



2024-2025

## CACREP Annual Report to Constituents

### Department Overview

#### **Vision**

The Counselor Education Department (CED) envisions a Counseling program that maintains its CACREP accreditation in order to train highly qualified graduates specializing in School and Clinical Mental Health Counseling. CED will expand its resources to create cutting edge programs that prepare graduates to address ever-changing societal needs and contribute to the counseling profession as practitioners, scientists, and counselor-educators.

#### **Mission**

The mission of the Counselor Education Department (CED) is to provide students with a broad-based graduate education in counseling, and who are sensitive to cultural, gender and sexual orientation differences, and fosters a commitment to lifelong self-exploration and professional development. CED provides full and part-time students from the Northeast region and the New York/New Jersey metropolitan area affordable graduate level CACREP accredited programs in a variety of Master's and post-graduate areas. In keeping with the University's mission, CED is sensitive to the needs of first-generation students and those from underserved minority groups.

## Program Objectives

### [Program Objectives Aligned with CACREP 2016 Standards]

- A.** Explain the philosophy, role, current trends and evidence based/best practices of the counseling profession (CACREP 2.F.1; 2.F.5);
- B.** Explain the nature and needs of individuals across the lifespan (CACREP 2.F.3);
- C.** Describe the impact of sociological, economic and multicultural factors on counseling (CACREP 2.F.2);
- D.** Apply individual and group counseling theories to facilitate individual, group and career counseling (CACREP 2.F.4; 2.F.5; 2.F.6)
- E.** Apply lifestyle and career development theories and career assessment tools (CACREP 2.F.4);
- F.** Conduct, interpret and utilize professional research and existing data (CACREP 2.F.7; 2.F.8);
- G.** Administer appraisal and assessment instruments in counseling (CACREP 2.F.7);
- H.** Apply professional, legal and ethical standards in counseling (CACREP 2.F.1);
- I.** Practice social justice advocacy for clients (CACREP 2.F.2);
- J.** Collaborate with key constituents in their particular settings (CACREP 2.F.5; 2.F.6); and;
- K.** Identify personal own limitations, seek supervision and participate in professional development (CACREP 2.F.1).

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:

### **Clinical Mental Health Counseling**

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:

- A.** Diagnose, develop a treatment plan, and understand the range of mental health service delivery options (CACREP 5.C.1);
- B.** Apply prevention, education and advocacy to promote optimal human functioning, wellness, and mental health (CACREP 5.C.2); and
- C.** Diagnose clients with co-occurring disorders, consider appropriate counseling strategies, and how co-occurring disorders impact treatment in a continuum of care (CACREP 5.C.3).

### **School Counseling**

- A.** Practice advocacy for appropriate role and functions of the school counselor (CACREP 5.G.1)
- B.** Differentiates the developmental needs of elementary, middle, high school and special education students (CACREP 5.G.2)
- C.** Develop, implement, and assess a comprehensive school counseling program that addresses prevention and remediation (CACPEP 5.G.3)

*\* The College Counseling program is fully CACREP accredited; however, it currently has no enrolled students.*

## Faculty Demographic Data

The Counselor Education Department had **11 Full-Time Faculty** During the **2024-2025 Academic Year**. **2 Associate Professors, 7 Assistant Professors, and 2 Full-Time Lecturers**. Demographic Information as reported to Institution and CACREP are provided below.

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

## Demographic Breakdown of Enrolled Master's Students

The student population is predominantly female across all racial and ethnic groups, with the highest representation among White (61), Hispanic (57), and Black (45) students. Male students are present in smaller numbers, with the largest groups identifying as White (23), Black (14), and Hispanic (11), along with smaller representation from Asian and Native Hawaiian or Pacific Islander backgrounds. There is no reported representation of non-binary or gender fluid students. The program also includes a small number of multiracial students, one international student, and a few students who identify as veterans.

	Male	Female	Non-Binary/Gender Fluid
<b>American Indian/Native Alaskan</b>	0	0	0
<b>Asian</b>	5	6	0
<b>Black</b>	14	45	0
<b>Native Hawaiian or Pacific Islander</b>	4	0	0
<b>Hispanic</b>	11	57	0
<b>Multiracial</b>	0	3	0
<b>Other/Not Listed</b>	0	0	0
<b>White</b>	23	61	0
<b>International Student</b>	0	1	0
<b>Active-Duty Military</b>	0	0	0
<b>Veteran</b>	3	1	0
<b>With a Disability</b>	0	0	0

## Demographic Breakdown of Master's Applicants

The MA applicant pool is predominantly female, with the highest representation among White (87), Hispanic (70), and Black (42) applicants. Male applicants are present in smaller numbers, with the largest groups identifying as White (23), Black (12), and Hispanic (10), along with minimal representation across other racial and ethnic categories. There is no reported representation of non-binary or gender fluid applicants. The applicant pool also includes a small number of multiracial individuals, four (4) international applicants, and limited representation in the “Other/Not Listed” category. Overall, the data reflect a racially and ethnically diverse applicant pool with a strong female majority, indicating broad interest in the program across multiple demographic groups.

	Male	Female	Non-Binary/Gender Fluid
<b>American Indian/Native Alaskan</b>	1	7	0
<b>Asian</b>	0	2	0
<b>Black</b>	12	42	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0
<b>Hispanic</b>	10	70	0
<b>Multiracial</b>	1	5	0
<b>Other/Not Listed</b>	2	2	0
<b>White</b>	23	87	0
<b>International Student</b>	0	4	0
<b>Active-Duty Military</b>	0	0	0
<b>Veteran</b>	0	0	0
<b>With a Disability</b>	0	0	0

## Demographic Breakdown of Enrolled PhD Students

The PhD student population is predominantly female, with the highest representation among White (8), Black (4), and Hispanic (4) students. Male representation is limited, with small numbers identifying as Black, Hispanic, White, and multiracial. There is no reported representation of non-binary or gender fluid students. The program also includes one international student and minimal representation across other racial and ethnic categories.

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

## Executive Summary

### *Major Findings from 2024-2025*

<b>Degree Completion Rates</b>	<b>MA Clinical Mental Health Counseling</b>	<b>MA School Counseling</b>	<b>MA School Counseling + LPC (second CMHC track)</b>	<b>PhD Counselor Education &amp; Supervision</b>
No. of graduates in the past year	36	14	11	6
Degree completion rate	48.5%	48.5%	48.5%	50%
Licensure/Certification Examination Pass Rate*	71- 80%	81-90%	71- 80%	N.A.
Combined employment and doctoral admissions rates of graduates	31- 40 %	31- 40 %	11-20 %	91-100%

*\*First attempt*

## National Counselor Examination Scores across Programs

### Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Fall 2024		
Number Tested Nationally:	3656	Number Tested in Program:	11
Number Passed Nationally:	3089	Number Passed in Program:	9
National Pass Rate:	84%	Program Pass Rate:	82%

### Program: School Counseling

National Counselor Examination			
Examination Cycle:	Fall 2024		
Number Tested Nationally:	3656	Number Tested in Program:	9
Number Passed Nationally:	3089	Number Passed in Program:	5
National Pass Rate:	84%	Program Pass Rate:	56%

### Program: Clinical Mental Health Counseling

National Counselor Examination			
Examination Cycle:	Spring 2025		
Number Tested Nationally:	4759	Number Tested in Program:	19
Number Passed Nationally:	4149	Number Passed in Program:	12
National Pass Rate:	87%	Program Pass Rate:	63%

### Program: School Counseling

National Counselor Examination			
Examination Cycle:	Spring 2025		
Number Tested Nationally:	4759	Number Tested in Program:	5
Number Passed Nationally:	4149	Number Passed in Program:	5
National Pass Rate:	87%	Program Pass Rate:	100%

## Program Quality Indicators & KPIs

The MA and PhD Academic Quality Indicator data are not available for this reporting period due to limitations in data collection and verification processes. The program is currently refining its data collection procedures to ensure accuracy and consistency, and these data will be included in a subsequent reporting cycle.

## Results of Student Learning Objectives (Spring 2025)

[Fall semester data are not available due to transitions in Clinical Coordination.]

Student Learning Objectives	Average Score Earned ( <i>n</i> = 20)
<b>SLO1:</b> Explain the nature and needs of individuals across the lifespan.	2.90
<b>SLO2:</b> Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling	2.90
<b>SLO3:</b> Apply individual and group counseling theories to facilitate individual, and group counseling	2.91
<b>SLO4:</b> Interpret and utilize professional research and existing data	2.90
<b>SLO5:</b> Administer appraisal and assessment instruments in counseling	2.90
<b>SLO6:</b> Apply professional, legal and ethical standards in counseling	2.95
<b>SLO7:</b> Identify his/her own limitations, seek supervision and participate in professional development.	2.95

**Note:** The data trend solely includes trends from Spring 2025. The minimum threshold for meeting the performance indicator is a score of 2 on a 3-point scale.

## Summary of Site Supervisor Survey (Summer 2025)

[Fall and Spring semester data are not available due to transitions in Clinical Coordination.]

The findings reflect consistently high levels of satisfaction with student performance across counseling domains. A vast majority of respondents indicated they were either “very satisfied” or “satisfied,” about student delivery satisfaction. There were no reports of dissatisfaction. Among clinical areas, individual counseling received the strongest ratings, (72%) reporting very satisfied, followed by consultation/family counseling (53%) and group counseling (49%).

Students in field courses were also perceived as highly prepared relative to their peers, with 94% rated as “very prepared” or “prepared,” alongside similarly strong evaluations of their mastery of knowledge, skills, and dispositions (93%). Satisfaction with knowledge areas was particularly high in diversity, client advocacy, and ethical/legal standards. Areas of improvement were noted in career development theories and lifespan development.

Skill-based competencies were rated highly across the board, with especially strong endorsement for seeking supervision (79%) very satisfied, collaboration, and adherence to ethical standards. Overall, students’ awareness and dispositions were viewed very favorably, particularly in cultural responsiveness, effective use of supervision, and commitment to ongoing professional growth, underscoring a robust level of readiness and professional identity development.

For a copy of the survey, please see Appendix below.

### Student Delivery Satisfaction

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Individual Counseling	72% ( <i>n</i> = 34)	26% ( <i>n</i> = 12)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Group Counseling	49% ( <i>n</i> = 23)	36% ( <i>n</i> = 17)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Consultation/ Family Counseling	53% ( <i>n</i> = 25)	40% ( <i>n</i> = 19)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

### Student Preparedness in Comparison to Peers from Other Departments/Institutions

Very Prepared	Prepared	Neutral	Unprepared	Very Unprepared
60% ( <i>n</i> = 28)	34% ( <i>n</i> = 16)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

### Mastery of Knowledge, Skills, and Dispositions

Very Prepared	Prepared	Neutral	Unprepared	Very Unprepared
57% ( <i>n</i> = 27)	36% ( <i>n</i> = 17)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

### Level of Satisfaction with Student Knowledge Areas

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Counseling theories	53% ( <i>n</i> = 25)	43% ( <i>n</i> = 20)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Assessment & evaluation	51% ( <i>n</i> = 24)	40% ( <i>n</i> = 19)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Ethical standards/Legal issues & Implications	62% ( <i>n</i> = 29)	28% ( <i>n</i> = 13)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Diversity issues	68% ( <i>n</i> = 32)	26% ( <i>n</i> = 12)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

Client advocacy	68% ( <i>n</i> = 32)	26% ( <i>n</i> = 12)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Professional advocacy	60% ( <i>n</i> = 28)	32% ( <i>n</i> = 15)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Social justice	51% ( <i>n</i> = 24)	32% ( <i>n</i> = 15)	9% ( <i>n</i> = 4)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Professional role & identity	64% ( <i>n</i> = 30)	30% ( <i>n</i> = 14)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Developmental needs across the lifespan	45% ( <i>n</i> = 21)	43% ( <i>n</i> = 20)	9% ( <i>n</i> = 4)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Career development theories	34% ( <i>n</i> = 16)	45% ( <i>n</i> = 21)	9% ( <i>n</i> = 4)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

### Satisfaction With Student Skill Areas

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Use assessments/ evaluations	55% ( <i>n</i> = 26)	34% ( <i>n</i> = 16)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Apply counseling interventions	55% ( <i>n</i> = 26)	40% ( <i>n</i> = 19)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Develop treatment/ intervention plans	53% ( <i>n</i> = 25)	40% ( <i>n</i> = 19)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Write progress/case notes	60% ( <i>n</i> = 28)	34% ( <i>n</i> = 16)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

Collaborate with colleagues	66% ( <i>n</i> = 31)	28% ( <i>n</i> = 13)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Collaborate with clients' support systems	60% ( <i>n</i> = 28)	34% ( <i>n</i> = 16)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Seek assistance from supervisors	79% ( <i>n</i> = 37)	17% ( <i>n</i> = 8)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Seek professional development opportunities	57% ( <i>n</i> = 27)	30% ( <i>n</i> = 14)	6% ( <i>n</i> = 3)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Use evidence (research) informed practice	49% ( <i>n</i> = 23)	43% ( <i>n</i> = 20)	1% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Work within clients' belief systems	57% ( <i>n</i> = 27)	36% ( <i>n</i> = 17)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Abide by ethical and legal standards	66% ( <i>n</i> = 31)	30% ( <i>n</i> = 14)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

### Satisfaction With Student Awareness and Dispositions

	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Appreciate individual differences	68% ( <i>n</i> = 32)	28% ( <i>n</i> = 13)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Recognize the importance of client advocacy and serving as a change agent	57% ( <i>n</i> = 27)	36% ( <i>n</i> = 17)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

Use supervision effectively	68% ( <i>n</i> = 32)	26% ( <i>n</i> = 12)	4% ( <i>n</i> = 2)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Committed to professional growth and development	66% ( <i>n</i> = 31)	30% ( <i>n</i> = 14)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Value engaging client's support systems	66% ( <i>n</i> = 31)	30% ( <i>n</i> = 14)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Recognize the importance of supervision and case consultation	68% ( <i>n</i> = 32)	28% ( <i>n</i> = 13)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Appreciate learning and cultural differences	62% ( <i>n</i> = 29)	34% ( <i>n</i> = 16)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Recognize the importance of self-awareness/ reflection	57% ( <i>n</i> = 27)	38% ( <i>n</i> = 18)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)
Value the integration of culture, race, sexual orientation, gender, abilities/ disabilities, etc. into counseling	64% ( <i>n</i> = 30)	32% ( <i>n</i> = 15)	2% ( <i>n</i> = 1)	0% ( <i>n</i> = 0)	0% ( <i>n</i> = 0)

## Strengths Across Programs

**Course Changes** - New doctoral courses were developed, including detailed course outlines and syllabi that aligned with program learning outcomes, CACREP doctoral standards, and the program's research, teaching, and leadership competencies. These changes were implemented to strengthen curricular coherence and ensure that doctoral students are systematically prepared to meet advanced professional expectations in research, teaching, and leadership. Additionally, the revisions support alignment with accreditation standards and enhance the overall rigor and intentionality of the doctoral training experience. CACREP was consulted regarding Substantive Change reporting to determine which curriculum modifications required formal submission, and all necessary documentation was prepared to ensure compliance.

**Faculty Hires** - Research-active faculty, Dr. Sang Min Shin was hired to strengthen research mentorship, enhance grant and publication productivity, and increase the program's visibility and academic rigor for the next AY.

## Institutional Changes

Kean University and New Jersey City University (NJCU) are moving forward with a historic consolidation that will integrate NJCU into the Kean system, creating **Kean Jersey City**. As of **July 1, 2025** Shared Services Agreement between NJCU and Kean University became effective. Kean University began to provide ancillary services to and on behalf of NJCU.

## Action Items

A recent leadership transition has prompted a review of program processes to ensure continuity and maintain quality. The program is actively refining its PLOs and KPIs to align with clearly defined assessment benchmarks in accordance with CACREP's 2024 standards. In support of this, all Master's and PhD syllabi are being updated to reflect these standards and CACREP policies. Following the merger of Kean University with New Jersey City University, plans are being developed to support curriculum integration, student advisement, and overall program development, with careful attention to comprehensive planning throughout the transition. Additionally, the MA and PhD Academic Quality Indicator data were unavailable for this reporting period due to data collection and verification limitations; these data will be incorporated in future reports to support ongoing assessment and program improvement. The program is also preparing to submit its mid-cycle report to CACREP in September, 2026.

## Appendix (Site Supervisor Survey)

Thank you for your willingness to help Kean University's Counselor Education Department conduct a systematic developmental assessment of our students.

Please complete the following survey based on your experiences with the Kean University Counselor Education practicum or internship student you are hosting this semester.

Student name (Last)

Student name (First)

Supervisor's Name

Please indicate which licenses you hold:

- |                                |                                       |
|--------------------------------|---------------------------------------|
| <input type="checkbox"/> LPC   | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> LCADC | <input type="checkbox"/> LCSW         |
| <input type="checkbox"/> LMFT  |                                       |

Please indicate which certifications you hold:

- School Counseling
- SAC
- School Psychologist
- School Social Worker
- Director of School Counseling
- Other Administrative

Name of Site and Location

Student ID# (you can complete the survey without this)

Please provide the course # and section of your intern's course (you can complete the survey without this.)

How satisfied are you with the student's delivery of the following?

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Individual Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation/ Family Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with the following **knowledge areas** demonstrated by the Kean University Counselor Education student:

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A
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Counseling theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment & evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical standards/Legal issues & implications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Client advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional role & identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental needs across the lifespan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





differences

Recognize the importance of client advocacy and serving as a change agent

Use supervision effectively

Committed to professional growth and development

Value engaging client's support systems

Recognize the importance of supervision and case consultation

Appreciate learning and cultural differences

Recognize the importance of self-awareness/ reflection

Value the integration of culture, race, sexual orientation, gender, abilities/ disabilities, socio-economic status and spirituality into counseling

If the site had other interns or practicum students, how prepared was this student in comparison to peers from other departments and other universities?

Very Prepared

Prepared

Neutral

Unprepared

Very Unprepared

Based on your experience in the counseling field, how well do our Kean students master the knowledge, key skills and dispositions that embody a competent counselor?

Very Prepared

Prepared

Neutral

Unprepared

Very Unprepared

Please describe the strengths of the Kean University Counselor Education student.

In what areas does this student need improvement?

Please feel free to offer any other comments about Kean University's counseling program that would help us enhance our preparation of future counselors.

**Clicking the next or arrow button will end the survey and record your responses.**

Thank you for your time and commitment to our Kean CED students.