ANNUAL REPORT

Professional Counseling (MS)
Professional School Counseling (MS)
Counselor Education (PhD)

DEPARTMENT OF COUNSELING & EDUCATIONAL PSYCHOLOGY
Texas A & M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412
Office (361) 825-3393

Table of Contents

Purpose of this Report 1

Department Mission Statement 1

Overview of Programs 1

Program Accreditation 2

Program Objectives (MS-level) 2

Program Objectives 2

Curricular Objectives 2

Professional Objectives 3

Program Objectives (PhD-level) 3

Program Objectives 4

Curricular Objectives 4

Professional Objectives 4

Program Faculty 5

Student Enrollment 5

Admissions 7

Graduation 8

Student Performance/Academic Benchmarking 9

Key Performance Indicators 9

Comprehensive Examination 11

Licensure/Certification Examination 11

Student Performance/Professional Dispositions 11

Professional Dispositions 11

Program Modifications 13

Fall 2023 Changes 13

Spring 2024 changes 13

Substantive Changes 14

Staffing Changes 14

Purpose of this Report

Per CACREP 2016 accreditation standards, the Department of Counseling and Educational Psychology (CNEP) publishes an annual report designed to update program stakeholders (e.g., students, faculty, alumni, site supervisors, and campus administrators) on the overall health and vitality of the counseling programs. This report provides the results of the Department of CNEP's systematic evaluation of its objectives and identifies possible program modifications and substantive changes based on these evaluation results. The report is a public document and can be found on the Department of CNEP's webpage. All data presented in this report is specific to the 2023-2024 academic year.

Department Mission Statement

The Department of CNEP at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares graduate-level counselors and counselor educators representing diverse backgrounds and experiences to facilitate impactful societal changes at the local, state, national, and international levels.

Overview of Programs

Texas A&M University-Corpus Christi, through the College of Education and Human Development (COEHD), offers two Master of Science (M.S.) degrees preparing top-level counselors to work in clinical mental health settings; hospitals; school systems; marriage, couple, and family counseling centers; and private practice and a Doctor of Philosophy (Ph.D.) degree that trains students to perform at the highest level of effectiveness in their anticipated work settings, functioning as competent classroom instructors, supervisors, researchers, clinicians, and leaders in the profession and effectively utilizing their knowledge and skills in advocacy.

The **Master of Science in Professional Counseling** (60 semester hours) offers training in three major areas: a) addictions counseling, b) clinical mental health counseling, and c) marriage, couple, and family counseling. Upon completion of the degree program, students will have met all relevant Texas Licensed Professional Counselor (LPC) educational requirements. Students who complete the marriage, couple, and family counseling emphasis will also meet all relevant Texas Licensed Marriage and Family Therapist (LMFT) academic requirements.

The **Master of Science in Professional School Counseling** (60 semester hours) prepares students to counsel in PK-12 school settings. Upon completion of the degree program, students will have met all relevant educational requirements for Texas Education Agency school counselor certification and Texas professional counseling licensure (LPC). Students seeking school counseling certification should consult with the professional school counseling program coordinator and certification office staff on campus regarding current state certification requirements to ensure eligibility prior to graduation.

The **Doctor of Philosophy in Counselor Education** (69 semester hours) prepares students to work as counselor educators and supervisors. Through the completion of a holistic training model that includes educational experiences in clinical work, classroom instruction, research,

teaching, and leadership and advocacy, students find themselves competitive for placement in a variety of employment settings upon graduation.

Program Accreditation

All programs in the M.S. in **Professional Counseling**, M.S. in **Professional School Counseling**, and Ph.D. in **Counselor Education** are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Consistent with current CACREP program accreditation standards, the overall philosophy of the Department of CNEP is to prepare master's-level counselors and doctoral-level counselor educators with the academic, professional, and personal credentials needed to perform at a high level of effectiveness in their anticipated work settings as clinicians, educators, researchers, supervisors, and leaders within the counseling profession.

- Addictions Counseling (accredited through 2028)
- Clinical Mental Health Counseling (accredited through 2028)
- Marriage, Couple, and Family Counseling (accredited through 2028)
- School Counseling (accredited through 2028)
- Counselor Education (accredited through 2028)

Program Objectives (MS-level)

The Department of CNEP has identified several foundational programmatic, curricular, and professional objectives for each student enrolling in one of its master-level counseling programs. Each objective has its specific outcome measures.

Program Objectives

The Department of CNEP faculty are committed to graduating competent and ethical professional counselors. As such, they strive to:

- Foster a learning community where students can develop professionally and personally and achieve their highest potential.
- Create a culture of accountability in which all students are expected to maintain high professional standards for ethical behavior, academic performance, clinical skill development, interpersonal relationships, professional attitudes, and personal character.
- Provide curricular and extracurricular experiences for students to learn and demonstrate knowledge of the CACREP core and specialty area standards.

Curricular Objectives

Graduates of the Professional Counseling and Professional School Counseling master's programs will be able to:

- Knowledgeably integrate fundamental principles of **professional counseling orientation and ethical practice** into contemporary counseling practice.

- Knowledgeably integrate fundamental principles of **social and cultural identities and experiences** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **lifespan development** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **career development** into contemporary counseling practice
- Knowledgeably integrate fundamental principles of **counseling practice and relationships** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **group counseling and group work** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **assessment and diagnostic processes** into contemporary counseling practice.
- Knowledgeably integrate fundamental principles of **research and program evaluation** into contemporary counseling practice.

Professional Objectives

Throughout their program of study, across a variety of curricular and extracurricular experiences, students in the professional counseling programs will develop the ability to:

- Apply a scholarly approach to theory, research, and practice that allows for the integration of the knowledge and skills needed to be successful as practicing counselors.
- Through reflection and insight, develop an understanding of oneself and the use of self in both instructional and clinical settings.
- Use critical thinking to make sound, responsible judgments and decisions when working with clients, students, peers, and other helping professionals.
- Develop ethical decision-making skills and function in a manner consistent with codes of ethics and standards of practice set forth by the American Counseling Association, National Board for Certified Counselors, and all applicable state regulatory agencies.
- Demonstrate multicultural competence and the ability to work with diverse client groups.
- Advocate for clients, causes, social change, and the counseling profession itself.
- Self-monitor and engage in personal-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being.

Program Objectives (PhD-level)

The doctoral program in **Counselor Education** at TAMU-CC is at the forefront of meeting current training needs for counselor educators. As such, the Department of CNEP has identified several foundational programmatic, curricular, and professional objectives for each student enrolling in one of its master-level counseling programs. Each of these objectives has its specific outcome measures.

Program Objectives

The Department of CNEP faculty are committed to graduating competent and ethical counselor educators. As such, they strive to:

- Foster a learning community where students can develop professionally and personally and achieve their highest potential.
- Create a culture of accountability in which all students are expected to maintain high professional standards for ethical behavior, academic performance, clinical skill development, interpersonal relationships, professional attitudes, and personal character.
- Provide curricular and extracurricular experiences for students to learn and demonstrate knowledge of the CACREP core standards.

Curricular Objectives

Graduates of the Counselor Education doctoral program will be able to:

- Knowledgeably integrate fundamental principles of **counseling service delivery** into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **clinical supervision** into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **curriculum development and classroom instruction** into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **scholarly inquiry** and professional writing into a contemporary counselor educator identity
- Knowledgeably integrate fundamental principles of **leadership and advocacy** into a contemporary counselor educator identity

Professional Objectives

Throughout their program of study, across a variety of curricular and extracurricular experiences, doctoral students in the counselor education program will develop the ability to:

- Apply a scholarly approach to theory, research, and practice that allows for integrating the knowledge and skills needed to be successful educators, supervisors, researchers, and practicing counselors.
- Through reflection and insight, develop an understanding of oneself and the use of self in both instructional and clinical settings.
- Use critical thinking to make sound, responsible judgments and decisions when working with clients, students, peers, and other helping professionals.
- Develop ethical decision-making skills and function in a manner consistent with codes of ethics and standards of practice set forth by the American Counseling Association, National Board for Certified Counselors, and all applicable state regulatory agencies.
- Demonstrate multicultural competence and the ability to work with diverse client groups.
- Advocate for clients, causes, social change, and the counseling profession itself.

- Self-monitor and engage in personal-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being.

Curricular Objectives represent the Key Performance Indicators (KPIs) used by the Department of CNEP faculty to track student learning throughout the program. For each KPI, three separate types of data of increasing cognitive complexity are collected across the curriculum and serve as evidence of student learning (factual, conceptual, and procedural knowledge). Data represents student grades on signature assignments the faculty have identified as the benchmarks by which students' depth of knowledge will be assessed. These signature assignments include quizzes/examinations, papers, content applications, case studies, and skill demonstrations. The Department of CNEP faculty uses this data to assess students' development of the critical thinking skills needed to function as an effective counselor.

Professional Objectives are assessed as part of the Department of CNEP's systematic plan for faculty monitoring of students. All students receive feedback via the Professional Issues and Behavior Rating Scale (PIBRS). Faculty complete the PIBRS at scheduled intervals throughout the student's degree plan and when warranted.

Program Faculty

Dr. Adrienne Backer
Assistant Professor

Dr. Jamie Ho
Assistant Professor

Dr. Michelle Hollenbaugh
Professor

Dr. James Ikonomopoulos
Associate Professor

Dr. Christopher Leeth
Assistant Professor

Dr. Katherine McVay
Assistant Professor

Dr. Kimberlee Mincey
Clinical Assistant Professor

Dr. Wannigar Ratanavivan
Clinical Assistant Professor

Dr. Richard Ricard
Professor

Dr. Joshua Watson
Regents Professor (Chair)

Student Enrollment

Students are admitted into the Department of CNEP's M.S. in **Professional Counseling** and M.S. in **Professional School Counseling** programs for the fall, spring, and summer semesters. Students are admitted into the Ph.D. in **Counselor Education** program only for the fall through a cohort model. Admissions decisions for all students are based on a comprehensive review of submitted application materials and participation in an admission interview. Table 1 provides the breakdown of Department of CNEP students by status (full or part-time), program, and semester (fall and spring only). Table 2 illustrates the demographic composition of all counseling students.

Table 1. *2023-2024 Enrollment Statistics*

Program	Fall 2023			Spring 2024		
	Full Time	Part-Time	Total	Full Time	Part-Time	Total
Addictions Counseling (M.S.)	4	3	7	3	3	6
Clinical Mental Health Counseling (M.S.)	60	24	84	52	37	89
Marriage, Couple, and Family Counseling (M.S.)	14	15	29	14	18	32
School Counseling (M.S.)	4	9	13	3	10	13
Counselor Education (Ph.D.)	18	8	26	16	6	22
Grand Total	**100**	**59**	**159**	**83**	**79**	**162**

When examining SCH production, the Department of CNEP looks at duplicate headcount, which sums up the number of students enrolled in each course offered in each semester. For the fall 2023 semester, the Department of CNEP had a duplicated headcount of 467 students, which generated 1,423 student credit hours (SCHs). For spring 2024, the Department's duplicated headcount was 375, which generated 1,126 SCHs. The fall 2023 data evidence a year-to-year increase in SCH production of 31.5%. Figures 1 and 2 depict the 6-year trend analysis for both duplicated headcount and SCHs.

Table 2. *2023-24 Student Demographics*

Demographic	Fall 2023		Spring 2024	
	MS	PhD	MS	PhD
Gender				
Male	24	3	23	2
Female	110	23	117	20
Ethnicity				
Asian/Pacific Islander	1	0	1	0
Black	8	3	7	2
Hispanic	80	13	84	12
International	3	1	3	1
Native American	1	0	1	0
White	41	8	44	6
Multiracial	0	1		1
First Generation Student	48	10	50	8
Armed Forces Veteran	11	3	12	3

Figure 1. *6-Year Trend Analysis of Duplicated Headcount*

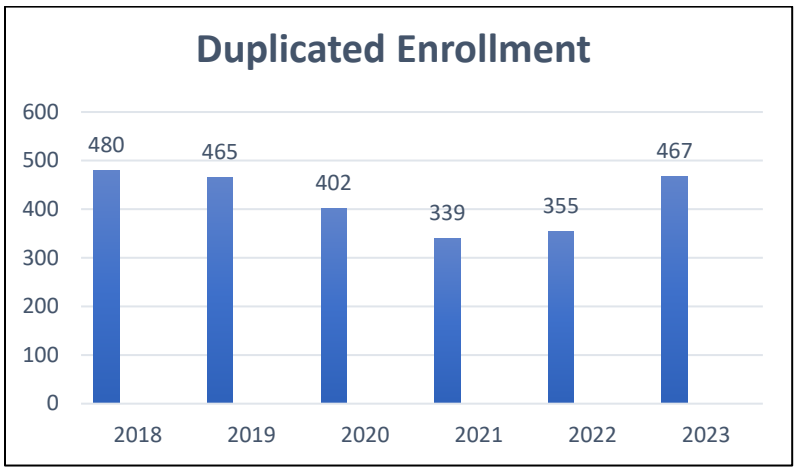
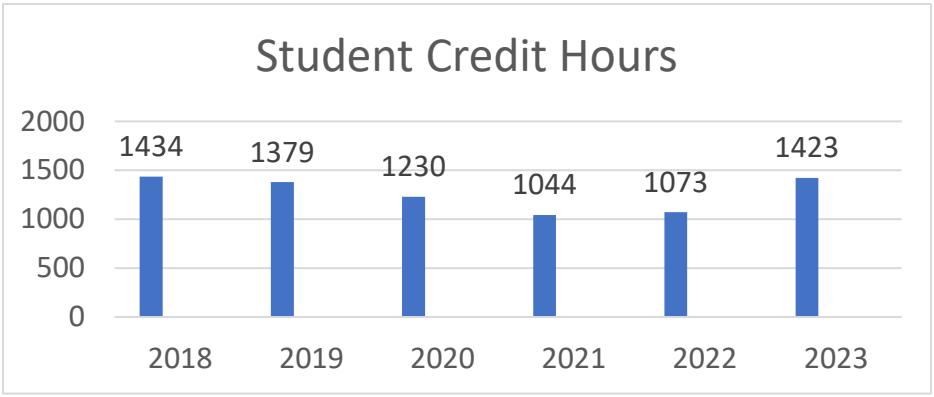


Figure 2. *6-Year Trend Analysis of Student Credit Hour Production*



Overall, enrollment in the counseling programs is **increasing**. Following a period of lower enrollment and decreased SCH production during the COVID-impacted academic years (2020-2022), The Department of CNEP has experienced a renewed interest among students who want to pursue careers in the counseling field. The number of students enrolled in the program's four CACREP-accredited tracks increased by 24 students this past fall (22%). Of the Department offerings, **Clinical Mental Health Counseling** remains the most popular, enrolling 63% (n = 84) of all master's students. Significant growth was noted in the **Professional School Counseling** track. The number of enrolled students more than doubled from 6 in fall 2022 to 13 in fall 2023. We attribute a portion of this growth to the recent state law change removing the requirement for school counselors to have two years of teaching experience before certification.

Admissions

The program continues to attract a strong applicant pool for both the M.S. degree programs and the Ph.D. program. The **2023-2024 academic year saw 79 students admitted** into one of the department's four master's degree tracks. Dr. James Ikonomopoulos serves as the Department of CNEP admissions coordinator and oversees all aspects of the admission process at the master's

level. The department admits students to the master's programs in the fall, spring, and summer sessions. As part of the admission process, all students participate in a virtual interview with members of the admissions committee. Committee members then meet to review the materials submitted by applicants and discuss their interview performance. Table 3 shows the number of M.S. program applicants who had their credentials and applications reviewed, along with the decisions reached on these applications for the fall 2023 and spring 2024 admission cycles. In the fall 2023 cycle, 54/61 (88.5%) applicants were admitted to either the professional counseling or professional school counseling program. In the spring 2024 cycle, we admitted 25/33 (75.6%) applicants to one of the Department's two programs.

Table 3. *2023-2024 Master's Programs Admissions*

	Fall 2023 PFCN	**Fall 2023 PFSC**	**Spring 2024 PFCN**	**Spring 2024 PFSC**
Total Applications	57	4	31	2
Admissions				
• Full Admit	43	3	16	2
• Conditional Admit	8	0	7	0
Denials	2	0	2	0
Other[1]	4	1	6	0

[1] Other refers to students who accepted admission at other universities or who did not respond to the request for a campus interview.

At the doctoral level, applicants have their submitted materials reviewed and rated using a standardized rubric. High-ranking applicants are extended an opportunity to participate in a group interview with at least four members of the doctoral admissions committee. To assist with recruiting highly qualified students, the Department of CNEP can award one SAGE fellow position from the TAMU-CC College of Graduate Studies. The fellowship provides the student an opportunity to have their full tuition paid and to receive a 20-hour paid graduate assistantship for the entire three-year degree program. Overall, during the 2023-2024 academic year, 17 applicants were interviewed, and an admission offer was extended to 10 individuals. Of those individuals, **9 accepted the admission offer and began the program in the fall 2023 semester**.

Graduation

Students who meet all degree requirements are eligible to participate in one of three commencement ceremonies. During the 2023-2024 academic year, the Department of CNEP saw 47 students graduate. Table 4 shows the breakdown of graduates by degree and semester.

Table 4. *2023-2024 Department of CNEP Graduates*

	Fall 2023	**Spring 2024**	**Summer 2024**
M.S. Program Graduates	11	11	5
Ph.D. Program Graduates	2	1	1
Department Total:	13	12	6

Student Performance/Academic Benchmarking

Key Performance Indicators

The Department of CNEP faculty uses a series of Key Performance Indicators (KPIs) to track student learning throughout the program. A separate KPI is created for each of the eight core areas, the four specialty areas offered in the department, and the five doctoral core areas. For each KPI, three separate types of data are collected across the curriculum and serve as evidence of student learning. Data represents student grades on signature assignments identified as the benchmarks by which students' depth of knowledge will be assessed. The three types of data, sequenced in terms of their cognitive complexity, include:

Factual Knowledge – At this level, students are expected to demonstrate familiarity, awareness, and understanding of the basic terminology, facts, and theories foundational to the counseling profession. Factual knowledge assignments typically are found in the introductory courses entry-level students take early in the curriculum.

Conceptual Knowledge – At this level, students are expected to demonstrate the ability to identify various principles, theories, and models as related elements part of a more significant structure representative of the counseling process. Conceptual knowledge assignments are found in courses typically taken toward the end of the student's first year of training.

Procedural Knowledge – At this level, students are expected to demonstrate the ability to translate their understanding of specific techniques, processes, and methodologies into the practice of counseling. Procedural knowledge assignments are typically found toward the end of students' programs where theory-to-application occurs (e.g., practicum, internship).

Table 5 depicts aggregate performance on department KPIs assessed in the fall 2023 semester.

Table 5. *Fall 2023 Semester KPI Results (success benchmark = 80% class assignments, >5 comprehensive examination section scores, >3 site supervisor/faculty evaluation scores)*

Master's Core Content Areas	**Factual**	**Conceptual**	**Procedural**
Professional Counseling Orientation and Ethics	90.2	87.7	88.7
Social and Cultural Diversity	89.3	---	---
Human Growth and Development	---	77.8	96.8
Career Development	92.3	97.6	---
Counseling and Helping Relationships	86.5	89.6	88.7
Group Counseling	88.8	90.6	---
Assessment and Testing	92.3	96.8	96.7
Research and Program Evaluation	93.0		96.1
Specialty Areas	**Factual**	**Conceptual**	**Procedural**
Addictions Counseling	---	---	---
Clinical Mental Health Counseling	96.8	80.9	80.9
Marriage, Couple, and Family Counseling	---	---	---
School Counseling	---	---	---

Doctoral Core Content Areas	Factual	Conceptual	Procedural
Counseling	87.0	---	---
Research and Scholarship	---	---	---
Teaching	---	---	---
Leadership and Advocacy	---	---	---
Supervision	---	---	---

In Fall 2023, the Department of CNEP identified two program-level KPIs with an aggregate student average of less than 80. The student average for the Human Growth and Development Conceptual Knowledge KPI (assessed in CNEP 5328) was 77.8. The assignment associated with this KPI is the crisis/disaster intervention project. One student did not submit the assignment, thus earning a "0" grade. The grade earned by this student resulted in a below-standard average. Removing this student resulted in the remaining 20 students having a class average of 81.6.

Table 6. *Spring 2024 Semester KPI Results (success benchmark = 80% class assignments, >5 comprehensive examination section scores, >3 site supervisor/faculty evaluation scores)*

Master's Core Content Areas	Factual	Conceptual	Procedural
Professional Counseling Orientation and Ethics	96.0	86.8	89.7
Social and Cultural Diversity	85.5	92.7	---
Human Growth and Development	90.1	92.4	75.5
Career Development	99.3	96.8	100.0
Counseling and Helping Relationships	---	91.1	86.9
Group Counseling	92.8	87.1	---
Assessment and Testing	95.3	75.5	97.6
Research and Program Evaluation	80.0	---	96.8
Specialty Areas	**Factual**	**Conceptual**	**Procedural**
Addictions Counseling	---	---	---
Clinical Mental Health Counseling	75.5	---	---
Marriage, Couple, and Family Counseling	---	---	---
School Counseling	---	---	---
Doctoral Core Content Areas	**Factual**	**Conceptual**	**Procedural**
Counseling	---	---	---
Research and Scholarship	---	---	83.3
Teaching	---	95.3	92.7
Leadership and Advocacy	---	---	---
Supervision	---	---	---

In Spring 2024, the Department of CNEP identified three program-level KPIs with an aggregate student average of less than 80. The low KPIs were the procedural KPI for Human Growth and Development (75.5), the conceptual KPI for assessment and testing (75.5), and the factual KPI for clinical mental health counseling (75.5). These KPIs were assessed through student performance in diagnostic case studies. The faculty discussed the inherent challenges of having students successfully meet this standard when we include grades in all case studies. We reviewed student performance and saw improvement across the semesters when being evaluated on these

KPIs. Thus, we decided to weigh the later submissions as they would represent a more authentic snapshot of a student's performance after learning and practicing throughout the semester.

Comprehensive Examination

Students in the master's programs must pass a comprehensive examination as part of their degree requirements. The Department of CNEP uses the Counselor Preparation Comprehensive Examination (CPCE) as its exit examination. The CPCE is a 160-item multiple-choice examination that covers the eight Council for the Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation. A composite score of 95 (70%) is required (with students being able to test up to five times). Table 7 highlights student performance in each semester. As noted in Table 7, the Department of CNEP students **have a higher average score on the CPCE than the national average**.

At the doctoral level, students sit for their comprehensive examination at the end of their second year in the program. The doctoral comprehensive examination consists of written responses on each of the five CACREP doctoral competencies. Based on the quality of their writing and the depth of their knowledge, students may be asked to participate in an oral examination or rewrite their original responses. This year, **100% of doctoral students completed their comprehensive examination and advanced to doctoral candidacy**.

Table 7. *Department of CNEP Master's Student CPCE Scores*

	Fall 2023	Spring 2024
Number of students taking CPCE	27	32
Number of students who passed	26	27
Percentage of students passing	96%	84%
Department of CNEP average:	87.70	88.50
National average:	82.00	86.50

Licensure/Certification Examination

Students interested in state licensure and/or national certification are eligible to sit for the National Counselor Examination (NCE) during their final semester in the program. During the 2023-2024 academic year, **10/10 students passed the NCE for a 100% success rate** (compared to a 92% success rate at the national level). Students in the school counseling degree program seeking school counselor certification took the TExES School Counselor (252). During the 2023-2024 academic year, **3/3 students passed the TExES examination for a 100% success rate**.

Student Performance/Professional Dispositions

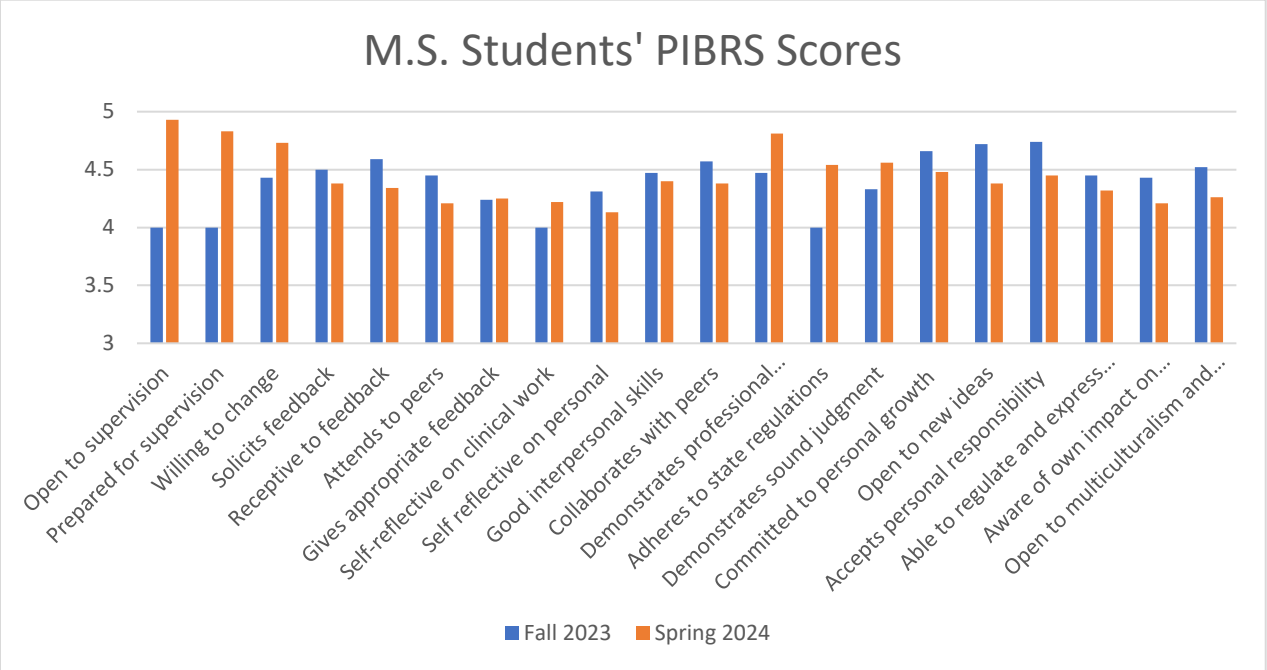
Professional Dispositions

The Department of CNEP monitors student progress throughout the program via the *Professional Issues and Behavior Rating Scale* (PIBRS). The PIBRS is an assessment tool used by program

faculty to evaluate students' ability to interact with peers, faculty, and supervisors appropriately, as well as their ability to accept and respond to feedback. The master's version includes 20 items and utilizes a five-point response scale with values ranging from *poor* (1) to *excellent* (5). The doctoral version consists of 22 items and utilizes a 3-point scale with values ranging from *below standard* (0) to *exceeds standard* (2). Each item relates to the professional objectives established for the master's (page 3) and doctoral (page 4) programs.

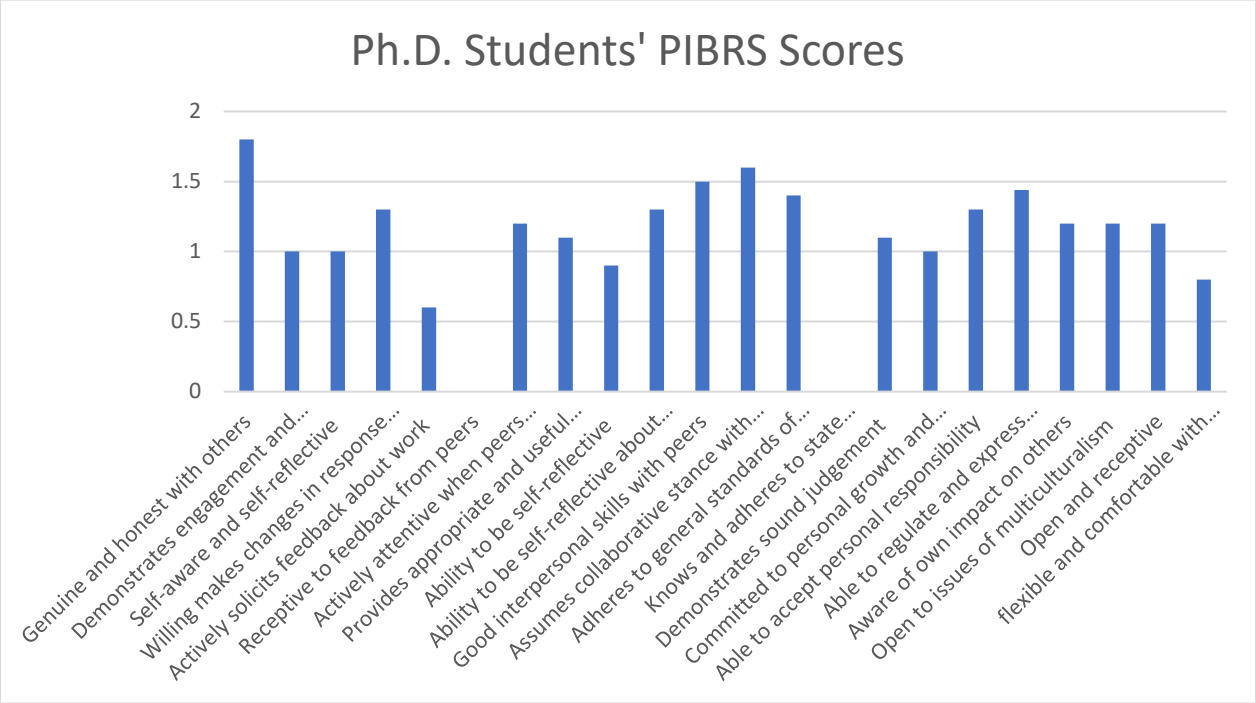
All PIBRS data is collected through Tevera, the Department's online documentation system for students enrolled in practicum or internship. Using Tevera, we track dispositional information throughout students' time in the program as a way of providing additional data points related to student development and personal growth. At the master's level, faculty administer the PIBRS in CNEP 5304 Introduction to Counseling, CNEP 5384 The Counseling Process, CNEP 5397 Practicum, and CNEP 5698 Internship. At the doctoral level, faculty administer the PIBRS in CNEP 6315 Professional, Legal, and Ethical Issues, CNEP 6320 Advanced Appraisal Techniques and Psychometrics, CNEP 6340 Diversity in Counselor Education, and CNEP 6396 Internship. Figure 3 compares master's students' average PIBRS scores for the fall 2023 and spring 2024 semesters. Figure 4 looks at the doctoral student average PIBRS scores for the fall 2023 and summer 2024 semesters.

Figure 3. *Department of CNEP Master's Student PIBRS Scores*



Note. *N* = 112 (58 in fall, 54 in spring)

Figure 4. *Department of CNEP Doctoral Student PIBRS Scores*



Note. $N = 11$

As noted in Figures 3 and 4, students score high across the board, with **no section receiving an average score below 3 for the master's PIBRS and only three sections on the doctoral PIBRS where average scores were below 1.** Data suggests doctoral students scored lowest in the categories assessing growth in asking for and being receptive to feedback about their work. The Department of CNEP faculty is reviewing ways to **help students become more self-aware and able to critically evaluate their emerging roles as professional counselors**.

Program Modifications

Fall 2023 Changes

- The department curriculum coordinator will connect with the CNEP 5328 instructors to identify any challenges with the artifact being used to assess KPI. In the summer, 11/21 of the enrolled students earned below an 80 on this assignment.
- Faculty were reminded to only align standards with the second case presentation in CNEP 5397. It was decided that students were still learning the correct format for these presentations at their first demonstration, so the grade may not truly reflect the student's competency.

Spring 2024 changes

- Individual students with scores < 80 on a KPI will be contacted by the student's faculty advisor to discuss the situation. Individual remediation plans will be initiated as needed by

the faculty advisors.

- Faculty will begin reviewing student IDPs at scheduled advising sessions to identify better those individuals who may need additional support or educational resources.
- Changes are being made to the CNEP 5314 and 5361 courses in response to lower student performance on some core standards.
- Faculty advisors will contact students who earned "C" grades to understand what support they may need and to remind them of the program and university policies on academic standing.

Substantive Changes

Staffing Changes

During the 2023-24 academic year, the Department of CNEP added two tenure-track faculty at the rank of assistant professor. Dr. Jamie Ho and Dr. Katherine McVay both started in the fall of 2023. Additionally, Dr. James Ikonomopoulos was promoted to Associate Professor with tenure for the 2023-24 academic year. Finally, Dr. Richard Ricard, who was serving as associate dean for the College of Education and Human Development, rejoined the faculty 100% for the start of the spring 2024 semester.