GMU Counseling Program 2019-2020 Annual Report

Finalized December 15, 2020

2019-2020 Annual Report Overview

- 2019-2020 Academic Year:
  - Development and piloting of data sources and collection; some data will be missing or incomplete this year
- Faculty reviewed data by Program Objective
  - Summary data included in annual report; supplemental data provided to faculty
- Faculty identified data-driven program modifications

School Counseling Program Outcomes: 2019-2020

(1) The number of **graduates** for the past academic year (2018-2019) was 31.

(2) The Virginia Department of Education (VDOE) does not require a **credentialing examination** for school counselors. All students (100%) who graduate from the school counseling program are eligible for a provisional license from VDOE upon graduation.

(3) Data on **completion rates** show that 97% of School Counseling students completed their degree within the 6-year limit. This data is from the most recent group of students to reach the 6-year limit, those students admitted in 2013-2014. The following table shows the length of time it took students in this group to complete the program.

# of 2013-14 Admits	% Finished in 2 years	% Finished in 3 years	% Finished in 4 years	% Finished in 5 years	% Finished in 6 years	Did Not Complete within 6 years
29	7%	45%	41%	3%	0%	3%

(4) The GMU Career Survey administered in 2019 provides the following information on **job placement**: of 9 respondents, 8 were employed or had accepted a position (89%) and 1 reported that they were not employed but seeking employment (11%).

Clinical Mental Health Counseling Program Outcomes: 2019-2020

(1) The number of **graduates** for the past academic year (2018-2019) was 14.

(2) The National Clinical Mental Health Counseling Examination (NCMHCE) is the **credentialing examination** required to be a Licensed Professional Counselor (LPC) in Virginia. The Virginia Department of Health Professions reported the following information on the George Mason University graduates who took the NCMHCE in 2018: 10 took the exam, 8 passed, and 2 failed (pass rate: 80%).

(3) Data on **completion rates** show that 91% of Clinical Mental Health Counseling (formerly Community Agency Counseling) students completed their degree within the 6-year limit. This data is from the most recent group of students to reach the 6-year limit, those students admitted in 2013-2014. The following table shows the length of time it took students in this group to complete the program.

# of 2013-14 Admits	% Finished in 2 years	% Finished in 3 years	% Finished in 4 years	% Finished in 5 years	% Finished in 6 years	Did Not Complete within 6 years
23	0%	22%	57%	13%	0%	9%

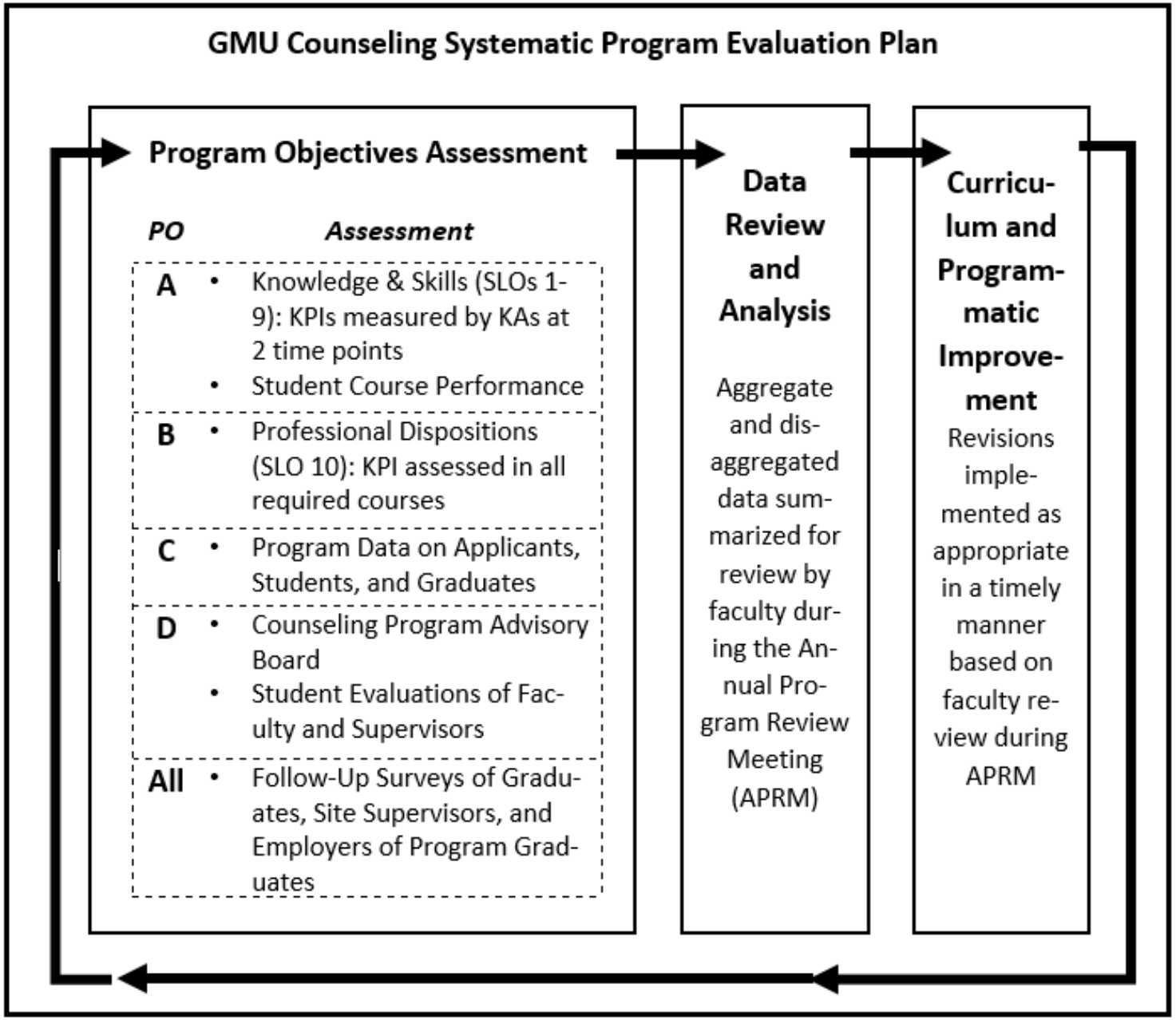
(4) The GMU Career Survey administered in 2019 provides the following information on **job placement:** of 6 respondents, 100% had obtained employment. Five were employed or had accepted a position and one was a post-graduate intern or fellow.

Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor.

Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.

Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.

Program Objective D: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a social justice framework.

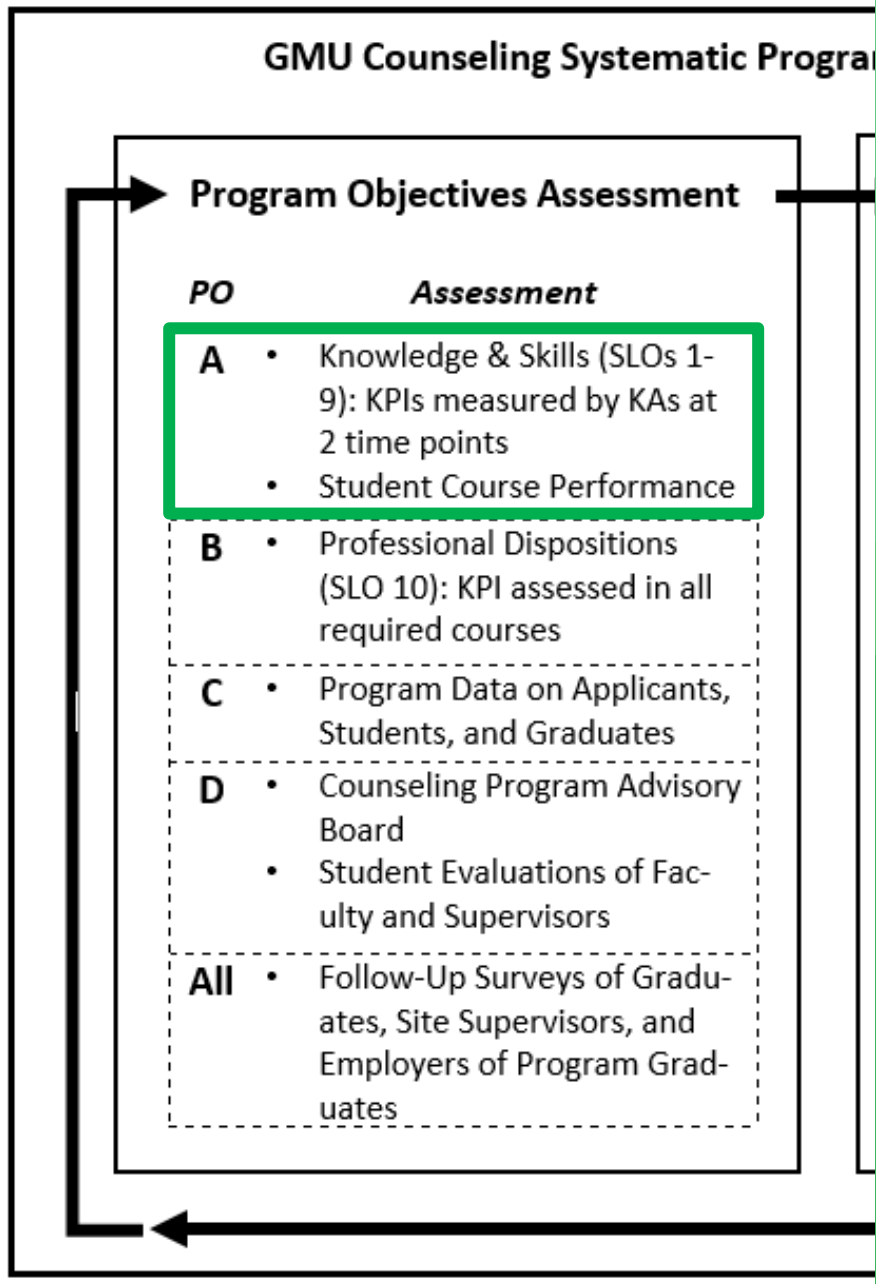


Key to abbreviations: "PO" = Program Objectives; "SLO" = Student Learning Outcome; "KPI" = Key Performance Indicator; "KA" = Key Assignment

Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor

Data reviewed:

- Knowledge and Skills: SLOs 1-9 as measured by KPIs/KAs
  - KPI Data Tables
- Student Course Performance



SLOs 1-9: KPI Slides Overview

- **The following slides provide a summary of each KPI (used to measure SLOs 1-9) by time point overall and by program concentration: CMHC (incl. CAC) or SC.**
  - "ND" indicates No Data for academic year 2019-2020
- **Program goal: 15% or less will be "not met" for each KPI**

SLO 1 Professional Counseling Orientation & Ethical Practice: KPI A.1.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 654/611 Ethical Decision Making		Time 2 750/751 Site Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	98.66%	1.34%	ND	ND
CMHC (incl. CAC*)	100.00%	0.00%	ND	ND
SC	96.30%	3.70%	ND	ND

* Community Agency Counseling program

SLO 2 Social and Cultural Diversity: KPI A.2.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 660 Multicultural Research Paper		Time 2 750/751 Univ. Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	99.07%	0.93%	ND	ND
CMHC (incl. CAC*)	96.43%	3.57%	ND	ND
SC	100.00%	0.00%	ND	ND

* Community Agency Counseling program

SLO 2 Social and Cultural Diversity: KPI A.2.b

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 602 Social Justice Paper		Time 2 628 Social Justice Advocacy Project	
	Met %	Not Met %	Met %	Not Met %
All	98.92%	1.08%	100.00%	0.00%
CMHC (incl. CAC*)	100.00%	0.00%	100.00%	0.00%
SC	98.25%	1.75%	100.00%	0.00%

* Community Agency Counseling program

SLO 3 Human Growth and Development: KPI A.3.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 525 Research Paper		Time 2 619 Traumatic Exp. Article Review	
	Met %	Not Met %	Met %	Not Met %
All	90.00%	10.00%	87.50%	12.50%
CMHC (incl. CAC*)	87.50%	12.50%	87.50%	12.50%
SC	100.00%	0.00%	0	0

* Community Agency Counseling program

SLO 4 Career Development: KPI A.4.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 604 Career Assessment		Time 2 610 Career Dev. and Assess. Paper	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	100.00%	0.00%
CMHC (incl. CAC*)	100.00%	0.00%	100.00%	0.00%
SC	100.00%	0.00%	100.00%	0.00%

* Community Agency Counseling program

SLO 5 Counseling and Helping Relationships: KPI A.5.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 609 Tape Review		Time 2 750/751 Tape Review	
	Met %	Not Met %	Met %	Not Met %
All	97.37%	2.63%	ND	ND
CMHC (incl. CAC*)	97.37%	2.63%	ND	ND
SC	0	0	ND	ND

* Community Agency Counseling program

SLO 5 Counseling and Helping Relationships: KPI A.5.b

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 792/794 Case Conceptualization Present.		Time 2 793/795 Case Conceptualization Present.	
	Met %	Not Met %	Met %	Not Met %
All	ND	ND	ND	ND
CMHC (incl. CAC*)	ND	ND	ND	ND
SC	ND	ND	ND	ND

* Community Agency Counseling program

SLO 6 Group Counseling and Group Work: KPI A.6.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 608 Group Facilitation		Time 2 793/795 Final Site Sup. Eval.	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	ND	ND
CMHC (incl. CAC*)	100.00%	0.00%	ND	ND
SC	100.00%	0.00%	ND	ND

* Community Agency Counseling program

SLO 7 Assessment and Testing: KPI A.7.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 604 Career Assessment Review		Time 2 610 Career Dev. and Assess. Paper	
	Met %	Not Met %	Met %	Not Met %
All	100.00%	0.00%	100.00%	0.00%
CMHC (incl. CAC*)	100.00%	0.00%	100.00%	0.00%
SC	100.00%	0.00%	100.00%	0.00%

* Community Agency Counseling program

SLO 8 Research and Program Evaluation: KPI A.8.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 601 Methods Paper		Time 2 793 Program Eval. / 795 Targeted Intervention	
	Met %	Not Met %	Met %	Not Met %
All	87.62%	12.38%	ND	ND
CMHC (incl. CAC*)	88.33%	11.67%	ND	ND
SC	86.67%	13.33%	ND	ND

* Community Agency Counseling program

SLO 9-CMHC Professional Concentration: KPI A.9-CMHC.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 609 Adv. Counseling Skills Paper		Time 2 792 Case Conceptualization Present.	
	Met %	Not Met %	Met %	Not Met %
CMHC (incl. CAC*)	97.14%	2.86%	ND	ND

* Community Agency Counseling program

SLO 9-CMHC Professional Concentration: KPI A.9-CMHC.b

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 656 Treatment Plan		Time 2 793 Program Eval.	
	Met %	Not Met %	Met %	Not Met %
CMHC (incl. CAC*)	100.00%	0.00%	ND	ND

* Community Agency Counseling program

SLO 9-SC Professional Concentration: KPI A.9-SC.a

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 613 Equity Access Project		Time 2 795 Targeted Intervention Project	
	Met %	Not Met %	Met %	Not Met %
SC	ND	ND	ND	ND

SLO 9-SC Professional Concentration: KPI A.9-SC.b

Percentages of Key Assignment criteria “met” or “not met” by student group:

	Time 1 626 Evidence-Based SC Intervention		Time 2 795 Targeted Intervention Project	
	Met %	Not Met %	Met %	Not Met %
SC	100.00%	0.00%	ND	ND

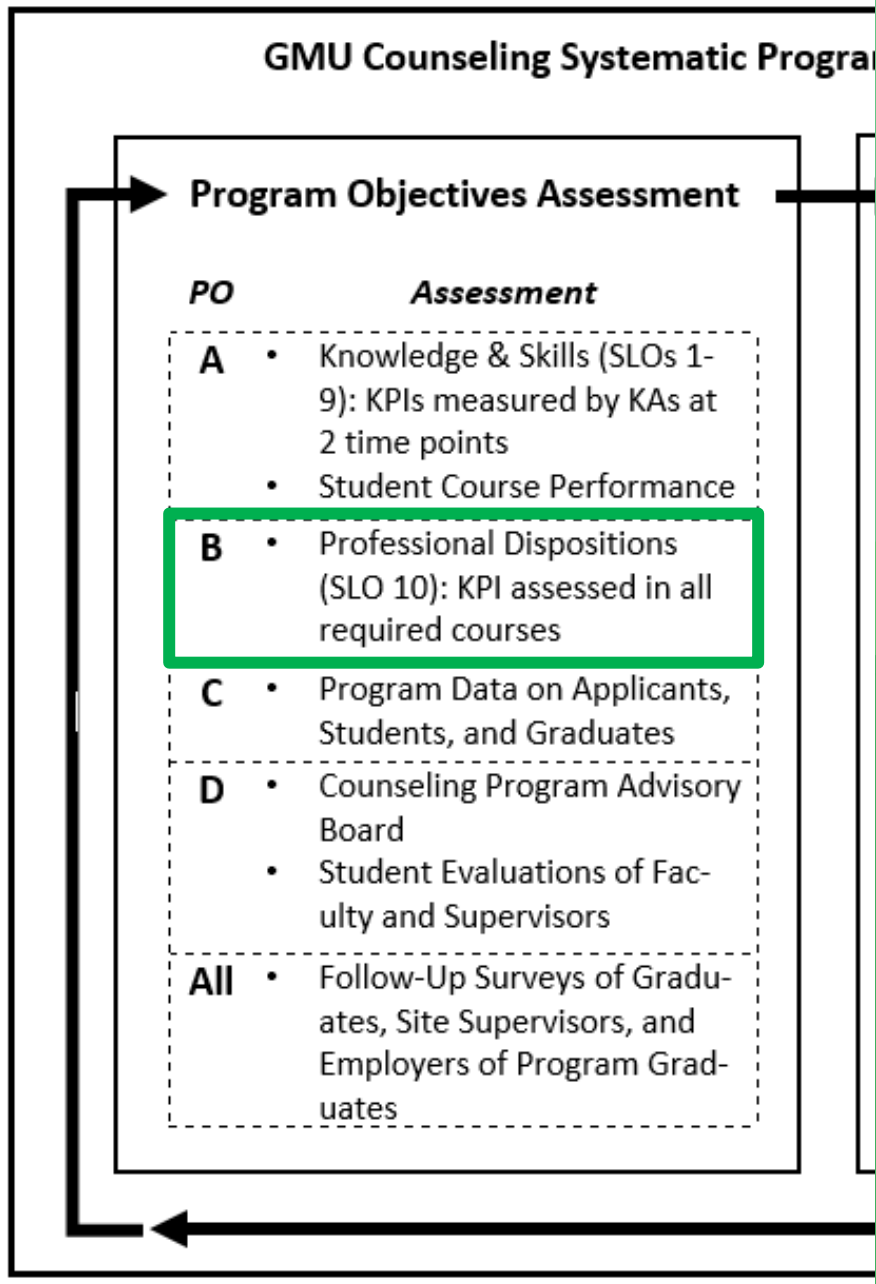
Student Course Performance

- Number of student course grades below a B (B- or below) in the past academic year: 5 total course grades below B for 5 different students

Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.

Data:

- SLO 10: Professional Disposition Assessment
  - PD Data Table by Course Level



SLO 10/KPI B.1.a: Professional Dispositions Assessment

- *Please note: PD Assessment was piloted only with "basic" and "intermediate" level courses, so results for "advanced" courses are not shown.*
- Percentages of PD criteria "met," "not met," or "not assessed" by course level:

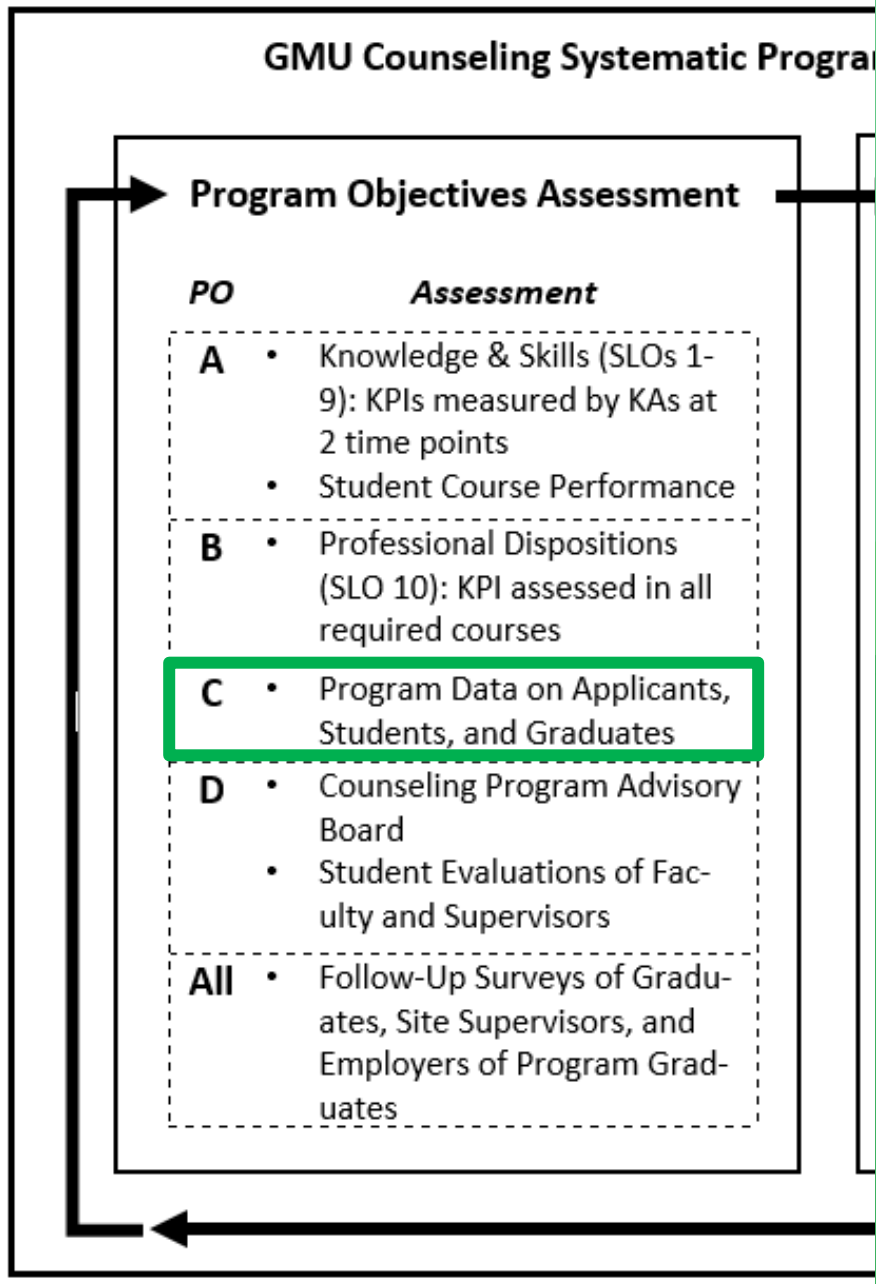
Course Level	Met %	Not Met %	N/A%
Basic (Pre-Practicum)	91.3%	0.1%	8.5%
Intermediate (Practicum)	100%	0	0
Advanced (Internship)	ND	ND	ND

- Program goal: 15% or less will be "not met" for each course level

Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.

Data:

- Program data on applicants, students, and graduates
  - Data Tables for Applicants, Students, and Graduates



Applicant Data

Applications & Admission Decisions: All and by Concentration and Enrollment Status

Masters Program Applicants to Start Fall 2019 and Spring 2020

Admission Decision for All Applicants (% is rate of admission for all applicants)

	Completed Applications	*Admitted: Enrolled*		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***n***	***%***	***n***	***%***	***n***	***%***	***n***	***%***
All Applicants	133	56	42%	24	18%	43	32%	10	8%

Applications by Concentration

	Completed Applications	
	n	***%***
School Counseling	69	52%
Clinical Mental Health Counseling	64	48%
Total	133	100%

Admission Decision by Concentration (% is rate of admission outcome for subgroup)

	Admitted: Enrolled		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***%***	***n***	***%***	***n***	***%***	***n***	***%***
School Counseling	31	45%	15	22%	19	28%	4	6%
Clinical Mental Health Counseling	25	39%	9	14%	24	38%	6	9%

Applications by Enrollment Status

	Completed Applications	
	n	***%***
Part time	23	17%
Full time	110	83%
Total	133	100%

Admission Decision by Enrollment Status (% is rate of admission outcome for subgroup)

	Admitted: Enrolled		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	***%***	***n***	***%***	***n***	***%***	***n***	***%***
Part time	11	48%	1	4%	11	48%	0	0%
Full time	45	41%	23	21%	32	29%	10	9%

Student Data

Gender of Students

	Total Students	Female		Male		Gender not reported	
Semester	n	n	%	n	%	n	%
Fall 2019	137	116	85%	21	15%	0	0%
Fall 2018	138	119	86%	19	14%	0	0%
Fall 2017	140	117	84%	23	16%	0	0%
Fall 2016	159	132	83%	27	17%	0	0%

Domicile of Students

	Total Students	In state		Out of state	
Semester	n	n	%	n	%
Fall 2019	137	130	95%	7	5%
Fall 2018	138	127	92%	11	8%
Fall 2017	140	127	91%	13	9%
Fall 2016	159	147	92%	12	8%

Race/Ethnicity of Students

	Total Students	African American		Asian American		Hispanic American		Native American		White American		Not Reported		Non resident		Two or more		Pacific Islander	
Semester	n	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Fall 2019	137	20	15%	20	15%	30	22%	0	0%	61	45%	2	1%	1	1%	3	2%	0	0%
Fall 2018	138	22	16%	20	14%	21	15%	0	0%	65	47%	2	1%	4	3%	4	3%	0	0%
Fall 2017	140	30	21%	17	12%	23	16%	1	1%	56	40%	4	3%	3	2%	5	4%	1	1%
Fall 2016	159	28	18%	19	12%	25	16%	1	1%	69	43%	5	3%	3	2%	8	5%	1	1%

Concentration of Students

	Total Students	SC		CMHC (incl. CAC)	
Semester	n	n	%	n	%
Fall 2019	137	66	48%	71	52%
Fall 2018	138	79	57%	59	43%
Fall 2017	140	76	54%	63	45%
Fall 2016	159	86	54%	73	46%

Enrollment Status of Students

	Total Students	Full time		Part time	
Semester	n	n	%	n	%
Fall 2019	137	60	44%	77	56%
Fall 2018	138	54	39%	84	61%
Fall 2017	140	50	36%	90	64%
Fall 2016	159	53	33%	106	67%

Graduate Data

Sex/Gender of Graduates

	Total Graduates	Female		Male	
Year	n	n	%	n	%
2018-2019	45	39	87%	6	13%
2017-2018	48	39	81%	9	19%
2016-2017	55	46	84%	9	16%
2015-2016	37	30	81%	7	19%

Domicile of Graduates

	Total Graduates	In state		Out of state	
Year	n	n	%	n	%
2018-2019	45	40	89%	5	11%
2017-2018	48	43	90%	5	10%
2016-2017	55	52	95%	3	5%
2015-2016	37	29	78%	8	22%

Race/Ethnicity of Graduates

	Total Graduates	African American		Asian American		Hispanic American		Native American		White American		Other/ unknown		Non resident		Multi-racial		Pacific Islander	
Year	n	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2018-2019	45	9	20%	5	11%	7	16%	0	0%	21	47%	1	2%	2	4%	0	0%	0	0%
2017-2018	48	11	23%	7	15%	9	19%	1	2%	16	33%	2	4%	0	0%	2	4%	0	0%
2016-2017	55	7	13%	7	13%	8	15%	0	0%	28	51%	2	4%	0	0%	3	5%	0	0%
2015-2016	37	6	16%	1	3%	5	14%	0	0%	20	54%	1	3%	2	5%	2	5%	0	0%

Concentration of Graduates

	Total Graduates	SC		CMHC (incl. CAC)	
Year	n	n	%	n	%
2018-2019	45	31	69%	14	31%
2017-2018	48	27	56%	21	44%
2016-2017	55	31	56%	24	44%
2015-2016	37	20	54%	17	46%

Age of Graduates

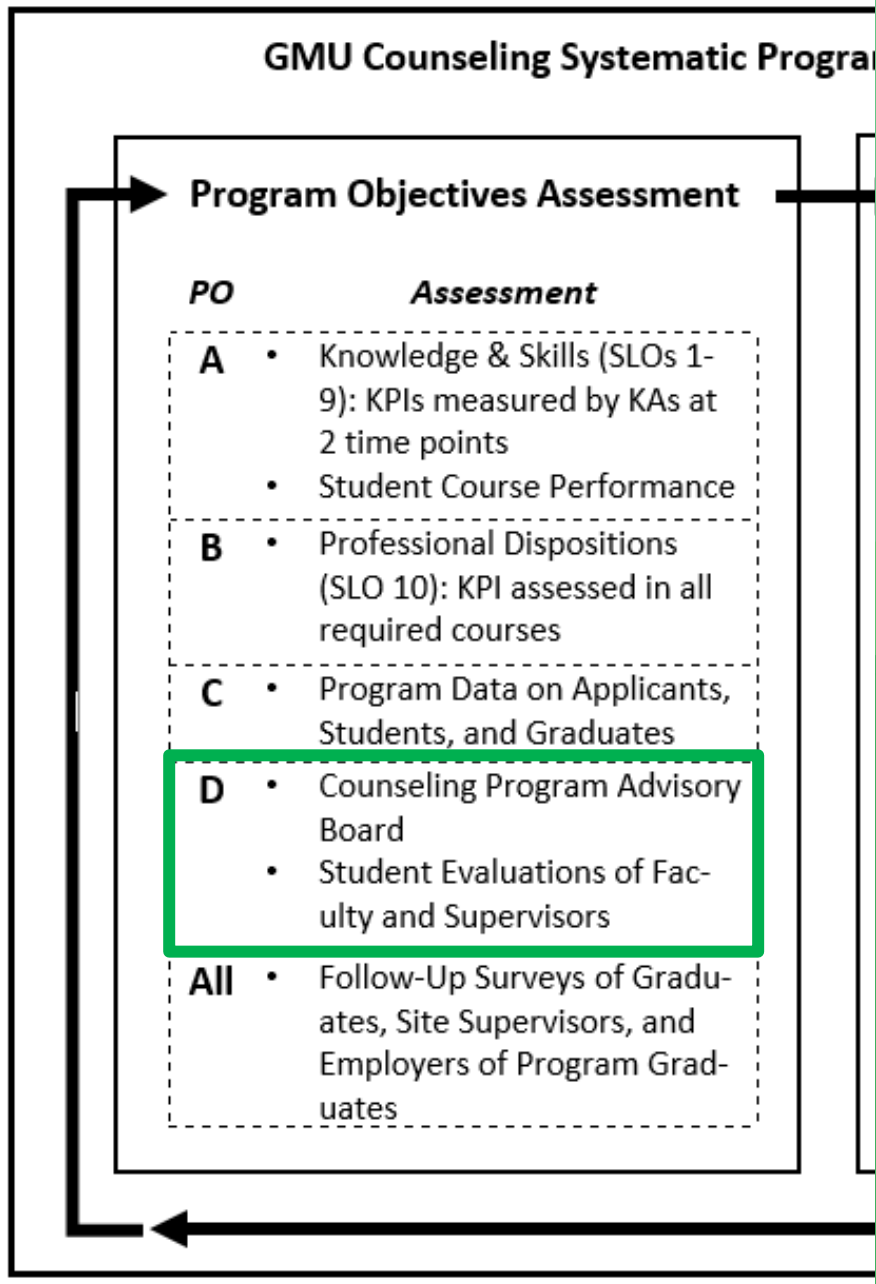
	Total Graduates	26 or younger		27-30		31-40		41-50		51-60		61 and older	
Year	n	n	%	n	%	n	%	n	%	n	%	n	%
2018-2019	45	9	20%	22	49%	7	16%	4	9%	3		0	
2017-2018	48	10	21%	18	38%	15	31%	1	2%	3		1	
*2016-2017	55	15	27%	18	33%	8	15%	14	25%	*see note			
2015-2016	37	12	32%	7	19%	13	35%	3	8%	2		0	

*The age ranges were reported slightly differently in this year, so the age ranges are as follows (in order shown):
27 or younger; 28-30; 31-34; 35 and older

Program Objective D: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a social justice framework.

Data:

- Counseling Program Advisory Board
  - Summary of prior and Fall 2020 feedback, action items, and survey responses
- Student Evaluations of Faculty and Supervisors
  - Mean evaluations summary table



Feedback from Counseling Program Advisory Board (CPAB)

- Summary of Prior Feedback and Action Items
- Summary of Fall 2020 CPAB
  - Assessment Survey
  - Meeting Feedback & Action Items

Prior Program Feedback & Responses

Feedback	Response
Netiquette (also noted in survey)	Information added to Student Handbook
Community Connections	Service Learning Project with community sites in new Trauma & Crisis Counseling course (EDCD 619)
SC Supervision Training	Revisions to content; provided online & recorded
SC Online Counseling	Direct hours clarity; revision to assignments for online environment
Improve Assessment / Intake Skills	Course module and additional coursework added to Assessment course (EDCD 604)

Additional feedback related to the following topics will be discussed by faculty at Fall 2020 APRM: Career Preparation, Professionalism (workplace culture), & Letters of Recommendation

CPAB Assessment Survey Feedback

CPAB members completed survey prior to Fall 2020 meeting:

- PO A and SLOs 1-9 feedback included:
  - Revising SLOs to clarify/address: career development, assessment, advocacy, and academic achievement (SC)
  - Revising and further spelling out SC SLO 9 to align with CMHC
  - Including trauma and crisis counseling (now a required course)
  - Addressing paperwork
- PO B and SLO 10 feedback included:
  - Clarifying "tolerance for ambiguity" PD
  - Including netiquette (added to the Student Handbook)
  - Adding asking for helping and contacting others
- Other feedback included:
  - Addressing telehealth (new elective added)
  - Strengthening social justice language

Respondents

	CMHC	SC
Primary Affiliation	12	6

Relationship to Program	Number
Student	2
Alum	8
Instructor/faculty	2
Site supervisor	5
Employer	4
Other	2

Percentage Agreement

	Clear/ understandable	Meaningful/ useful
PO A	94%	94%
PO B	94%	100%
PO C	100%	100%
PO D	100%	100%

CPAB Feedback from Fall 2020 Meeting:
Project Objective Assessment

- **Program Objective A**: Graduates felt they were well prepared to meet this objective by their education in the GMU program.
- **Program Objective B**: Support for GMU's successful meeting of this objective was universal across the Advisory Board. Commendations on how well GMU addresses this objective came from program partners, site supervisors, adjunct faculty, graduates, and current students.
- **Program Objective C**: An adjunct in the GMU program expressed appreciation for the diversity she consistently sees in her classes and appreciates the clear efforts to recruit and support a diverse student body. Graduates echoed this assessment.
- **Program Objective D**: Some graduates and site supervisors expressed a wish for more specific skills training to meet the very practical (often, insurance-based), changing needs of the field. Multiple stakeholders discussed the unique ability of GMU Counseling graduates to address social justice issues, that is particularly critical in the current moment of attention to racism and historical/current injustice.

CPAB Feedback from Fall 2020 Meeting:
Additional Questions for the CPAB

What are the strengths of our graduates' preparation for the field?

- Advisory board members felt very strongly that graduates emerge from the program well versed in social justice. Graduates reported that GMU's training prepared them fully for the current climate of necessary discussions on racism and violence, and felt that they gained confidence in having a voice in social justice advocacy. Site supervisors agreed and noted a recognizable difference with GMU graduates' ability to maneuver through social injustices compared to other schools' graduates.

What are the weaknesses of our graduates' preparation for the field?

- Some site supervisors and alumni concurred that they would like to see GMU graduates come into the field with more evidence-based skills training, namely Cognitive Behavioral Therapy.
- Another weakness brought up by a site supervisor was that the program is structured in such a way that current students can be sent into a field experience (P&I) without having taken Career Counseling prior, creating a skills gap in that field placement.

CPAB Feedback from Fall 2020 Meeting: Additional Questions for the CPAB

What suggestions would you make for our program?

- CPAB members requested more emphasis on:
  - Diagnosis (including differential diagnosis)
  - Documentation and paperwork (both CMHC and SC; sites can give samples)
  - Time management skills
  - Evidence-based skills and theory (i.e., CBT, DBT)
  - Modern theories rather than more “classic” theories (including video demonstrations)
- Additional suggestions from members included:
  - Helping graduates understand how to translate the social justice skills in a more clinical lens (for billing purposes)
  - Holding a “next steps” seminar for the process of obtaining LPC late in the program later than 654
  - Including demographic inquiries into post-grad employment surveys
  - Offering teacher-training electives to SC students, such as classroom management, lesson planning, and special education
  - Identifying ways to make the program more accessible to working students
  - Requiring Career Counseling prior to or at least during practicum placement

Student Evaluations of Faculty and Supervisors

- Averages for overall teaching scores provided by GMU Course Evaluation (out of 5.0)
- Program goal: 3.0 or higher
- Supervisor data provided in future years

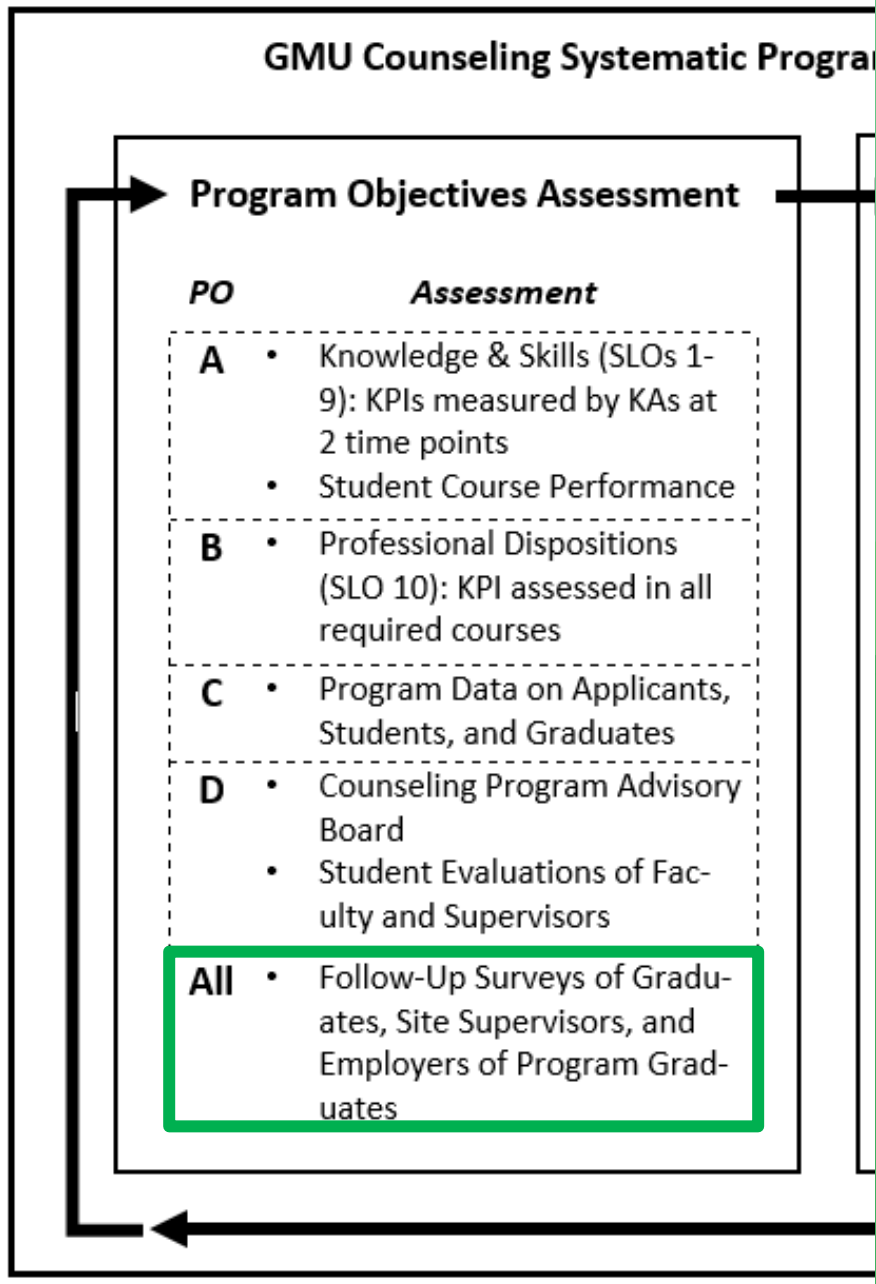
Course Level	Average Overall Teaching Mean	Average Overall Course Mean
Basic (Pre-Practicum)	4.67	4.58
Intermediate (Practicum)	4.81	4.76

All Program Objectives:

- Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor.
- Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.
- Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.
- Program Objective D: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a social justice framework.

Data:

- Follow-Up Surveys of Graduates, Site Supervisors, and Employers
  - Summary of survey data



Follow-Up Surveys of Graduates, Site Supervisors, and Employers

- Instruments piloted in Fall 2020
- Results shown are average scores by stakeholder group on evaluation question for each Program Objective (out of 5.0; target = 3.0 or higher):

	n	PO A Average	PO B Average	PO C Average	PO D Average
Graduating Students (Counseling Exit Survey)	4*	4.50	4.75	4.75	4.50
Graduates (Alumni Satisfaction Survey)	23	4.65	4.78	4.70	4.65
Site Supervisors	33	4.58	4.61	4.52	4.33
Employers	3*	5.00	5.00	5.00	5.00

*Data collection ongoing

Data-Driven Program Modifications

- Based on review of the APRM data by Program Objective (PO), faculty made the following modifications:

PO	Data & Program Modification(s)
A	Based on Key Performance Indicators, faculty have revised Key Assignment rubrics and will engage in a review of course content and Key Assignment rubrics at Curriculum Meeting (Spring 2021)
B	Based on overlap between Professional Disposition (PD) assessment and Supervisor Evaluation of P&I (Practicum & Internship) Students, faculty will review overlap and revise assessment process to reduce redundancy
C	Based on review of applicant, student, and graduate data, faculty will evaluate and revise recruitment, admissions, and retentions processes to address disparities by age, gender, and race/ethnicity at Recruitment & Retention Meeting (Spring 2021)
D	Based on Counseling Program Advisory Board (CPAB) feedback, faculty will evaluate and revise curriculum as part of Spring 2021 Faculty Retreat, Curriculum Meeting, and Concentration Meetings
All	Based on Fall 2020 pilot data, faculty will continue with follow-up survey plan to collect more robust data in future cycles

Additional Program Modifications

- Faculty also made the following changes to the program:
  - Faculty decided to designate one faculty member as a lead for each concentration (School Counseling and Clinical Mental Health Counseling); both faculty concentration groups will meet at least once a semester
  - Based on discussions around curriculum and scaffolding, faculty will revise prerequisites and course sequencing at a Curriculum Meeting in Spring 2021