



**MONTCLAIR STATE UNIVERSITY
COLLEGE FOR COMMUNITY
HEALTH**

2024-2025

ANNUAL
REPORT

**DEPARTMENT OF
COUNSELING**

MA MISSION STATEMENT

The Master of Arts (M.A.) in Counseling Program at Montclair State University is committed to affirming the diversity of our communities, engaging in multiculturally competent, socially just counseling practices, and liberation of all people experiencing oppression. The mission of the Counseling Program is to prepare our students to become competent professional counselors.

The Counseling Program provides opportunities for counseling trainees to develop foundational awareness, knowledge, skills, and professional dispositions to serve diverse clients and their varied needs in various clinical and educational settings. Specific areas of focus include addiction counseling, clinical mental health counseling, school counseling, and student affairs in higher education. The Counseling Program is committed to acknowledging, confronting, resisting, disarming, and disrupting White supremacy and all forms of oppression and marginalization. We recognize that much of the land we occupy, including the grounds of Montclair State University, was originally inhabited by Munsee Lenape People. This acknowledgment demonstrates a commitment to begin the process of dismantling the ongoing legacies of settler colonialism and to better serve our communities in culturally responsive ways. Our program is committed to broadening and deepening students' awareness of and engagement in critical self-reflection, professional development, and actions against discrimination and toward advocacy for underserved populations. We believe that it is important to foster an inclusive learning environment to acknowledge strengths, establish positive collaborative relationships, and promote a safe learning community



PROGRAM OBJECTIVES

The Counseling Program is committed to preparing future professionals who:

1. Apply critical thinking and communication skills to their respective disciplines and exhibit both theoretical and practical applications in their professional fields within the context of social-political realities for their clients.
2. Engage in sound ethical decision-making and judgment as professional counselors, while prioritizing the key responsibility towards clients to demonstrate competent and ethical performance in practice.
3. Have strong interpersonal skills to function as responsible counseling professionals and advocates in their specialty field, who seek to promote the best interests and well-being of clients whom they serve.
4. Demonstrate an understanding of the political, psychological, and social environment and the professional and personal roles each community member embodies to ensure that society fosters a free and just democracy.
5. Promote personal and professional growth in self and others, which ultimately enriches the health and well-being of individuals, families, communities, institutions, and society.

ENTRY-LEVEL (CMHC, SC, AD)

In the M.A. Counseling Programs, courses and fieldwork experience are designed to assist graduate students seeking positions in agencies, schools, corporations, and nonprofit organizations to:

1. Demonstrate the meaning and significance of fundamental counseling concepts, principles and theories.
2. Interact effectively with others (colleagues, parents, clients, students, and administrators).
3. Analyze individual behavior within group structures.
4. Interpret research and measurement results in light of social and psychological factors.
5. Interview and counsel on an individual basis.
6. Relate theories and principles of group dynamics, group practices, and facilitative skills to professional practice.
7. Assess the professional abilities and limitations, professionally and personally.
8. Write professionally and effectively (e.g. research proposals/reports, case studies).
9. Infuse and integrate diversity into professional practice to meet the needs of a pluralistic society.

PhD Program Mission Statement

The primary objective of the Counseling PhD program is to prepare culturally responsive scholars, faculty, advanced practitioners, clinical supervisors, consultants, and directors of counseling services in mental health and educational settings, and social justice counseling advocates to be leaders in maximizing the mental health and quality of life for individuals, families, communities, and educational organizations. It is the goal of the program to prepare outstanding counseling professionals who: (a) demonstrate multicultural awareness, (b) are sensitive to life developmental issues, (c) can recognize and successfully address mental health needs, (d) are effective social justice advocates who can assist individuals and communities overcome barriers to well-being, (e) are prepared to teach counseling students, supervise practicing counselors, (f) are able to demonstrate fitness for the profession, and (g) conduct research and evaluations that make significant contributions to schools, agencies, the counseling profession, and society.

OBJECTIVES

By completion of the program, doctoral students will:

Design and conduct scholarly research that yields an understanding of research literature and produce results that will make significant contributions to the counseling profession.

Utilize and integrate theory and proficient counseling skills into clinical practice, supervision, teaching, and research. Demonstrate skills in the design and evaluation of counseling related services, academic curricula, and professional policy. Demonstrate cultural competence, leadership, and sound ethical decision making in counseling, supervision, teaching, and consultation. Investigate and be aware of local, regional, national and international social contexts and policies concerning human behavior of diverse populations and provide leadership on advocacy and social justice issues in working with marginalized and disenfranchised populations. Provide leadership and participation in local, state, regional, and national professional

counseling organizations and conferences. Develop consistent and ongoing self-motivation towards a path of holistic professional growth and life-long learning in the field of counseling.

Institution Type:

- Public**
- Non-Profit Private
- For-Profit

Institution's Headquarters

New Jersey



Do you have a CACREP-accredited ADDICTION COUNSELING program?

- Yes**
- No

What is the minimum number of credit hours required for your ADDICTION COUNSELING degree? Choose one

- Semester**

60

- Quarter

How many students were enrolled in your ADDICTION COUNSELING program in the reporting period? If none, enter "0".

How many students graduated from your ADDICTION COUNSELING program in the reporting period? If none, enter "0".

What percentage of students complete their degree in your ADDICTION COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your ADDICTION COUNSELING program?

- No Exam
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**
- No graduates took the exam
- Unknown if graduates took an exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your ADDICTION COUNSELING program?

- No graduates
- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%**
- 91-100%

Do you have a CACREP-accredited CAREER COUNSELING program?

- Yes
- No**

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

- Yes**
- No

What is the minimum number of credit hours required for your CLINICAL MENTAL HEALTH COUNSELING degree? Choose one

Semester

60

Quarter

How many students were enrolled in your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

192

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

47

What percentage of students complete their degree in your CLINICAL MENTAL HEALTH COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

- No Exam
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**
- No graduates took the exam
- Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

- No graduates
- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

- Yes
- No**

Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

Yes

No

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

Yes

No

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

Yes

No

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

Yes

No

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

- Yes
 No

Do you have a CACREP-accredited SCHOOL COUNSELING program?

- Yes
 No

What is the minimum number of credit hours required for your SCHOOL COUNSELING degree? Choose one

- Semester

60

- Quarter

How many students were enrolled in your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

146

How many students graduated from your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

66

What percentage of students complete their degree in your SCHOOL COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your SCHOOL COUNSELING program?

- No Exam
- 1-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**
- No graduates took the exam
- Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

- No graduates
- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%**
- 91-100%

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

219

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

105

Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

Yes

No

Master's Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited master's level program(s) for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	1	0
Asian	0	14	0
Black	5	18	1
Hawaiian Native or Pacific Islander	0	1	0
Hispanic	10	87	1
Multiracial	2	8	0
Other/Not Listed	2	29	1
White	24	143	2
International Student	2	4	1
Active Duty Military	0	0	0
Veteran	2	1	0
With a Disability	4	27	0

Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

Yes

No

How many credit hours beyond a CACREP-accredited master's degree do you require for your COUNSELOR EDUCATION AND SUPERVISION doctoral degree?

Semester

66

Quarter

How many applications were received for your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

33

How many total students were offered admission to your CACREP-ACCREDITED COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

16

How many students were enrolled in your COUNSELOR EDUCATION AND SUPERVISION doctoral degree program in the reporting period? If none, enter "0".

How many students graduated from your COUNSELOR EDUCATION AND SUPERVISION doctoral program in the reporting period? If none, enter "0".

What percentage of students complete their degree in your COUNSELOR EDUCATION AND SUPERVISION program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the job placement rate of graduates from your COUNSELOR EDUCATION AND SUPERVISION doctoral program who were actively seeking employment?

- No graduates
- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%**

Are you able to provide demographic information about students enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program?

- Yes**
- No

Doctoral Student Demographics: Please provide the number of students currently enrolled in your CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION doctoral program for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	1	3	1
Black	4	7	2
Hawaiian Native or Pacific Islander	0	0	0
Hispanic	0	8	0
Multiracial	0	0	0
Other/Not Listed	3	2	0
White	1	7	2
International Student	0	2	0
Active Duty Military	0	0	0
Veteran	0	0	0
With a Disability	0	0	0

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

Degree Program Name

Student Affairs Counseling in Higher Education

Certificate Program Name

Certified Alcohol and Drug Counselor (CADC) certificate program & Student Assistance Coordinator (STAC) certification program

All degree programs are CACREP accredited

Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

Yes

No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	1	2	0
Black	2	3	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	0	0	0
Multiracial	0	2	0
Other/Not Listed	0	0	0
White	4	1	0
Veteran	0	0	0
With a Disability	0	0	0