0	100	0
Consultation (<i>n</i> = 11)	73	27	0

Stakeholder Ratings (Ratings ranged from 1 = Not at all Prepared to 4 = Very Well Prepared)			
Core Counseling Curriculum KPI	Alumni Mean (<i>n</i> = 18)	Supervisor Mean (<i>n</i> = 23)	Employer Mean (<i>n</i> = 11)
Understand the role and function of professional counselors and their specialty areas.	3.88	3.73	3.55
Demonstrate ethical practice in counseling relationships	3.94	3.86	3.55
Demonstrate knowledge of theories and models of multicultural counseling	3.59	3.59	---
Demonstrate multicultural counseling competencies/use culturally appropriate techniques and interventions	3.53	---	3.55
Demonstrate knowledge of factors that affect human development / developmentally appropriate techniques and interventions	3.47	3.55	3.55
Understand the interrelationships between work and mental well-being	3.59	3.32	---
Effectively apply counseling skills in the helping relationship	3.76	3.45	3.55
Demonstrate competence in the functions of effective group leaders	3.31	3.39	3.50
Use assessments for intervention planning purposes.	3.13	3.33	3.36
Critique research to inform counseling practice/use evidence-based interventions or techniques	3.25	3.59	---

CMHC KPI	Alumni Mean (n = 18)	Supervisor Mean (n = 23)	Employer Mean (n = 11)
Understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	3.40	---	---
Demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues	3.60	---	3.40

PSC KPI	Alumni Mean (n = 18)	Supervisor Mean (n = 23)	Employer Mean (n = 11)
Use data to inform school counseling practice	3.71	3.27	3.50
Design developmentally and culturally appropriate lessons	3.57	3.41	3.33

2024-2025 Praxis II 5422: Professional School Counselor Licensure Exam		
Category	Average % Correct (rounded to whole numbers)	
	Appalachian State University (n = 10)	North Carolina (n = 165)
Define	79%	72%
Deliver	77%	76%
Manage	76%	73%
Assess	80%	72%

Spring 2025 National Counselor Examination Results				
Category	Appalachian State University (n = 27)		Nation (n = 4,759)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Professional Counseling Orientation and Professional Practice	7.9	1.6	7.2	1.7
Social and Cultural Diversity	6.9	1.8	6.7	1.9
Human Growth and Development	10.7	1.9	10.5	2.6
Career Development	7.8	2.5	7.4	2.9
Counseling and Helping Relationships	43.5	7.0	41.4	7.6
Group Counseling and Group Work	13.9	2.8	12.6	2.9
Assessment and Testing	23.2	3.5	22.4	4.4
Research and program Evaluation	3.0	1.2	2.5	1.2
Score	116.9	12.1	110.8	16.9

Program Objective 4: Foster in students a strong identification with and engagement in the counseling profession.

- Data regarding current student engagement in the counseling profession were not collected during 2024-25.
- Alumni reported active pursuit of the following credentials: LCMHC, LCAS, and RPT.
- 100% of PSC alumni who responded were licensed as school counselors in their state.
- 56% of alumni who responded were licensed or pursuing licensure as mental health counselors.
- 33% of alumni who responded possessed the NCC credential.

Curricular Modifications and Program Improvements Informed by 2024-25 Program Evaluation Data

- Based on slight deficiencies in skill performance related to focusing and empathic confrontation skills early in the program, we will add specific role plays in CED 5225 in spring 2026 to hopefully improve performance in confrontation and session structuring (i.e., focusing) skills.
- Based on comments from site supervisors and alumni, we will build in more opportunities to expose students to documentation related to IEPs, 504s, MTSS, treatment plans, and case notes into courses including CED 5210 Intro CMHC, CED 5225 Helping Skills, and CED 6620 School-Based Consultation.

Other Significant Program Changes Implemented in 2024-25

- We updated curriculum maps and KPIs to align with 2024 CACREP Standards.
- We conducted a faculty search and hired Dr. Paul Delaughter to start in fall 2025.
- We updated student orientation materials by adding details regarding program expectations, course sequencing, field experience timelines, and important milestones to help students envision their trajectory through the program from start to finish. We also expanded program handbook content related to advising, resources, and support services.
- Based on feedback from students taking addiction courses, we expanded coverage of harm-reduction principles and trauma-informed addiction counseling and added a final exam in CED 5560 to include questions aligned with twelve core functions.
- We reviewed and strengthened the process for tracking addiction-specific internship hours for students completing the Addiction Counseling Graduate Certificate with a focus on clarity, consistency, and alignment with credentialing expectations. To do this we developed a spreadsheet that allows students and supervisors to document and verify qualifying addiction-related hours. We also confirmed alignment with North Carolina Addictions Specialist Professional Practice Board (NCASPPB) Criteria C requirements, which specify that students must complete a minimum of 300 addiction-specific hours within their clinical experience.
- We updated the CMHC application review rubric to make the process more consistent across different reviewers. This included offering clearer direction for evaluating personal statements, overall fit with the program, and readiness for clinical work. We also revised the weight allocated to academic performance, relevant experience, and personal qualities.
- Based on informal feedback shared by school district administrators, we revised assignments and rubrics in CED 5310 to better reflect current needs in school counseling.
- We implemented the redesigned CED 6620 course to reflect an updated and ecological perspective.

**Appendix
Stakeholder Feedback Comments**

Alumni
In looking back at the Clinical Mental Health Counseling program, what was beneficial about the program for your current work? What did the program do well in preparing you for employment in the field?
The addictions certificate and particularly helped me prepare better for working in community health.
The most beneficial was the practicum and internship process. The Helping Relationship class was also very beneficial
I felt well prepared for applying basic counseling skills, facilitating groups, and navigating supervisory relationships.
Having hands on experience during practicum and internship was extremely beneficial for my current work. This provided me with the opportunity to really see what it would be like to work in that specific area.
Program did an amazing job at preparing me to consult and staff cases, be comfortable with sharing case conceptualizations, bounce idea off of other colleagues in a confidential space
In looking back at the Clinical Mental Health Counseling program, what could the program have done to better prepare you for employment in the field? What would you have benefited from learning in the program that you did not learn?
Maybe knowing the reality of just how long it can take to get credentialed and licensed and onboarded.
More concepts about specialties around ADHD, Couples Counseling, and family systems
I did not feel adequately prepared to treat complex trauma. I now understand that experience is typically the best teacher for this, and I did not anticipate the level of trauma that clients would present at my first job, but I completed a significant amount of continuing education and consultation to feel more comfortable with treating trauma over longer periods of time.
I would have benefited from learning more about different job opportunities and what those jobs could potentially consist of and look like ie., I had never heard of EAP work until after graduating.
Heavier focus on diagnosis, and symptomology
In looking back at the Professional School Counseling program, what was beneficial about the program for your current work? What did the program do well in preparing you for employment in the field?
Legal and ethics class was beyond helpful.
Career counseling, ethical standards, group counseling skills
Having counselors come and tell us about things that you don't necessarily learn in a textbook (like 504s and how to handle parents)
The PSC program did a great job with field experience and providing lots of opportunities to speak with those who were working in the field to see how our studies would translate. Lots of projects that connect to the real world and application of what we were learning. Working together on a lot of group work to form relationships with our colleagues that remain a support system while out in the field.
Focus on collaboration and legal/ethical understandings, understanding the importance of data and developing a comprehensive counseling program, and generally clarifying the role of the school counselor; I also had the opportunity to further develop my counseling skills
Being aligned with ASCA and having us incorporate ASCA standards/mindsets into our assignments/work was a big help. Also emphasizing the importance of ASCA and advocacy for the field/our roles.

In looking back at the Professional School Counseling program, what could the program have done to better prepare you for employment in the field? What would you have benefited from learning in the program that you did not learn?
Classroom management
One thing I wish I had more training in is mediation skills. I am asked to mediate between students OFTEN and all the time I think to myself how I wish there was more instruction given on that.
Many courses, especially CACREP courses, are designed for LCMHC students and it was difficult to see the application of the material in the school setting. Would have loved to learn more about behavior, behavior intervention, and supporting students with challenging behavior as that is a major part of my role now. Needed more learning on 504 plans and being a 504 coordinator. Some courses did not bridge the connection to real world application and situations in the field are very different than what was learned in the course, specifically working with administrators in the school.
Nothing comes to mind -- internship got us into the field with opportunity to ask lots of questions, but most things have just been things we have to learn on the spot. You cannot prepare for every situation, but you can be confident in your roll and skills to help you navigate them as they come, and I feel I had that foundation through the program.
Learning more about the IEP/Section 504 process. That's really the only area where I felt under-prepared when I entered the field.

Site Supervisors
What would you recommend the Clinical Mental Health and/or Professional School Counseling programs do to improve the preparation of new counselors?
Make sure they have theory/assessment/diagnosis classes before beginning internship and even practicum. Emphasize self as tool more strongly, helping students to learn more about themselves and how they come across to others.
More education on group EBP.
Possibly have a class or series on transitioning from student intern to the world of work.
Work needs to be done on understanding paperwork, Timeliness, accuracy, and appropriateness of documentation. Counselors do not understand the amount of work which goes into a client "behind the scenes"
More focus on counseling technique.
Practice with documentation skills--overview of different progress note formats, what constitutes a CCA, etc.
The Counseling Program would benefit from being more open to the policies and procedures at other campuses. There was a great deal of language in supervisory training about things students can never do. Yet, in some settings, it may be appropriate for an intern to participate in a room sweep with residence life staff or other such opportunities.
For PSCs, more background on McKinney Vento, tiered systems of support and 504s.
Taking the initiative and advocating for themselves
New counselors need to know the difference between elementary, middle and high school counseling.
I would suggest also teaching them professionalism and leadership skills such as being on time, staying all day, taking initiative, etc.
Students need to have some type of work/life experience before being an intern and a higher level of maturity than I have come in contact with.
Knowledge of EBP
De-escalation strategies in the school building, solid examples of how to help students in the school building with the most common difficulties (ADHD, Anxiety/Depression, Girl Drama/Conflict resolution)

What are the programs doing well in their preparation of graduates?
Ethical foundation, theoretical base.
Overall strong clinical skills and ability to ask for what they need.
You have excellent professors and leaders who do a great job with the students.
Ethics and professionalism teaching is going well. The students seem to have a strong understanding of techniques and interventions
The program is excellent. Students that come to me are very well prepared.
Students are ready to jump in with both group and individual counseling--many other programs do not have students ready for group. I have even had one program that doesn't allow students to count group therapy toward their direct hours.
It is clear they are well trained.
knowledge of counseling theory, developing rapport, structuring a school-wide counseling program.
My student was on time and very reflective. Her counseling skills were where they needed to be.
Knowledge of the school counselor's role
The ability to ask questions about things that are not understood.
The intern I worked with displayed great clinical skills when working with kids one on one, in a group, or in a classroom.
Providing theories
development of specific clinical skills
Counseling skills, basic and advanced
professionalism, counseling technique knowledge, great perspectives of cultural differences

Employers
What would you recommend the Clinical Mental Health Counseling and/or Professional School Counseling Programs do to improve the preparation of new counselors?
Training was very good.
Prepare graduates with addressing real-world educational setting, mental health crisis scenarios.
Familiarity with behavior interventions processes.
I so appreciate your training program and the personnel I've hired from App!! Would love to hire more!
What are the Clinical Mental Health Counseling and/or Professional School Counseling Programs doing well in their preparation of graduates?
Our counselor is very well spoken and does not shy away from working with teachers and parents.
The graduates I've hired in the past several years have strong ethics, professionalism and a strong grasp of counseling technique and theory.
offering unique speciality classes
[employee] is very well prepared and has been a wonderful addition to our staff! She does a great job with implementing social/emotional interventions and collecting data on individual counseling and small groups.
Good on site experiences.
The Counseling programs are doing a great job preparing graduates to council students on post-secondary tracks using data driven approaches.
Professional, up to date training, global perspective, excellent team players!