

**PhD in Counseling and Supervision**

**Doctoral Student Handbook**

**2021-2022**

**Department of Counselor Education**

**Kean University**

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# Welcome

Welcome to the PhD in Counseling and Supervision and our Counseling Department family. If this is your first program at Kean, welcome to Kean University and the Nathan Weiss Graduate College. For graduates of the Kean MA in Counseling, welcome back!

East Campus is a collegial and interprofessional environment shared with doctoral students in Psy.D., Occupational Therapy, Communications Disorders, and Educational Leadership, and Physical Therapy in the North Avenue Academic Building.

This Doctoral Handbook is your guide to navigating the program from orientation to your commencement. Become familiar with this manual and refer to it throughout the year. The Graduate Catalog is also an essential document as it contains the policies and procedures of the University. This Handbook is dynamic and will change as we review and enhance the program every year. As you develop the Program Plan, talk with your Advisor and faculty.

Please sign the receipt when you receive this Handbook. Then sign the Informed Consent and Disclaimer Statement on the last page, give it to your Advisor at the first class meeting, and start your classes! We wish you success and satisfaction on your doctoral journey.

Jane M. Webber, PhD, LPC

Coordinator, PhD in Counseling and Supervision

Michael Bobbitt, PhD, LPC

Doctoral Committee, PhD in Counseling and Supervision

Stephanie Dorais, PhD, LPC

Doctoral Committee, PhD in Counseling and Supervision

Christine Moll, PhD, LMHC

Doctoral Committee, PhD in Counseling and Supervision

# Vision, Mission, and Core Values

## Historical Mission of Kean University

The PhD in Counseling and Supervision is grounded in the strengths of Kean University’s mission to educate first-generation students, its diversity, social advocacy, and global perspective. The MA in Counseling Program is well known for its advocacy for first generation and diverse students. The doctoral program’s mission reflects the University’s strategic goal, “Recognizing our historical excellence in diversity, to build further a campus environment that reflects our institutional commitment to equity, inclusivity and social justice” (Strategic Plan, Goal 4).

## Kean University Mission

Kean University is a public cosmopolitan university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. In particular, the University prepares students to think critically, creatively, and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

Kean offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

Kean is steadfast in its dedication to maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean is a teaching university, and Kean faculty dedicate themselves to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology including the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. Kean is committed to providing global educational opportunities for students and faculty.

It is an interactive university and serves as a major resource for regional advancement. The University collaborates with business, labor, government and the arts, as well as educational and community organizations and provides the region with cultural events and opportunities for continuous learning. Kean is also committed to providing students and faculty educational opportunities in national and international arenas.

## Compassionate Trauma-Informed Counseling

Recent research on the neurobiological effects of trauma and long-term impact of adverse childhood experiences has intensified the need for trauma-informed doctoral training. In 2013, a new category of disorders, Trauma- and Stressor-Related Disorders, was introduced in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders*, and trauma-causing events were added to the criteria.

These mental health milestones confirm the critical importance of trauma-informed counseling in a world affected by catastrophic natural disasters, terrorist attacks, wars, humanitarian emergencies, and mass violence. “The expectation of psychological trauma and posttraumatic stress disorder (PTSD) in the aftermath of catastrophic events is now part of our national consciousness” (Reyes & Elhai, 2004, p. 399).

In a 2017 CED survey of doctoral program interest, more than three fourths (78%) of current employers and supervisors of CED graduates and students identified trauma counseling as a priority area of doctoral study. The 2009 and 2016 CACREP Standards for disaster, trauma, and crisis counseling and interdisciplinary disaster response teams confirm the importance of trauma informed counselor training.

Reyes, G., & Elhaida, J. D. (2004). Psychosocial interventions in the early phases of disasters. *Psychotherapy: Theory, Research, Practice, Training, 41,* 399–411. doi:10.1037/0033-3204.41.4.399

# Kean University Leaders

**President:** Kean University: Lamont Repollet

**Provost:** David Birdsell

**Dean,** **Nathan Weiss Graduate College:** Christine

**Assistant to the Dean**: Ilaf Sattar

**Department of Counselor Education**

**Assistant Chair:** Rebekah Pender

# Overview of the PhD Program

The PhD in Counseling and Supervision prepares experienced counselors and college student services professionals to advance their careers as compassionate trauma-informed faculty, supervisors, clinicians, researchers, and administrators. This personal, student-centered program fosters the development of individual strengths and professional leadership.

The PhD in Counseling and Supervision weaves trauma-informed practice into program goals and student learning outcomes that address the counseling needs of disaster- and trauma-affected individuals and communities. The scholar-practitioner-advocate model integrates Kean’s unique strengths in diversity, social justice, advocacy, global focus, and trauma-informed practice.

The program structure and the curriculum are distinctive in their emphasis on:

(a) compassionate, trauma-informed counseling,

(b) advanced training for experienced counselors and student

affairs professionals,

(c) hybrid courses and flexible scheduling for working

professionals, and

(d) commitment to first-generation and historically underserved

groups.

To our knowledge, this is the first counseling doctoral program to follow a scholar-practitioner-advocate model that integrates trauma-informed practice, social justice, and evidence-based counseling. Students work with nationally recognized and highly skilled faculty in a vibrant, diverse community to develop their unique specialization in areas such as advanced counseling, trauma counseling, clinical supervision, counseling children and adolescents, multicultural counseling, and college counseling and student services.

The doctoral program provides training in advanced evidence-based counseling skills, clinical supervision skills, leadership, advocacy, and research for experienced Licensed Professional Counselors (LPC) and student services professionals.

This program also provides the academic coursework required for eligibility for Approved Clinical Supervisor (ACS) certification which is a requirement to practice as a clinical supervisor in New Jersey. Preparation for the National Clinical Mental Health Counseling Examination, a requirement for the NBCC and the New Jersey LPC specialty as a Clinical Mental Health Counselor is also provided.

Courses required for the New Jersey Disaster Response Crisis Counselor license are offered at Kean, as well as other regional sites. Please check <http://www.njdisasterresponsecrisiscounselor.org> or the Counselor Education Department for a schedule of courses each semester.

## Vision

The PhD in Counseling and Supervision will be a CACREP-accredited doctoral program of distinction in the tri-state area, preparing experienced, counselors and student services professionals as compassionate, trauma-informed professors, leaders, supervisors, and researchers who advocate for the mental health and wellness of diverse individuals and groups in our communities.

## Mission

The PhD in Counseling and Supervision is a humanistic, multicultural, and trauma-informed program preparing experienced counselors and student services professionals as leaders, supervisors, educators, and researchers who advocate for the mental health and wellness of diverse individuals and groups in our communities.

## Core Values

The PhD in Counseling and Supervision fosters a community of lifelong learners who develop caring and collaborative relationships and embrace counseling core values of empathy, compassion, diversity, resilience, curiosity, acceptance, and hope.

## Definition of Counseling

The American Counseling Association defines counseling as “…a professional relationship that empowers diverse individuals, families and groups to accomplish mental health, wellness, education and career goals.” Counselors can make a difference in the lives of others by improving health, careers and relationships.

## Diversity and Social Justice

The Kean student population is one of the most diverse populations among 4-year institutions in New Jersey and the country. Diversity and cultural competence are reflected in the Counseling Department’s student and faculty composition, and a conceptual body of knowledge taught in all courses. This foundation ensures that students of diverse backgrounds feel included, affirmed, and welcome. The faculty adheres to University affirmative action policies and procedures that do not discriminate in the admission of students, their periodic evaluations, and their graduation. Students are treated fairly on the basis of race/color, national origin, religion, creed, disability, age, marital status, sexual orientation, gender identity expression, and veteran status.

Daily practices strengthen the recruitment and retention of students of diverse ethnic and cultural backgrounds. As profound demographic changes occur in New Jersey and on the Kean campus, faculty members implement best practices in teaching and adapting to students of diverse backgrounds. Faculty and students engage in significant community advocacy and service, including assisting underserved and at-risk populations in the institution and the community. Dr. J. Barry Mascari, former Chair of the Counselor Education Department, explained, “We don’t teach social justice, we are social justice.”

## Degree title

Graduates will earn the Doctor of Philosophy degree in Counseling and Supervision. The Doctoral Committee in concert with the Nathan Weiss Graduate College policy may recommend candidates for Graduation with Honors.

## Program Organization

Courses are scheduled evenings and weekends in an on-line and in-person hybrid format to accommodate working professionals. Full-time students can complete the degree in 4-5 years; it is possible for part-time students to complete the degree in 5-6 years.

## Program of Study

The program of study requires: 21 credits in core courses, 12 credits in research courses (2 quantitative and 2 qualitative), 2 specialization electives, 1 practicum in counseling, and 2 internships–the first in supervision and the second in teaching. The dissertation is completed over four to five semesters after passing the comprehensive examination.

## Program Specializations

Program specializations consist of 2 or more courses that provide advanced skills, study, and research in a specific counseling area. Examples of options for specialization are:

* Clinical mental health counseling and supervision
* Clinical supervision
* Counselor preparation
* College counseling and student services
* Trauma counseling
* Child and adolescent counseling
* School counseling

Students can develop an individualized specialization with their doctoral advisor and doctoral committee. Please see the Curriculum section in this *Doctoral Handbook* for more detailed information regarding the program of study and consult the *Graduate Catalog* for course descriptions.

## Community Counseling and Wellness Center

The new Counseling and Wellness Center is an integral part of the PhD in Counseling and Supervision program. The Center provides virtual services for area residents including students, parents, and alumni and extends counseling services in other languages, such as Spanish and Arabic, to clients. Rooms to be used in the future are wired with new state-of-the-art video-recording equipment for clinical supervision including a play therapy room and a sand tray room. The clinic will also expand the Filial Therapy Program for parents and children to participate in parent-child relationship training and special play sessions.

## Global Focus

Doctoral internships and experiences are available at additional instructional sites at Wenzhou Kean in China and Kean Ocean in Toms River. These sites help Kean University “to become a globalized university: uniquely global, uniquely Kean” (Strategic Plan, Goal 6).

## Accreditation

Kean University has submitted its self-study for accreditation from the Council for Accreditation of Counseling and Related Education Programs (CACREP). CACREP has no provisional status for new programs; therefore, the timeline for the accreditation process is as follows:

* The PhD program applied for initial accreditation in 2019-2020.
* On-Site Evaluation time frame is AY 2021 or 2022.
* Completion of PhD in Counseling and Supervision by student in Fall 2021 or Spring 2022 (A minimum of one graduate is required to complete accreditation)

The initial cohort began in the fall 2018 semester and the fourth cohort began in Fall 2021.

## Counselor Education Faculty

*Doctoral Faculty Indicated by\**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core**  **Faculty** | **Degrees** | **Rank** | **License** | **Research Areas** |
| **\*Michael**  **Bobbitt** | BS, MS Missouri State University  PhD, Western Michigan University | **Assistant Professor** | LPC | Social Justice,  Advocacy,  Suicide Assessment,  Natural Disasters,  Group Counseling |
| **\*Stephanie Dorais** | BS, New York University  MA, Regent University  PhD, College of William & Mary | **Assistant**  **Professor** | LPC,  NCC | Contemplative Science,  Longitudinal Intervention Research,  Spirituality |
| **Juneau Gary** | BA, Adelphi University  PsyD, Rutgers University | Professor | Psych.  LPC  DRCC | International Counseling,  Multicultural Counseling,  Disaster & Refugee Response |
| **Shana Gelin** | BA, Rider University  MA, Rider University  Doctoral Candidate, Syracuse University | Assistant Professor | LAC | Feminism in Counseling & Counselor Education,  Feminist Pedagogy,  Counseling Black Women, Multicultural Counseling |
| **\*Robert Kitzinger** | BA, Slippery Rock University  MA, PhD, University of North Carolina-Charlotte | **Assistant Professor**  **PhD Clinical Coordinator** | LPC | Group Counseling,  Qualitative Methods,  Substance Use Disorders, Motivational Interviewing |
| **Christine Moll** | **BA, Barry University**  **MS ,Canisius College**  **PhD, Barry University** | Assistant Professor | LMHC | Counseling Skills,  Counseling Women,  Spiritualty,  Adult Development & Aging |
| **Rebekah Pender** | BA, MA University of Mary Hardin-Baylor  PhD, St. Mary’s University | **Assistant Professor** | LPC | Counseling Women,  Counseling LGBTQ,  Multicultural Counseling,  Play Therapy |
| **Jennifer Vinces-Cua** | BA, Hofstra University  MA, Nyack College  PhD, Liberty University | **Assistant**  **Professor** | LPC, LMHC, ACS, NCC | Evidence Based Family Treatments for Juvenile Delinquency and Substance Use,  Spirituality,  Evidence Based Practices/ Quality Assurance,  Supervision and Consultation, National/International Model Transportability |
| **\*Jane Webber** | BA, Manhattanville College  Med, Penn State University  PhD, Seton Hall University | Assistant Professor,  Doctor Program  Coordinator | LPC, DRCC  ACS, NCC  Student Personnel  Services,  Director-School Counseling  Principal/  Supervisor  School Psychologist | Trauma & Disaster Counseling,  Clinical Supervision,  Child/Adolescent Counseling,  Play/Filial/Sand Therapy,  College Counseling |
| **Clinical Faculty** |  |  |  |  |
| **\*Rebecca Vicente** | BA, MSW Rutgers University  EdD, Nova Southeastern University | Lecturer,  Clinic Director | LCSW  School Social Worker | Child/Adolescent Counseling, Trauma/Grief/Spirituality,  Clinical Supervision,  LGBTQ Issues,  Children with Disabilities |
| **Affiliate**  **Research**  **Faculty** |  |  |  |  |
| **\*Rafael Inoa** | BA, Rutgers College  MA, S. Peter’s College  PhD, Seton Hall University | Lecturer, Ed. Leadership |  | Quantitative/Qualitative Research Analysis,  Social/Cultural Capital,  First Generation  Parent Involvement Dynamics |
| **\*Soundaram**  **Ramaswami** | BSci, MA University of Madras, India  PhD, Rutgers University | Assistant Professor, Ed. Leadership |  | Quantitative Analysis,  Program Evaluation,  Educational Leadership,  Student Assessment/  Achievement |

# Admission Policies

## Important Dates in the Admission Process

New doctoral students are admitted only in Fall. Applications for the following fall will be considered beginning December 1, which is the Priority Deadline. Applications submitted after December 1 will be considered if positions in the cohort are not filled. March 1 is the final application deadline. Selected candidates for admission will be invited to interview.

Applications are submitted online. The Graduate Admissions Office sends completed applications only to the Counseling Department for review by the Doctoral Admissions Committee. The Committee does not have access to incomplete applications. The selection process is competitive, with many highly qualified applicants seeking admission to a small cohort. The Committee reserves the right to request additional information from an applicant and to apply professional judgment in the admissions process.

The Graduate Admissions Office will notify applicants on or before April 15. Priority applications will be considered first and receive early notification. The Graduate Admissions Office sends admissions decisions approximately 6 weeks after the final deadline of March 1. Communication by any other source is not an official notification. An applicant may be admitted with conditions, including but not limited to completing prerequisite courses and/or obtaining the Associate Counselor license.

Offers of admission must be accepted within 21 days of notification. The Graduate Admissions Office provides payment and enrollment information and procedures with the offer of admission.

Application Requirements and Recommended Submissions  
The following are **required** in addition to the University’s admissions requirements:

* Master’s degree in Counseling from an accredited college or university preferably from a CACREP-accredited program.
* A minimum of 2 years’ full time counseling experience after the master’s degree in counseling was granted, 5-10 years preferred
* Professional counselor identity and active participation in counseling associations
* Official transcripts from all institutions attended
* Copy of LAC or LPC license or evidence of equivalent license from another state. Plan to obtain LAC may be considered.
* Three letters of recommendation by (a) supervisor, (b) faculty member, and (c) another supervisor, faculty member, or professional

(a) one letter from a counseling supervisor familiar with the applicant’s counseling skills, professional identity, dispositions, and ethics  
(b) one letter from a faculty member familiar with the applicant’s academic performance, writing, research, and potential for success in doctoral study  
(c) one additional letter from a counselor, Counseling faculty, or clinical supervisor

* Comprehensive current CV
* Personal Statement of 4 to 8 pages (APA style, written in first person) that presents your education, philosophy, and personal and professional development as a counselor, supervisor, or college student affairs professional; your reasons and goals for applying to this program at Kean University; and your plans upon completion of the doctoral degree
* Current LAC or LPC or equivalent license from another state; plan to obtain the LAC/LPC may be considered

Official TOEFL or IELTS score reports for applicants whose native language is not English and who did not graduate from an English-speaking master’s degree program

**Optional criteria**

* GRE scores are optional. If taken within 5 years, scores can be sent to Kean University Code #2517 or a send a copy of older scores.

**Recommended criteria**

* Recommended 3.5 cumulative GPA in the master’s degree
* 60-credit master’s in counseling recommended
* Recent professional or scholarly writing within 6 years is highly recommended, for example, journal article, newsletter article, book chapter, report, program evaluation, curriculum, research poster, conference lecture or presentation, grant proposal

## Considerations for Admission

Applicants need to demonstrate the following to be considered for admission:

1. Academic aptitude for doctoral-level study in counseling, supervision, leadership, advocacy, and research.
2. A minimum of 2 years of full-time counseling experience after the master’s in counseling was granted, 5-10 years of experience recommended.
3. Professional counselor identity and active participation in counseling associations.
4. The LAC or LPC current license, LPC preferred, or equivalent license from another state; plan to obtain LAC may be considered.\*\*
5. Fitness for the counseling profession, including mature self-awareness, emotional stability, empathy, and compassion.
6. Professional and scholarly oral and written communication skills.
7. Social-cultural awareness, sensitivity, and respect.
8. Demonstrated potential for scholarship, professional leadership, social justice, and advocacy.
9. Evidence of advanced critical reading, analytical, and writing skills, as well as advanced counseling skills.

10.Consideration on the basis of overall strength of the application and

fit for the program.

11.An invitation for an in-person interview for selected applicants; a

writing sample is required during the visit.

## Additional Admission Information

### Master’s Degree in Counseling

Students may not enter the program post baccalaureate. A Master’s degree in Counseling is required.\* A 60 credit master’s degree that meets the academic requirements for LAC/LPC preferred.

### \*Closely Related Master’s Degree

Students with a closely related master’s degree, such as College Counseling, College Student Affairs, School Counseling, or Rehabilitation Counseling; counseling professional identity; and LAC, LPC, or eligibility; plus extensive experience in counseling or college student affairs may be considered for admission with an approved plan for completing prerequisite courses.

### MA Level Content Requirements

Applicants are required to have completed all master’s level coursework and demonstrate foundational knowledge, skills, and dispositions in the 8 core areas for accreditation established by CACREP for the 60-credit Master’s Degree in Counseling, Professional Counseling Identity and Clinical Mental Health Counseling Entry Level Specialty Area.

Applicants with exceptional academic work and/or professional experience or accomplishments who lack one or two required CACREP content areas may be considered for admission. CACREP accreditation standards require that “any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework.” (CACREP, 2016, p. 33). Applicants must submit a plan to complete any required content area that must be approved and/or modified before the end of the first semester by the Program Coordinator and Doctoral Advisor. Prerequisite MA level courses and content for the doctoral program are listed in the following chart.

#### Prerequisite Core Courses/Content\*

#### Master’s Degree in Counseling, Clinical Mental Health Entry Level Specialty

|  |  |  |
| --- | --- | --- |
| **New Jersey Licensing**  **Statute and Regulations** | **CACREP Professional**  **Identity Core, and Clinical Mental Health** | **MA in Counseling Course Equivalent** |
| *Counseling Theory and Practice* | Counseling and Helping Relationships | CED 5952 Theories of Counseling |
| *The Helping Relationship* | Counseling and Helping Relationships  Family Counseling  Child Counseling | CED 5950 Counseling Skills  CED 5945 Counseling Children and Adolescents  CED 5965 Introduction to  Family Counseling |
| *Human Growth and Development and Maladaptive Behavior* | Human Growth and Development  Diagnosis and Treatment Planning  Psychopathology  Alcohol and Drug Abuse | CED 5925 Counseling Perspectives in Human Development  CED 5987 Diagnosis and Treatment  CED 5501 Survey of Alcohol and Drug Counseling |
| *Lifestyle and Career Development* | Career Counseling and Development | CED 5975 Career Counseling and Development |
| *Group Dynamics, Processing, Counseling and Consulting* | Group Counseling and Group Work | CED 5963 Theory and Practice of Group Counseling  CED 5962 Group Process in Counseling |
| *Appraisal of Individuals* | Assessment and Testing  Appraisal | CED 5050 Appraisal and Assessment in Counseling |
| *Social and Cultural Foundations* | Social and Cultural Diversity  Advocacy | CED 5915 Multicultural Counseling  CED 5972 Introduction to Clinical Mental Health |
| *Research and Evaluation* | Research and Program Evaluation | CED 5997 Research Methods in  Counseling |
| *The Counseling Profession* | Professional Counseling Orientation  Ethical and Legal Practice  Clinical Mental Health  Clinical Supervision | CED 5910 Orientation to Professional Counseling  CED 5972 Clinical Mental Health  CED 5989 Clinical Supervision |
|  | Professional Practice  Practicum and Internship | CED 5980 Practicum  CEC 5985/5986/5987 Internship |
|  | Disaster, Crisis, and Trauma |  |

\*Doctoral students may be required to demonstrate MA level proficiency or complete remedial work prior to or during a doctoral related.

## \*\*Professional Counselor Licensure

A professional counseling license is required. Doctoral students who do not hold a New Jersey license as Associate Counselor or Professional Counselor must complete academic and licensure requirements, receive a passing score on the National Counselor Examination, and obtain licensure prior to taking the Comprehensive Examination, and preferably before beginning the program.

## Specialization

Students choose and develop their specialization with their Faculty Advisor, Doctoral Program Coordinator, and Doctoral Faculty Committee by the end of the second year. Electives, guest lectures, internships, Research Posters, and the Dissertation are integrated into the student’s specialization.

## National Clinical Mental Health Examination

Students with a specialization in clinical mental health counseling or trauma counseling are required to pass the National Clinical Mental Health Examination (NCMHE) before taking the Comprehensive Examination.

## New Jersey Licensure and Certification Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Examination** | **Requirements- Academic** | **Requirements- Experience** |
| *Licensed Associate Counselor (LAC, NJ)* | National Counselor  Examination (NCE) | 60 credit master’s in Counseling, 8 of 9 CACREP core courses | None  LAC must work under qualified supervisor |
| *Licensed Professional Counselor (LPC, NJ)* | (NCE taken for LAC) | Active LAC license | 3 years of supervised work as an LAC (1500 hours per year) |
| *Approved Clinical Supervisor (ACS) (private certification)* | none | 3-credit graduate course in supervision  Active LPC license  active National Certified Counselor (NCC) | 2 years of post-master’s experience (3000 hours) |
| *Clinical Mental*  *Health Specialist (NJ)* | National Clinical Mental Health Counselor Examination (NCMHCE) | LPC, CMHC certification by NBCC | 2 years of post-master’s experience |

## New Jersey Professional Counselor Licensing Law; Professional Counseling Competencies

The following is provided to help students understand how their coursework can be identified when making application for the Licensed Associate Counselor (LAC). The Statute (law) requires that 45 credits be distributed in 8 of 9 areas on the application, leaving one blank while still requiring a minimum of 60 credits total.

1. Core areas for course distribution

1.1 Counseling Theory and Practice: includes the study of basic theories, principles and techniques of counseling, and their application to professional counseling settings.

1.2 Helping Relationship: includes studies that provide a broad understanding of philosophic bases of helping processes; basic and advanced helping skills; consultation theories and their applications; client and helper self-understanding and self-development; and facilitation of consultee change.

1.3 Human Growth and Development and Maladaptive Behavior (abnormal or psychopathology): includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels; normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts.

1.4 Lifestyle and Career Development: includes studies that provide a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision-making; career development program planning resources; and career option identification.

1.5 Group Dynamics, Processes, Counseling and Consulting: includes studies that provide a broad understanding of group development dynamics; group counseling theories; group leadership styles; basic and advanced counseling methods and skills; and other group approaches.

1.6 Appraisal of Individuals: includes studies that provide a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods; validity and reliability; psychometric statistics; factors that influence appraisals; use of appraisal results in the helping process; and the specific ability to administer and interpret tests and inventories to assess and identify abilities, interests and career options.

1.7 Social and Cultural Foundations: includes studies that provide a broad understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; multicultural and pluralistic trends; differing lifestyles and major societal concerns including stress, person abuse, substance abuse, discrimination and methods of alleviating these concerns.

1.8 Research and Evaluation: includes studies that provide a broad understanding of types of research; basic statistics; research report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

1.9 Counseling Profession: includes studies that provide a broad understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; and professional preparation standards and credentialing.

## Admission Deferment

Except for extraordinary, documented circumstances, deferred admission or enrollment is not permitted. The Doctoral Admissions Committee will review requests for deferment and issue a final decision for a 1-year deferment.

## Appealing Admission Denial

Decisions of the Doctoral Admissions Committee are final. There is no appeal.

## Application for Program Transfer or Credit Transfer

The PhD in Counseling and Supervision is a cohort model with a comprehensive, sequential program. Thus, applications to transfer from another doctoral program to this program or to transfer credits are not considered except for extraordinary, documented circumstances, such as military deployment, job or family transfer or move, financial or professional circumstances. The applicant may be asked meet with the Doctoral Program Coordinator or submit additional documentation, such as course syllabi, research papers, assignments, and examinations. Decisions of the Doctoral Program Coordinator and the Doctoral Admissions Committee are final.

Credit transfer requests are reviewed after admission. The admitted student submits a written letter of request with documentation, such as course syllabi, research papers, assignments, and examinations, and may be asked meet with the Doctoral Program Coordinator. The decision of the Doctoral Program Coordinator and Doctoral Faculty Committee is final.

## Graduation Requirements

In addition to University requirements, the follow are graduation requirements for the PhD in Counseling and Supervision:

* Satisfactory completion of 57-58 required credits and demonstration of student competencies (Additional credits may be required for licensure, specialization, prerequisites, conditions, or program standards)
* Passing score on the Comprehensive Examination
* Successful oral defense of the dissertation
* Current New Jersey Counseling license – LAC or LPC
* Passing score on National Clinical Mental Health Counselor Exam (NCMHCE) for mental health and trauma specializations.
* Acceptance and presentation of a research poster for Research Day each year of enrollment up to passing the Comprehensive Examination.
* Acceptance and delivery of a conference session (required prior to comprehensive examination)
* Active elected or appointed leadership role in a state, division, or national counseling association (approved in advance by the Doctoral Program Coordinator)

## Endorsement

The doctoral faculty can endorse graduates of the PhD in Counseling and Supervision for positions in counseling, clinical supervision, program administration, student services, leadership and advocacy, graduate counseling teaching, and research. Specific licensure, certification, and coursework may be required for endorsement, such as LPC, LCADC, ACS, Director of School Counseling, SAC, and School Counselor*.*

# Tuition, Fees, and Financial Aid

For current year information go to:

<https://www.kean.edu/offices/student-accounting/tuition-and-fees-2021-2022#gr_tuition>

## Sources of Funding Assistance

### Federal Financial Aid

Kean University participates in a number of federal loan programs, such as the Federal Direct Loan Program. Students may obtain information on these resources from the Office of Financial Aid at 908-737-3190 or visit the Financial Aid Page at the Kean University web site, [www.kean.edu](http://www.kean.edu). Students applying for federal financial aid must be matriculated, be enrolled for a minimum of six credit hours each semester and file a Free Application for Federal Student Aid (FAFSA).

### Doctoral Assistantships

A limited number Doctoral Assistantships (DA) are available, and the Doctoral Admissions Committee selects the most highly qualified students in need of financial assistance. Students indicate that they are interested in applying for a DA on the online application.

DAs receive tuition and student fees, and a stipend for the required service work. The doctoral assistantship requires 15-20 hours of work each week in the semester and during summer sessions when they take required courses in the program. In addition, DAs receive invaluable professional experience and mentoring working with Faculty in the Counselor Education Department and in the PhD in Counseling Community Wellness and Counseling Center.

DAs must enroll full time each semester and for required courses in the summer session with program advisement by the Doctoral Program Coordinator and the Doctoral Faculty Advisor Committee. Because of the required full-time course load including hours for advanced practicum and internships and the required 15-20 hours per week of work, DAs may not work in other paid or unpaid positions on or off campus. Any exceptions to this policy must be approved in writing by The CED Chair and Doctoral Program Coordinator in collaboration with the Dean who also establish a schedule of days and hours of service and required tasks for DAs.

### Graduate Student Scholarships

Information on various graduate scholarships is available at <http://www.kean.edu/offices/scholarships-services/graduate-scholarships>

## Financial Support for Conference Presentations

The Dr. Madelyn Healy Fund was established by the late Dr. Madelyn Healy, a member of CED until her retirement, for educational enrichment and professional development of Kean graduate students fully admitted to the CED. Awards may include, but are not restricted to, registration and travel fees for state, regional, and national counseling conferences that provide opportunities for networking and/or presentation of student research. Interested students should contact the Counselor Education Department Chairperson or their faculty advisor for additional information.

# Advisement and Program Planning

## Doctoral Cohort Advisement

Students in their cohort will receive group advisement as part of their first class: CED 7910 Professional Seminar. Students in the cohort will also meet during the initial Doctoral Orientation in August, prior to the beginning of classes in September, and individually as needed.

## Faculty Advisor

All students are required to meet with their assigned Faculty Advisor or Co-Advisor in the first semester to review the Program Plan developed in CED 7910. The Plan will be reviewed at the end of each semester and as needed.

Students may request a change in Faculty Advisor or Co-Advisor for substantive reasons at the beginning of the next semester by submitting a written letter of request. The Doctoral Program Coordinator and the Doctoral Faculty Committee will review the request and meet with the student to make a determination within one week of the submission. If the Doctoral Program Advisor or a member of the Doctoral Faculty Committee is the person of concern, that person will recuse from the review, but may address the committee as part of due process.

## Doctoral Faculty Advisory Committee

During the first semester and especially in the Professional Seminar, students will have opportunities to meet and become acquainted with the faculty and their research interests. The Doctoral Program Coordinator and the doctoral student will develop their Doctoral Faculty Advisory Committee during the Professional Seminar.

## Individual Advisement

Doctoral faculty members hold regular office hours throughout fall and spring semesters and during the summer term, when they are available to answer questions and provide guidance. Faculty office hours are subject to change due to changes in class schedules. Current office hours are available in a ring binder in the CED suite and are posted in Keanwise.

## Schedule Planning

Students are surveyed regarding time preferences for classes and their feedback and needs are considered whenever possible in scheduling classes. Faculty schedule requirements are also factored into class schedules. To remain on track for program completion, Part-time and Full-time students are required to take two courses in summer.

Student with special concerns such as illness or family emergency, may be required to extend the number of semesters and/or summer sessions to complete the program.

Some classes and Student Learning Outcomes require additional campus experiences such as observation and practice in master’s level classes or in the Clinic, in CED 7963, Advanced Group Counseling, and CED 7989 Advanced Counseling Supervision or off-campus immersion and community advocacy experiences, such in CED 7915 Social and Cultural Perspectives.

Students will be members of a minimum of one research team in addition to their own Research Team. Research and scholarship competencies include conducting research, writing and submitting manuscripts for publication in peer reviewed journals.

## Coarse Load

Full time doctoral students take 10 credits a semester until after the Comprehensive Examination. Part time doctoral students take 7 credits in the fall and spring for two years and six credits in the fall and spring in the third year.

## Course Registration

Pre-Registration and Registration Periods are announced by email and in the CED newsletter sent by email. Doctoral students request petitions from the CED administrative assistant and must complete registration within the first week of registration to assure that courses will not be dropped. Students who register late will meet with the Faculty Advisor and Doctoral Program Coordinator and may be referred for a Developmental Progress Plan.

## Other Social and Service Activities

In addition to professional classes, programs, and research teams, the Cohorts organize social and family activities to promote CED family relationships and group cohesiveness. The Nathan Weiss Graduate College Doctoral Student Committee conducts interprofessional professional and social events for all doctoral students. The Kean chapter of Chi Sigma Iota conducts an annual induction ceremony and graduation celebrations. Families and friends are invited.

## Prerequisite Master’s Level Courses

Prior to and during the first semester, any deficiencies or Master’s level prerequisite courses will be identified and written into the Program Plan prior to matriculation. As the doctoral student progresses, competencies will be reviewed each year and additional internship experiences may be required to meet competencies.

## Professional Membership and Participation

To achieve leadership and professional advocacy competencies, membership is required in the American Counseling Association (ACA) throughout the program and in Chi Sigma Iota (and induction for new members). Participation, leadership, and advocacy roles, as well as conference presentations are integrated into the student’s program in national division, state and regional associations, such as

* New Jersey Counseling Association (NJCA)
* New Jersey School Counselor Association (NJSCA)
* North Atlantic Region of the Association for Counseling and Supervision (NARACES)
* American Counseling Association
* Association for Counselor Education and Supervision
* Chi Sigma Iota

## Liability Insurance

Students are required to hold current liability insurance throughout the program. Student members of ACA are eligible for free insurance. Students who work as professional counselors are also required to maintain liability insurance.

## Chi Sigma Iota

The Kean University chapter of Chi Sigma Iota (CSI), international academic and professional honor society of professional counseling, conducts an annual induction and graduation celebration, Professional Development Saturdays, and service activities each semester. Doctoral students are required to maintain active membership in CSI throughout the program. Doctoral students whose membership has lapsed must apply for reinstatement. Students who are not members of CSI are required to apply for membership in the first semester of eligibility and be inducted at the next scheduled ceremony. The membership fee is not included in the doctoral assistantship.

## Kean Alumni Counselors Unite

Kean Alumni Counselors Unite is a grass roots Counselor Education alumni group offering special events, mentoring, and networking.

## CED Program Advisory Board

The CED Program Advisory Board provides feedback to the faculty regarding the best practices of the department, areas in need of improvement, and suggestions to make improvements. Members of the Advisory Board are exemplary professionals or experts in the field, as well as current and former students who represent diverse ethnic and cultural backgrounds.

# Curriculum and Program Plan

## Goals and Outcomes

The overarching goal of the PhD in Counseling and Supervision program is to prepare compassionate trauma-informed counseling and student affairs professors, supervisors, and practitioners.

### Program Goals

The six program goals will prepare doctoral students to be:

1. ethically, professionally, and culturally competent counselors;

2. exemplary counseling supervisors;

3. competent teachers, leaders, and advocates for the counseling

profession;

4. researchers and scholars who advance the knowledge and practice

of counseling;

5. social justice leaders and advocates for underserved individuals

and groups; and

6. compassionate, trauma-informed professionals.

Program goals 1 to 5 are aligned with the five CACREP core doctoral areas of counseling, supervision, teaching, research and scholarship, and leadership and advocacy that frame the knowledge, skills, and dispositions required of all doctoral graduates. The sixth program goal integrates trauma-informed counseling throughout the program and is aligned with the trauma, crisis, and disaster counseling standards in the 2016 CACREP Standards.

### Incorporation of Kean University Institutional Learning Goals into Program Goals

Each proposed program goal is aligned with the four institutional learning goals of the University. Kean University prepares students to:

1. think critically, creatively, and globally;
2. adapt to changing social, economic, and technological environments;
3. serve as active and contributing members of their communities; and
4. enhance their skills in professional areas. (<http://www.kean.edu/about/our-mission)>

### Alignment of Program Goals With Kean University Learning Goals

|  |  |
| --- | --- |
| **Program Goals** | **Kean University Learning Goals** |
| **The PhD in Counseling and Supervision will prepare students to be:** | Students will be able to: |
| **PG 1**  ethically, professionally, and culturally competent counselors | a. think critically, creatively, and globally.  b. adapt to changing social, economic, and technological environments.  c. serve as active and contributing members of their communities.  d. enhance their skills in professional areas. |
| **PG 2**  exemplary counseling supervisors | a. think critically, creatively, and globally.  b. adapt to changing social, economic, and technological environments.  c. serve as active and contributing members of their communities.  d. enhance their skills in professional areas. |
| **PG 3**  competent educators, leaders, and advocates for the counseling profession | a. think critically, creatively, and globally.  b. adapt to changing social, economic, and technological environments.  c. serve as active and contributing members of their communities.  d. enhance their skills in professional areas. |
| **PG 4**  researchers and scholars who advance the knowledge and practice of counseling | a. think critically, creatively, and globally.  b. adapt to changing social, economic, and technological environments.  c. serve as active and contributing members of their communities.  d. enhance their skills in professional areas. |
| **PG 5**  social justice leaders and advocates for underserved individuals and groups | a. think critically, creatively, and globally.  b. adapt to changing social, economic, and technological environments.  c. serve as active and contributing members of their communities.  d. enhance their skills in professional areas. |
| **PG 6**  compassionate trauma-informed professionals | a. think critically, creatively, and globally.  b. adapt to changing social, economic, and technological environments.  c. serve as active and contributing members of their communities.  d. enhance their skills in professional areas. |

## Student Learning Outcomes

Seven student learning outcomes are aligned with the six program goals Students will:

SLO 1: demonstrate advanced counseling skills with clients of diverse

values, orientations, cultures, and needs;

SLO 2: demonstrate advanced teaching methods and dispositions specific

to the preparation of counselors-in-training;

SLO 3: apply the most current knowledge and practices when responding

to crisis and trauma;

SLO 4: demonstrate the highest level of counselor identity, ethics, and

integrity;

SLO 5: demonstrate advanced supervision skills for counselors and

counselors in-training;

SLO 6: conduct scholarly research that advances the knowledge,

practice, and efficacy of counseling; and

SLO 7: demonstrate leadership and advocacy for social justice in

academic institutions, professional organizations, and the global

community.

### Alignment of Program Goals With CACREP Standards

|  |  |
| --- | --- |
| **PROGRAM GOALS** | **CACREP STANDARDS** |
| PG 1. ethically and culturally competent counselors | Counseling B.1. a, b, c, d, e, f  Leadership and Advocacy B.5 f, h, k |
| PG 2. exemplary counseling supervisors | Supervision B.2. a, b, c, d, e, f, g, h, i, j, k  Leadership and Advocacy B.5. f, i |
| PG 3. competent teachers, leaders, and advocates for the counseling profession | Teaching B.3. a, b, c, d, e, f, g, h, i  Research and Scholarship B.4. i, j, k  Leadership and Advocacy, B.5. a, b, c, d, e, f, g, h, i, k, l |
| PG 4. researchers and scholars who advance the knowledge and practice of counseling | Research B. 4. a, b, c, d, e, f, g, h, i, j, k |
| PG 5. social justice leaders and advocates for underserved individuals and groups | Leadership and Advocacy B. 5. f, h, j, k, l |
| PG 6. compassionate, trauma-informed professionals | Counseling B.1. c, f  Supervision B.2. a, k  Teaching B. 3. a  Research and Scholarship B. 4. g, h, i, k, l  Leadership and Advocacy B. 5. f, h, k, l |

### Student Learning Outcomes Aligned with Program Goals

|  |  |
| --- | --- |
| **Program Goals: The PhD in Counseling and Supervision will prepare students to be** | **SLOs: Students will be able to** |
| PG 1: ethically, professionally, and culturally competent counselors. | SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs.  SLO 3: apply the most current knowledge and practices when responding to crisis, trauma, and disaster.  SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity. |
| PG 2: exemplary counseling supervisors. | SLO 3: apply the most current knowledge and practices when responding to crisis, trauma, and disaster.  SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity.  SLO 5: demonstrate advanced supervision skills for counselors and counselors-in-training. |
| PG 3: competent teachers, leaders, and advocates for the counseling profession. | SLO 2: demonstrate advanced teaching methods and dispositions specific to the preparation of counselors-in-training.  SLO 3: apply the most current knowledge and practices when responding to crisis, trauma, and disaster.  SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity. |
| PG 4: researchers and scholars who advance the knowledge and practice of counseling. | SLO 3: apply the most current knowledge and practices when responding to crisis, trauma, and disaster.  SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity.  SLO 6: conduct scholarly research that advances the knowledge, practice, and efficacy of counseling. |
| PG 5: social justice leaders and advocates for underserved individuals and groups. | SLO 3: apply the most current knowledge and practices when responding to crisis, trauma, and disaster.  SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity.  SLO 7: demonstrate leadership and advocacy for social justice in academic institutions, professional organizations, and the global community. |
| PG 6: compassionate, trauma-informed professionals. | SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs.  SLO 3: apply the most current knowledge and practices when responding to crisis, trauma, and disaster.  SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity. |

#### Cohort 1, 2, 3 Program Plan: Core Courses and Credits\*

|  |  |  |
| --- | --- | --- |
| **CORE COURSES – 22 CREDITS** | | |
| CED 7910 | Professional Seminar | 1 credit |
| CED 7915 | Social and Cultural Perspectives | 3 credits |
| CED 7952 | Advanced Counseling Theory and Evidence-Based Practice | 3 credits |
| CED 7963 | Advanced Group Counseling | 3 credits |
| CED 7957 | Trauma Foundations | 3 credits |
| CED 7959 | Sexuality in Counseling | 3 credits |
| CED 7975 | Leadership and Advocacy in Counseling + | 3 credits |
| CED 7989 | Advanced Clinical Supervision | 3 credits |
|  | | |
| **REASEARCH CORE COURSES\*\* – 12 CREDITS** | | |
| EDD 6330 | Introduction to Statistical Methods | 3 credits |
| CED 7930 | Qualitative Methods | 3 credits |
| EDD 6340 | Advanced Quantitative Methods | 3 credits |
| CED 7936 | Qualitative Data Analysis | 3 credits |
|  |  |  |
| **CLINICAL CORE AND TEACHING COURSES – 9 CREDITS\*** | | |
| CED 7980 | Advanced Practicum in Counseling | 3 credits |
| CED 7985 | Advanced Internship I: Professional | 3-6 credits |
| CED 7986++ | Advanced Internship II: Teaching | 3-6 credits |

|  |  |  |
| --- | --- | --- |
| **DISSERTATION – 9 CREDITS MINIMUM, 12 CREDITS MAXIMUM** | | |
| CED 8001 | Dissertation | 9-12 credits |
| [CED 8002] | Dissertation Continued after 8001 as needed after Proposal Approval | [6 credits ] |
|  |  |  |
| **2 SPECIALIZATION COURSES\*\*\* – 5-6 CREDITS** | | |
| CED 7958 | Psychopharmacology | 2 credits |
| CED 7961 | Trauma Assessment and Counseling | 3 credits |
| CED 7631 | Advanced College Student Services and Counseling | 3 credits |
| CED 7632 | Advanced College Counseling and Student Development | 3 credits |
| CED 7986\*\*\* | Advanced Internship: Teaching | 3 credits |
| CED 7985\*\*\* | Advanced Internship: Professional | 3 credits |

**\***Additional courses may be required to meet foundational competencies, academic requirements for licensure, and/or specialization.

\*\*EDD 6330 and EDD 6340 may be taken in the Educational Leadership Program.

+ formerly titled Advanced Career Counseling

++ Students must co-teach two courses including one in Practicum or Internship

For course descriptions, see the *Graduate Catalog.*

#### Cohort 4 Program Plan: Core Courses and Credits\*

|  |  |  |
| --- | --- | --- |
| **CORE COURSES – 22 CREDITS** | | |
| CED 7910, 7911, 7912, 7913 | Professional Seminar | 1 credit each  4 credits |
| CED 7915 | Social and Cultural Perspectives | 3 credits |
| CED 7952 | Advanced Counseling Theory and Evidence-Based Practice | 3 credits |
| CED 7963 | Advanced Group Counseling | 3 credits |
| CED 7957 | Trauma Foundations | 3 credits |
| CED 7975 | Leadership and Advocacy in Counseling | 3 credits |
| CED 7989 | Advanced Clinical Supervision | 3 credits |
|  | | |
| **REASEARCH CORE COURSES\*\*– 12 CREDITS** | | |
| EDD 6330 | Introduction to Statistical Methods | 3 credits |
| CED 7930 | Qualitative Methods | 3 credits |
| EDD 6340 | Advanced Quantitative Methods | 3 credits |
| CED 7936 | Qualitative Data Analysis | 3 credits |
|  |  |  |
| **CLINICAL CORE AND TEACHING COURSES – 9 CREDITS\*** | | |
| CED 7980 | Advanced Practicum in Counseling | 3 credits |
| CED 7983 | Advanced Internship I: Professional A | 1.5 credits |
| CED 7984 | Advanced Internship : Professional B | 1.5 credits |
| CED 7986 | Advanced Internship: Teaching | 3 credits |

|  |  |  |
| --- | --- | --- |
| **DISSERTATION – 9 CREDITS MINIMUM** | | |
| CED 8001 | Dissertation (3 credits each semester) | 9-12 credits |
| [CED 8002] | Dissertation Continued (as needed after Proposal Approval) | [6 credits] |
|  |  |  |
| **2 SPECIALIZATION COURSES\*\*\* – 6 CREDITS** | | |
| CED 7958 | Psychopharmacology | 3 credits |
| CED 7961 | Trauma Assessment and Counseling | 3 credits |
| CED 7631 | Advanced College Student Services and Counseling | 3 credits |
| CED 7632 | Advanced College Counseling and Student Development | 3 credits |
| CED 7986\*\*\* | Advanced Internship: Teaching | 3 credits |
| CED 7985\*\*\* | Advanced Internship: Professional | 3 credits |

**\***Additional courses may be required to meet foundational competencies, academic requirements for licensure, and/or specialization.

\*\*EDD 6330 and EDD 6340 may be taken in the Educational Leadership Program.

++ Students must co-teach two courses including one in Practicum or Internship

For course descriptions, see the *Graduate Catalog.*

## Full-Time Course Sequence

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Fall Semester Year 1** | **Cr.** | **Spring Semester Year 1** | **Cr.** |
| CED 7957 Trauma Foundations | 3 | CED 7952 Advanced Counseling Theory & Evidence-Based Practice | 3 |
| CED 7963 Advanced Group Counseling | 3 | CED 7986 Advanced Internship II: Teaching | 3 |
| Specialization Elective | 3 | CED 7980 Advanced Practicum | 3 |
| CED 7910 Professional Orientation Seminar | 1 |  |  |
| Total 10 | | | 9 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 1** | **Cr.** | **Summer Session Year 1** |  |
| CED 7930 Qualitative Methods | 3 | CED 7975 Leadership and Advocacy in Counseling | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 2** | **Cr.** | **Spring Semester Year 2** | **Cr.** |
| EDD 6330 Intro Statistical Methods | 3 | EDD 6340 Advanced Quantitative  Methods | 3 |
| CED 7959 Sexuality in Counseling | 3 | CED 7915 Social & Cultural Perspectives | 3 |
| CED 7985 Adv. Internship: Professional | 3 | CED 7989 Advanced Clinical Supervision | 3 |
|  | 9 |  | 9 |
| Total | | | 18 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 2** | **Cr.** | **Summer Session Year 2** | **Cr.** |
| CED 7936 Qualitative Data Analysis | 3 | Specialization Elective | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 3** | **Cr.** | **Spring Semester Year 3** | **Cr.** |
| CED 8001 Dissertation | 3 | CED 8001 Dissertation | 3 |
| CED 8001 Dissertation | 3 | CED 8001 Dissertation |  |
| Total | | | 9 |
|  |  | **Program Total** | **57-58** |

\*Additional courses may be required to meet competencies and/or specialization.

Courses may be offered in different semesters based on student needs and faculty availability.

## Part-Time Course Sequence

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Fall Semester Year 1** | **Cr.** | **Spring Semester Year 1** | **Cr.** |
| CED 7957 Trauma Foundations | 3 | CED 7980 Advanced Practicum in Counseling | 3 |
| CED 7963 Advanced Group Counseling | 3 | CED 7952 Advanced Counseling Theory & Evidence-Based Practice | 3 |
| CED 7910 Professional Orientation Seminar | 1 |  |  |
| Total | | | 13 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 1** |  | **Summer Session Year 1** |  |
| CED 7930 Qualitative Methods | 3 | CED 7975 Leadership and Advocacy in Counseling | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 2** |  | **Spring Semester Year 2** |  |
| EDD 6330 Intro Statistical Methods | 3 | EDD 6340 Advanced Quantitative Methods | 3 |
| CED 7959 Sexuality in Counseling | 3 | CED 7989 Advanced Clinical Supervision | 3 |
| Total | | | 12 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 2** |  | **Summer Session Year 2** |  |
| CED 7936 Qualitative Data Analysis | 3 | Specialization elective | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 3** |  | **Spring Semester Year 3** |  |
| CED 7985 Advanced Internship 1: Professional. or CED 7986 Advanced Internship 2: Teaching | 3 | CED 7986 Advanced Internship 2: Teaching or  CED 7985 Advanced Internship 1: Professional | 3 |
| CED 7915 Social & Cultural Perspectives | 3 | Specialization elective |  |
| Total | | | 12 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 3** |  | **Summer Session Year 3** |  |
| 8001 Dissertation | 3 | 8001 Dissertation | 3 |
|  |  |  | 6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall Semester Year 4** |  | **Spring Semester Year 4** | |  |
| CED 8001 Dissertation | 3 | CED 8001 Dissertation | | 3 |
|  |  |  | |  |
| Total | | | | 9 |
|  |  | Program Total | 57-58 | |

\*Additional courses may be required to meet competencies and/or specialization

## Full-time Course Sequence-Cohort 4

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Fall Semester Year 1** | **Cr.** | **Spring Semester Year 1** | **Cr.** |
| CED 7957 Trauma Foundations | 3 | CED 7980 Advanced Practicum | 3 |
| CED 7930 Qualitative Methods | 3 | CED 7936 Qualitative Data Analysis | 3 |
| Specialization Elective | 3 | CED 7986 Advanced Internship II: Teaching | 3 |
| CED 7910 Professional Seminar | 1 | CED 7911 Professional Seminar | 1 |
| Total 10 | | | 10 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 1** | **Cr.** | **Summer Session Year 1** |  |
| CED 7915 Social & Cultural Perspectives | 3 | CED 7975 Leadership & Advocacy in Counseling | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 2** | **Cr.** | **Spring Semester Year 2** | **Cr.** |
| EDD 6330 Intro Statistical Methods | 3 | EDD 6340 Advanced Quantitative Analysis | 3 |
| CED 7952 Advanced Counseling Theory & Evidence-Based Practice | 3 | CED 7989 Adv. Clinical Supervision | 3.0 |
| CED 7963 Advanced Group Counseling | 3 | CED 7983 Professional Internship A | 1.5 |
| Professional Seminar | 1 | Professional Seminar | 1 |
| Total 10 | | | 8.5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 2** | **Cr.** | **Summer Session Year 2** | **Cr.** |
| CED 7984 Professional Internship B | 1.5 | Specialization elective | 3 |
| CED 7963 Advanced Group Counseling | 3 |  |  |
| Total | | | 7.5 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 3** | **Cr.** | **Spring Semester Year 3** | **Cr.** |
| CED 8001 Dissertation | 3 | CED 8001 Dissertation | 3 |
| CED 8001 Dissertation | 3 |  |  |
| Total | | | 9 |
|  |  | **Program Total** | **57-58** |

\*Additional courses may be required to meet competencies and/or specialization.

Courses may be offered in different semesters based on student needs and faculty availability.

## Part-Time Course Sequence-Cohort 4

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **Fall Semester Year 1** | **Cr.** | **Spring Semester Year 1** | **Cr.** |
| CED 7957 Trauma Foundations | 3 | CED 7980 Advanced Practicum in Counseling | 3 |
| CED 7930 Qualitative Methods | 3 | CED 7936 Qualitative Data Analysis | 3 |
| CED 7910 Professional Seminar A | 1 | CED 7911Professional Seminar B | 1 |
| Total 7 | | | 7 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 1** |  | **Summer Session Year 1** |  |
| CED 7963 Advanced Group Counseling | 3 | CED 7975 Leadership and Advocacy in Counseling | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 2** |  | **Spring Semester Year 2** |  |
| EDD 6330 Intro Statistical Methods | 3 | EDD 6340 Advanced Quantitative Methods | 3 |
| CED 7952 Advanced Counseling Theory & Evidence-Based Practice ] | 3 | CED 7989 Adv. Clinical Supervision | 3 |
| CED 7912 Professional Seminar C | 1 | CED 7913 Professional Seminar D | 1 |
| Total | | | 12 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 2** |  | **Summer Session Year 2** |  |
| CED 7915 Social & Cultural Perspectives | 3 | Specialization elective | 3 |
| Total | | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fall Semester Year 3** |  | **Spring Semester Year 3** |  |
| CED 7983 Advanced Internship: Professional A or CED 7986 Advanced Internship: Teaching | 3 or 1.5 | CED 7986 Advanced Internship: Teaching or CED 7983 Advanced Internship 1: Professional | 3 or 1.5 |
| CED 7915 Social & Cultural Perspectives | 3 | Specialization elective |  |
| Total | | | 12 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Summer Session Year 3** |  | **Summer Session Year 3** |  |
| CED 7984 Advanced Internship Professional B | 1.5 | 8001 Dissertation | 3 |
|  |  |  | 6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fall Semester Year 4** |  | **Spring Semester Year 4** | |  |
| CED 8001 Dissertation | 3 | CED 8001 Dissertation | | 3 |
|  |  |  | |  |
| Total | | | | 9 |
|  |  | Program Total | 57-58 | |

\*Additional courses may be required to meet competencies and/or specialization

Courses may be offered in different semesters based on student needs and faculty availability

### 

### Doctoral Course Prerequisites

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **Course\*** | **Prerequisite\*** |  |
| Research | EDD 6340 | EDD 6330 |  |
|  | CED 7936 | CED 7930 |  |
| Practicum/  Internship | CED 7980 | Clinical Coordinator’s Approval |  |
|  | CED 7985 | CED 5980, Clinical Coordinator’s Approval |  |
|  | CED 7986 | CED 5980, Clinical Coordinator’s Approval |  |
| Dissertation | CED 8001 | Candidacy Status |  |
|  | CED 8002 | 12 credits in CED 8001 and approved Proposal Defense |  |

\*All doctoral courses require the Advisor’s approval and an approved Program Plan.

## Professional Skills Competencies

In addition to course completion, professional skills competencies include but are not limited to:

* Research Day Poster Session each year until Comprehensive Exam pass
* Conference Session Presentation at the state, regional, or national level
* References in all written work (test, exam, paper, report, presentation, etc.)
* Adherence to APA 7 Style Manual in all written work
* Attendance at one ACA, ACES, NARACES, division or state conference prior to taking the comprehensive examination (student is responsible for cost)
* Manuscript submission to professional counseling journal
* Author or co-author of submitted journal article
* Guest presentations in 3 Master’s level courses
* Service and leadership role in state, regional, or national counseling association (appointed or elected)
* Co-teach Master’s level course
* Co-teach Master’ level Practicum or Internship course
* Membership and participation in CSI chapter throughout program
* Participation and leadership in Doctoral Candidate Visit and Interview Day
* Participation and leadership in New Cohort Orientation
* Current licensure (LAC or LPC) prior to comprehensive examination
* Research Team member
* Counseling or management role in PhD Wellness and Counseling Center
* Individual supervision of MA Practicum student
* Participation and Leadership in PhD in Counseling Community Wellness and Counseling Center
* NCMHCE Passing Score for Clinical Mental Health concentration

# Program Assessment Plan

Student Learning Outcomes are aligned with Program Learning Outcomes and with CACREP Standards. Data are collected from assessments in each course. Data are also collected from program assessments across courses, for example, Research Day Poster Presentation, Leader or Officer in a state or national counselor association, and program advocacy clinic. Multiple measures of learning assess student learning over multiple points in time and some measures are program- not course-specific measures.

Areas of student learning are assessed over multiple outcomes and multiple points in time. Data is reviewed and analyzed individually and by a team through in-person and virtual meetings.

Assessments can be in the form of examinations; research papers; presentations; critiques of video recorded counseling, consultation, teaching, or supervision sessions; supervisor evaluations or surveys, research poster or presentation sessions, etc. Faculty report data through spreadsheets and report forms.

The Annual Program Assessment Report may be found on the Counselor Education Department web page on the Kean University site.

## 

## Program Goals Linked to Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Direct Assessment** | **Competency** | **Target** |
| The PhD Program in Counseling and Supervision prepares students to be |  |  |  |
| PG 1.  ethically, professionally, and culturally-competent counselors | Comprehensive Examination  ­Counseling Competency Rating Evaluation by Site Supervisor and University Supervisor  National Clinical Mental Health Examination (NCMHCE) | Honors or Pass score on a scale of 1–3 for Question 1  Competency Score of 4 or 5 on a scale of 1-5 for every item  Passing Score | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt.  100% of the cohort will achieve rating of 4 or 5 after CED 7980 Advanced Practicum in Counseling.  87.5% of the cohort achieve a passing score on the first attempt. |
| PG 2.  exemplary counseling supervisors | Comprehensive Examination  Supervision Competency Rating Evaluation by University Supervisor | Honors or Pass score on a scale of 1–3 for Question 2  Competency Score of 4 or 5 for every item | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt.  87.5% of the cohort achieve a score of 4 or 5 after CED 7989 Advanced Clinical Supervision and CED 7985 Advanced Internship: Professional. |
| PG 3.  competent teachers, leaders, and advocates for the counseling profession | Comprehensive Examination  Teaching Competency Rating Evaluation by Co-Teacher | Honors or Pass score on a scale of 1–3 for Question 3  Competency Score of 4 or 5 on a scale of 1–5 for every item | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt.  87.5% of the cohort achieve a score of 4 or 5 after CED 7986 Advanced Internship: Teaching. |
| PG 4.  researchers and scholars who advance the knowledge and practice of counseling | Comprehensive Examination  Dissertation/Defense Rating Form by  Dissertation Committee | Honors or Pass score on a scale of 1–3 for Question 4  Competency Score of 4 or 5 for every item | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt  87.5% of the cohort achieve a score of 4 or 5. |
| PG 5.  social justice leaders and advocates for underserved individuals and groups | Comprehensive Examination | Honors or Pass score on a scale of 1­­–5 for Question 5 | 87.5% of the cohort achieve a score of 4 or 5 |
| PG 6.  compassionate, trauma-informed professionals | Comprehensive Examination | Honors or Pass score on a scale of 1–3 for Question 6 | 87.5% of the cohort achieve a score of 4 or 5 on the first attempt |

## Assessment of Student Learning Record:

## Key Performance Indicators and Ratings

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Learning Outcome | Date  Sem./  Year | Direct Measure  Key Progress Indicators |  | Outcome Rating |
| SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations, cultures, and needs |  | Case presentation with video-recorded counseling session & Site and University Supervisors Evaluation in Advanced Practicum in Counseling  Site Supervisor & University Supervisor Evaluations for Counseling Internship  Counseling Theory & Practice Final Exam  Sexuality in Counseling Exam  National Clinical Mental Health Counseling Examination (NCMHCE, if not passed by CMHC specialization)  Comprehensive Examination |  | 3 on all rubric standards on a scale of 1-3  no more than one 2  2 or 3 on all four questions; no more than  one score of 2.  85%-90% or higher  85%-90% or higher  passing score  Honors or Pass for Question SLO1 |
| SLO 2: demonstrate advanced teaching  methods and dispositions specific to the  preparation of counselors-in-training |  | Video-recorded Lesson, Student Critique, & Co-Teacher/Supervisor  Evaluation  Teacher Competency Rating Evaluation by Co-Teacher  National Counselor Examination  (NCE, if not passed for licensure)  Comprehensive Examination |  | 2 or 3 on a scale of 1-3 on all Teaching  Evaluation standards; no more than one 2  2 or 3 on a scale of 1-3 on Teaching  Evaluation standards; no more than two 2s  passing score  Honors or Pass for Question SLO 2. |
| SLO 3: apply the most current knowledge and practices when responding to crisis and trauma |  | Trauma Research Paper  Research Days Trauma Poster Presentation  Comprehensive Examination |  | 2 or 3 on a scale of 1-3 for all research  paper standards; no more than one 2  3 on a scale of 1-3  Honors or Pass for Question SLO |
| SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity |  | Site Supervisor & University Supervisor Evaluations for Counseling Practicum  Site Supervisor & University Supervisor Evaluations for Internship in Teaching,  Site Supervisor & University Supervisor Evaluations for Supervision Internship  Site Supervisor & University Supervisor Evaluations for Leadership & Advocacy  Site Supervisor & University Supervisor Evaluations for Counseling  Ethics, Regulations, & Law Test  Comprehensive Examination |  | A rating of 2 or 3 on a scale of 1-3 for  all competencies; with no more than  one rating of 2 (Rating scale for all  Practicum & Internships)  85%- 90% or higher  Honors or Pass for Question SLO 4 |
| SLO 5: demonstrate advanced supervision skills for counselors and counselors-in-training |  | Video-Recorded Supervision Session/Site Supervisor and University Supervisor Evaluations  Clinical Supervision Final Exam  Comprehensive Examination |  | 2-3 on scale of 1-3 for all supervisor  competencies; no more than one 2  85%-90% or higher  Honors or Pass for Question SLO 5 |
| SLO 6: conduct scholarly research that advances the knowledge, practice, and efficacy of counseling |  | Qualitative Research Project  Quantitative Research Test 3 Final  Comprehensive Examination  Dissertation Proposal,  Dissertation and Oral Defense |  | 2 or 3 on a scale of 1-3 for all rubric  competencies  85% - 90& or higher for all rubric standards  Honors or Pass for Question SLO 5  Honors or Pass |
| SLO 7: demonstrate leadership and advocacy for social justice in academic institutions, professional organizations, and the global community |  | Leadership Skills Checklist in mental health organization or association rated by mentor  Leadership/Advocacy Manuscript submitted for publication  Sexuality in Counseling Final Exam  Social & Cultural Perspectives Immersion Project  Comprehensive Examination |  | 2 or 3 for all items of the Leadership Skills  Checklist on rating scale of 1-3; no more  than one 2  2 or 3 for all rubric standards; no more  than one 2  85%-90% or higher  2 or 3 for all rubric standards; with no  more than one 2  Honors or Pass for Question 7 |

## Program Learning Target Outcomes for

## Student Learning Outcomes with Key Progress Indicators

|  |  |  |  |
| --- | --- | --- | --- |
| Student Learning Outcomes | Direct Measure  Key Progress Indicators | Target Outcome | CED Courses |
| SLO 1: demonstrate advanced counseling skills with clients of diverse values, orientations,  cultures, and needs | Case presentation with video-recorded counseling session & Site and University Supervisors Evaluation.  Counseling Theory & Practice Course Exam  National Clinical Mental Health Counseling Examination (NCMHCE, if not passed by CMHC specialization)  Comprehensive Examination | 87.5% of cohort achieve a rating of 3 on all rubric standards on a scale of 1-3 with no more than one rating of 2  100% of cohort achieve a score of 2 or 3 on all four questions with no more than one score of 2.  87.5% of cohort achieve passing score on first attempt; 100% on second attempt  100 of cohort achieve a rating of Honors or Pass for Question SLO1. | CED 7980 Advanced Practicum in Counseling  CED 7985 Advanced Counseling Internship I: Professional  CED 7952 Advanced Counseling Theory & Evidence Based Practice |
| SLO 2: demonstrate advanced  teaching methods and  dispositions specific to the  preparation of counselors-in  training | Video-recorded Lesson/ Co-Teacher/Supervisor  Evaluation  Teacher Competency Rating Evaluation by Co-Teacher  National Counselor Examination  (NCE, if not passed for licensure)  Comprehensive Examination | 100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards with no more than one rating of 2  100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 on all Teaching Evaluation standards with no more than two ratings of 2  100% of cohort achieve passing score  100% of cohort achieve a rating of Honors or Pass for Question SLO 2. | CED 7986 Advanced Counseling Internship 2: Teaching |
| SLO 3: apply the most current knowledge and practices when responding to crisis and trauma | Trauma Research Paper  Research Days Trauma Poster Presentation  Comprehensive Examination | 87.5% of cohort achieve a rating of 2 or 3 on a scale of 1-3 for all research paper standards with no more than one rating of 2  100% of cohort achieve a rating of  3 on a scale of 1-3 for Research Days poster presentation  100% of cohort achieve a rating of Honors or Pass for Question SLO 3. | CED 7957 Trauma Foundations  CED 7980 Advanced Practicum in Counseling  CED 7985 Advanced Counseling Internship I: Professional |
| SLO 4: demonstrate the highest level of counselor identity, ethics, and integrity | Site Supervisor & University Supervisor Evaluations for Counseling Practicum, & Internships in Teaching, Supervision, Leadership & Advocacy, & Counseling  Ethics, Regulations, & Law Test  Comprehensive Examination | 87.5 of cohort achieve a rating of 3 on a scale of 1-3 for all competencies; 100% of cohort achieve a rating of 2 or 3 with no more than one rating of 2  87.5% of cohort receive a score of 90% or higher; 100% of cohort receive a score of 85% or higher  100% of cohort achieve a rating of Honors or Pass higher for Question SLO 4. | CED 7980 Advanced Practicum in Counseling  CED 7985 Advanced Counseling Internship I: Professional  CED 7986 Advanced Counseling Internship 2: Teaching  CED 7980 |
| SLO 5: demonstrate advanced supervision skills for counselors and counselors-in-training | Video-Recorded Supervision Session/Site Supervisor and University Supervisor Evaluations  Clinical Supervision Final Exam  Comprehensive Examination | 87.5% of cohort achieve a rating of 3 on scale of 1-3 for all supervisor competencies with no more than one rating of 2  87.5% of cohort receive a score of 90% or higher; 100% of cohort receive a score of 85% or higher  100% of cohort achieve a rating of Honors or Pass for Question SLO 5. | CED 7985 Advanced Counseling Internship I: Professional  CED 7989 Advanced Clinical Supervision |
| SLO 6: conduct scholarly research that advances the knowledge, practice, and efficacy of counseling | Qualitative Research Project  Quantitative Research Test 3 Final (EDD 6330 & EDD 63400  Comprehensive Examination  Dissertation Proposal,  Dissertation and Oral Defense | 87.5% of cohort achieve a rating of 3 on a scale of 1-3 for all rubric competencies;  100% of cohort achieve a rating of 2 or 3 on a scale of 1-3 for all rubric standards  87.5% of cohort achieve a score of 90 or higher on a scale of 1-3 for all rubric standards; 100% receive a score of 85% or higher  100% of cohort achieve a rating of Honors or Pass for Question SLO 5  100% of cohort achieve a rating of Honors or Pass | CED 7936 Advanced Data Analysis  EDD 6330 Quantitative Methods  EDD 6340 Advanced Quantitative Methods  CED 8001 Dissertation  CED 8002Dissertation Continuation |
| SLO 7: demonstrate leadership and advocacy for social justice in academic institutions, professional organizations, and the global community | Leadership Skills Checklist in mental health organization or association rated by mentor  Leadership/Advocacy Manuscript submitted for publication  Sexuality in Counseling Final Exam  Social & Cultural Perspectives Immersion Project  Comprehensive Examination | 87.5% achieve a rating of 3 for all items of the Leadership Skills Checklist with a rating scale of 1-3; 100% receive a rating of 2 or 3 with no more than one rating of 2  87.5% achieve a rating of 3 for all rubric standards for manuscript  100% achieve a rating of or 3 for manuscript  87.5% of cohort achieve a score of 90 or higher on a scale of 1-3 for all rubric standards; 100% receive a score of 85% or higher  87.5% achieve a score of 3 for all rubric standards; 100% receive a rating of 2 or 3 with no more than one rating of 2  100% of cohort achieve a rating of Honors or Pass for Question 7.  . | CED 7975 Leadership & Advocacy in Counseling  CED 7985 Advanced Counseling Internship I: Professional  CED 7975 Leadership & Advocacy in Counseling  CED 7959 Sexuality in Counseling  CED 7915 Social and Cultural Perspectives |

## PhD in Counseling and Supervision

## Curriculum Map Indicating Level of Mastery

Key: I-Introduced R-Reinforced M-Mastery A-Assessed

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Courses | SLO  1 | SLO  2 | SLO  3 | SLO  4 | SLO  5 | SLO  6 | SLO  7 |
| CORE | demonstrate advanced counseling skills with clients of diverse values, orientations,  cultures, and needs | demonstrate advanced teaching methods and dispositions specific to the preparation of counselors in training | apply the most current knowledge and practices when responding to crisis and trauma | demonstrate the highest level of counselor identity, ethics, and integrity | demonstrate advanced supervision skills for counselors and counselors-in-training | conduct scholarly research and program evaluation that advances the knowledge, practice, and efficacy of counseling\*\* | demonstrate leadership and advocacy for social justice in academic institutions, professional associations, and the global community |
| CED 7910 |  | I/R | R | R |  |  | R |
| CED 7915 | R | I/R | I/R | R |  |  | R |
| CED 7952 | R | I/R | R | R |  |  |  |
| CED 7963 | R | I/R | I/R | R | I/R |  |  |
| CED 7957 | I/R | I/R | R | R |  |  | R |
| CED 7959\*\*\* | I/R | I/R | I/R | R |  |  | R |
| CED 7975 | R | I/R | R | R |  |  | R |
| CED 7989 |  | I/R |  |  | I/R |  |  |
| RESEARCH |  |  |  |  |  |  |  |
| EDD 6330 |  |  |  | R |  | I, R,M,A |  |
| CED 7930 |  |  |  | R |  | I,R,M,A |  |
| EDD 6340 |  |  |  | M |  | I,R,M |  |
| CED 7936 |  |  |  | M |  | I,R,M,A |  |
| CLINICAL  CORE |  |  |  |  |  |  |  |
| CED 7980 | M, A |  | M, A | M, A |  |  |  |
| CED 7985 | M, A |  | M, A | M, A | M, A |  | M, A |
| CED 7986 |  | M, A | M, A | M, A |  |  |  |
| DISSERTATION |  |  |  |  |  |  |  |
| CED 8001 |  |  | M | M, A |  | M, A |  |
| CED 8002 |  |  | M | M, A\* |  | M, A\* |  |
| SPECIALIZED |  |  |  |  |  |  |  |
| CED 7958 | R |  | I/R | R |  |  |  |
| CED 7961 | I/R | R/M | R/M | M |  |  | R/M |
| CED 7631 | R/M | R/M | R/M | R/M |  |  | R/M |
| CED 7632 | R/M | R/M | R/M | M |  |  | R/M |

\*Dissertation Continuation as needed

\*\*Reinforced or mastered based on dissertation thesis

\*\*\*CED 7959 has been integrated in CED 7915.

**PhD Assessment Cycle**

For the first four cohorts, every course and related student outcomes have been and will continue to be assessed. This provides data for student progress, as well as program outcomes, in order to make appropriate course revisions and changes. After students in the fourth cohort are graduated, the follow assessment cycle will be implemented.

Until four cohorts complete the program, every standard will be assessed annually to have adequate data to make informed course and program revisions. Once every course has run and students complete the program of study, the formal assessment cycle for student learning outcomes and program outcomes will be conducted according to the following chart.

|  |  |  |  |
| --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 |
| 7957 Trauma Foundations | 7930Qualitative | 7989 Supervision | Internship Professional 7985 |
| 7963 Group/Consultation | 7936Qualitative Data Analysis | Internship Teaching 7986 | Dissertation 8001 |
| Leadership/Advocacy 7976 | 7980 Practicum | Trauma Assessment 7961 |  |
| 7631 College Student Develop. | 7952Theories | Psychopharmacology PsyD |  |
| 7915 Social Cult | 7959 Sexuality |  |  |
|  | 6330 Quantitative Meth. |  |  |
|  | 6340 Advance Quant. |  |  |

## PhD in Counseling and Supervision

## Program

## MA Prerequisites:

## PhD Core and Clinical Mental Health Specialty Areas

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **CACREP Professional**  **Identity Core, and Clinical Mental Health** | **Met** | **Completion Plan** |
|  |  |  |
| Counseling, Theory, and Practice |  |  |
| Counseling and Helping Relationships  Child/Family Counseling |  |  |
| Human Growth/Development  Diagnosis/Treatment Planning  Psychopathology  Alcohol and Drug Abuse |  |  |
| Career Counseling and Development |  |  |
| Group Counseling and Group Work |  |  |
| Assessment and Testing |  |  |
| Social and Cultural Diversity |  |  |
| Research and Program  Evaluation |  |  |
| Professional Counseling Orientation  Ethical/Legal Practice  Clinical Supervision |  |  |
| Professional Practice  Practicum and Internship |  |  |
| Disaster, Crisis, and Trauma  (optional) |  |  |

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Doctoral Student Signature Doctoral Student Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approval Date Program Coordinator’s Signature

## Doctoral Program Assessment Benchmarks

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_\_\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Program Progress Benchmarks | Date  PC Initials | Timeline and Frequency | Responsible for Evaluation |
| Application review and interview |  | Prior to admission | Admission Committee |
| Review of academic, clinical, or dispositional deficiencies |  | Two weeks prior to first semester registration | Doctoral Advisory Committee |
| Cumulative Portfolio Review |  | Two weeks after each  semester | Doctoral Advisory Committee |
| Annual Student Self Evaluation &  Faculty Developmental Progress Review |  | June of each year | Doctoral Advisory Committee |
| Practicum in Counseling Review |  | Semester evaluation | Site Supervisor &  University Supervisor |
| Research & Writing Review |  | After Research Day  Poster & Paper | Doctoral Advisory Committee |
| Internship Review |  | Semester evaluation | Site Supervisor, University Supervisor & Co-teacher |
| Teaching Review |  | Mid-semester & end of semester | Co-Teacher & Doctoral Advisory Committee |
| Comprehensive Examination |  | Completion of all core, research, & internship  courses | Doctoral Advisory Committee |
| Candidacy |  | Passing score on comprehensive  examination | Doctoral Advisory Committee |
| National Counselor Examination (NCE) |  | After CPCE passing  & prior to Comprehensive  Exam | Student submits score  to Doctoral Advisory Committee |
| National Clinical Mental Health Counseling Examination (NCMHCE) |  | Prior to Comprehensive Examination | Student submits score  to Doctoral Advisory Committee |
| Dissertation Proposal |  | End of first semester  of CED 8001 | Dissertation Committee  & Chair |
| Dissertation Oral Defense |  | After Dissertation  completion | Dissertation Committee  & Chair |
| Final Dissertation Submission |  | After Oral Defense | Dissertation Committee  & Chair |
| Graduation Application |  | After Oral Defense | Doctoral Advisory Committee |

## Required Approval of Proposals for Presentations:

Prior to proposal submission to a conference, Research Day, or similar activity, written approval by the Doctoral Faculty Advisor and Program Coordinator is required. Doctoral students are representatives of the PhD in Counseling and Supervision, the Counselor Education Department, the Nathan Weiss Graduate College, and Kean University and must comply with professional, ethical, legal, and state standards and policies. Presentations and conference participation activities may be approved in advance by the Doctoral Faculty Advisor and Program Coordinator as a required doctoral course activity or part of the student’s Program Plan.

## Required APA 7 Style

All written work must be in APA 7 style including but not limited to tests, exams, papers, and presentations unless the syllabus states that it is a personal reflection without required references. Class assignments or assessments are not acceptable with inadequate or missing APA 7 citations and references and will receive a failing grade. Assignments or assessments with APA 7 style errors or omissions receive a lower grade and are required to be resubmitted without errors or omissions. Remediation is required before a student can begin courses in the next semester and a hold will be placed on registration.

## Appropriate License and/or Certification Designations and Requirements

Doctoral students are required to list appropriate license and certification designations as required by the N.J. Administrative Code on all documents including but not limited to academic documents, professional and personal documents and correspondence such as emails, business cards, and letterhead. Students who have been notified and do not comply will be placed on a Developmental Progress Plan with a hold on course registration until remediation has been approved by the Doctoral Program Coordinator and Doctoral Faculty Committee. Noncompliance is a legal and ethical violation and could result in additional remediation and dismissal from the doctoral program.

Doctoral students must hold the N.J. LAC or LPC credential prior to taking the comprehensive examination.

Doctoral students with a concentration in clinical mental health counseling

are required to take and pass the NCMHC examination

# Practicum and Internships

Doctoral students are required to complete a minimum of 720 hours of supervised field experience in counseling settings appropriate to their specialization.

CED 7980 – Advanced Practicum in Counseling (120 hours)

CED 7985 – Advanced Internship I: Professional (300 hours)

(100 hours in supervision, 100 hours in counseling in the

Clinic, 50 hours of leadership, 50 hours of advocacy)

CED 7986 – Advanced Internship II: Teaching (300 hours-2 courses)

Internships will provide experiences in a minimum of three of the five CACREP core areas: counseling, supervision, teaching, research, leadership and advocacy. Most students will complete experiences in counseling, teaching, and supervision. Students will develop their internship plan with their advisor, and the Doctoral Program Coordinator according to their skills, experiences, goals, and needs.

The nature of doctoral-level Practicum CED 7980 experience is to be determined in consultation with counselor education program faculty and/or a doctoral committee (CACREP, 2016, p. 38, #1).

CED 7986 and CED 7985 may be taken more than once with the approval of the Faculty Advisor and the Doctoral Faculty Committee provided all other requirements will be met.

## Eligibility

1. A current comprehensive Doctoral Program Plan approved by their Doctoral Faculty Advisor and Doctoral Faculty Advisory Committee.
2. Students submit their Proposal Plan Form for Practicum and Internships to the Doctoral Faculty Advisor, and Doctoral Clinical Coordinator. The procedure includes all information required for eligibility, such as required coursework, contracts, and a criminal background check. The Doctoral Clinical Coordinator and Doctoral Program Coordinator will review the applications for Practicum to determine if a student is prepared to proceed with direct contact with clients at a specific site.

|  |  |
| --- | --- |
| **Practicum/Internship** | **Application Deadline** |
| Fall | March 1 |
| Spring | October 1 |
| Summer | February 1 |

## Guidelines for Sites

1. Practicum students counsel in the Clinic which provides online counseling opportunities appropriate for the doctoral student’s needs and program goals.
2. Students schedule mutually agreeable online session times with their clients.
3. The site supervisor is an appropriately licensed and/or certified professional. The student is responsible for providing supervisory requirements, forms, etc. to the on-site supervisor. The academic supervisor (University Supervisor) will be available to clarify requirements.
4. Students obtain approval from the Doctoral Clinical Coordinator prior to beginning field experience. For some specialized experiences not available in the clinic, the student may be permitted to do some of the hours in a field site. A simple contract (Standard Agreement) is completed to approve the site if none is current and on file. If the site requires a Kean University Affiliation Agreement or a Non-Standard Agreement, a lengthier negotiation process will be involved.
5. Students must be permitted to video or audio record, or they must obtain an additional site where recording is permitted.
6. All doctoral students must show proof of current professional liability insurance before beginning any field courses. Information on insurance may be obtained from faculty advisors or by contacting ACA Student Membership Services at [www.counseling.org](http://www.counseling.org). Student membership in the American Counseling Association provides free insurance.
7. Students attend 1 hour of individual or triadic supervision in CED 7980 weekly and regularly scheduled group supervision. For outside sites, students also have one hour of supervisor with the site supervisor.

# Comprehensive Examination

Before they may begin the dissertation process, students must pass the comprehensive examination. Qualified students submitting the comprehensive examination application must submit it one semester earlier than the exam date to allow time for the program and transcript audit by the Doctoral Faculty Advisor, Doctoral Faculty Committee, and Doctoral Program Coordinator.

The Doctoral Program Coordinator or designee emails the exam to the student on the designated Friday by 5 pm, and then the student emails the completed examination by Monday at 5 pm. Should weather or other emergency situation (e.g. pandemic) occur, the Doctoral Program Coordinator and Doctoral Faculty Committee will provide an alternate date and/or procedure. The Doctoral Committee may make changes in the format of the comprehensive examination and will announce such changes at least one month prior to the scheduled examination date.

## Comprehensive Exam Procedures

* The examination addresses the CACREP and CED doctoral core standards, courses, internships, and research.
* Core and specialization readings, syllabi, tests, and assignments provide the general basis for questions.
* Questions are designed to integrate knowledge and skills in one standard and/or across standards.
* Rubrics demonstrate comprehensive doctoral level knowledge, skills, and dispositions.
* Students must use appropriate citations and references to support their responses.
* Students use APA 7 writing style, grammar, and organization.
* Students may not consult with another individual (student, faculty, or other) about the comprehensive exam.
* Quotations should be used sparingly and only when the meaning cannot be paraphrased.
* Plagiarism, cheating, and/or any communication regarding the examination violates the University and CED integrity policy and invokes the procedures and processes of the integrity policy. Doctoral faculty proctor may end an examination when cheating or violation of rules is observed or indicated.
* The approximate length and anticipated time for each response may be estimated, but this depends on the individual student.
* Students may direct questions or requests for clarification to the designated faculty member of the Doctoral Faculty Committee.

## Comprehensive Examination Grading

A minimum of three doctoral core faculty will evaluate comprehensive exam. If the grade for an answer is not unanimous, a fourth doctoral faculty may read the answer. At least one doctoral faculty with expertise in an area will read the response to questions in that area. A fourth reader may be added to review specialization answers (e.g. school counselors, addictions, college student affairs, trauma, etc.). The Doctoral Faculty Committee will convey the student’s grade in writing.

The grade for the comprehensive exam may be a

* pass with honors or distinction which the Registrar records on the transcript.
* pass which the Registrar records on the transcript.
* partial pass that will result in re-examination in that area within one month after the grade report. A second failing grade may result in retaking a course, a leave of absence, or dismissal from the program after consultation with the Dean.
* fail and may result in a second examination, retaking a course, a leave of absence, or dismissal from the program after consultation with the Dean.

# Dissertation

## Dissertation Overview and Preparation

Note: Students can access detailed information, procedures, benchmarks, and forms in the Dissertation Handbook.

### Developmental Progress Toward the Dissertation

Throughout the doctoral program, students learn about the research of faculty members and their scholarship agenda. Immersed in an environment of critical inquiry and study, they present lectures in MA level courses and join research teams to assist faculty and other students conducting research, learning the process from the ground up.

### CED 7910 and EDD 6330

The Professional Orientation Seminar (CED 7910) and Quantitative Research courses (EDD 6330) provide opportunities for new doctoral students to become familiar with full-time CED faculty members in an informal group setting. During these sessions, students are encouraged to ask questions related to individual faculty research interests, supervision approaches, working styles, and personal dissertation experiences.

### Kean Research Days

The first major research paper in CED 7957 Trauma Foundations in the first Fall semester becomes the foundation for students’ proposals to the Kean University Research Days in Spring semester for Research Posters and Session Presentations. The Research Day poster presentation provides the opportunity to present their research and study to other faculty and graduate students, network with other doctoral and graduate students, and prepare for presentations at state and national conferences. Through multiple research, learning, and presentation experiences, questions and concerns about the dissertation process are addressed, thus making research becomes a part of the day-to-day learning experiences of doctoral students.

### Dissertation Topic

According to the CACREP Standards, “Doctoral students must complete dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.”

Students begin to consider possible dissertation topics during the first semester. Faculty and students together explore potential topics of interest and questions for research through discussion and critical review of relevant literature.

The dissertation process is a training experience. Students first find a faculty member whose work interests them and who is willing to supervise them in developing the project. Through conversations and reviews of the literature, a topic will emerge that is within the area of expertise and research interests of the faculty member and that is suitable for the student to pursue as a dissertation. Finding a suitable topic should begin no later than the end of the spring semester of a student’s second year in the program.

Students review published and unpublished dissertations in courses as part of required reading that help to develop an understanding of the depth and breadth of dissertation questions, methodology, and research and also to become familiar with the process of dissertation research and writing.

Faculty discuss potential dissertation topics, areas of interest, and research questions in the core courses and four research methods courses, as well as in advisement meetings. Each student maintains an informal “dissertation diary” of ideas, questions, and references on areas relevant to the potential dissertation topic.

### Research Team

Students should commit to one research team led by a faculty member or advanced doctoral student by the spring semester of their second year. Participation on multiple research teams may delay progress towards dissertation. Students should schedule a meeting with the Doctoral Program Coordinator and their Faculty Advisor if there is difficulty in committing to a research team.

#### Dissertation Chair

After the completion of 48-49 credits, the student, in consultation with the Doctoral Program Coordinator and the Doctoral Faculty Committee, will nominate a full-time core CED faculty member to chair their Dissertation Committee.

#### Dissertation Chair Qualifications

The Dissertation Chair must be a CED full-time core faculty member with expertise and experience in the topic area or methodology selected. A request or nomination does not guarantee that an individual faculty member may accept the nomination or is available. The appointment of a Dissertation Chair is contingent upon completion of the required documentation, which includes signatures of the candidate, Faculty Advisor, Dissertation Chair nominee, and the Doctoral Program Coordinator. A verbal agreement does not qualify as official appointment of a dissertation chairperson.

University and department policy sets limits to the number of dissertations a faculty member may chair. Course loads, ongoing research projects, and number of dissertations currently chaired may prevent an individual faculty member from chairing another Dissertation Committee. A core faculty member may not chair more than two dissertations unless the Doctoral Committee and Doctoral Program Chair approve an exemption based on faculty availability or need.

#### Dissertation Committee Member Qualifications

* Two of the three members of the Dissertation Committee must be full-time core CED faculty with an appropriate doctorate and expertise.
* The Chair must be a CED doctoral core faculty member.
* One person is a Member-at-large.
* One person is a Methodologist; this person can also serve as Chair.
* No more than one External Committee Member may sit on a Dissertation Committee.
* If the Chair does not or cannot fulfill their responsibilities, for example when the Chair leaves the University or resigns from the position, the Dissertation Committee Members collaborate with the Doctoral Program Coordinator and Doctoral Faculty Committee to determine the most effective and expeditious course of action. This action may be that a Committee Member assumes the responsibilities of the Chair, the Chair remains on the Committee as a Member, or they need to appoint a new Chair from the doctoral core faculty.
* A candidate may identify a need for a fourth Committee Member-at-large, such as a supervisor at a school or counseling facility where the candidate plans to collect data. This additional Committee Member must hold the doctoral degree. The fourth member may be a faculty member in another department within the University or a professional with a Counselor Education or closely related doctoral degree outside of the university with relevant expertise (e.g., externship supervisor, faculty member at another institution). If the desired fourth committee member is outside of the Department, the student must submit a copy of this potential committee member’s curriculum vitae (CV) and a letter explaining the rationale for nominating this member. The Dissertation Chair, the Doctoral Program Coordinator, and the Doctoral Faculty Committee must provide a unanimous approval.

#### Methodologist

The Dissertation Committee must include an expert on the chosen research methodology (quantitative, qualitative, or mixed methods) from either the Kean CED or EDD full-time faculty. The Dissertation Chair may also serve as the Methodologist. In unusual situations, with the unanimous approval of the Doctoral Program Coordinator, Doctoral Faculty Committee, and Dissertation Chair, a candidate may seek a qualified research methodologist from outside the department or university.

#### Dissertation Committee Member-at-large

In addition to the Chair and the Methodologist, the Dissertation Committee has a third Member-at-large. Two of the three Committee Members must be CED full-time core faculty members. Asking a faculty member to be a Committee member is a joint decision made by the student, the Dissertation Chair, Doctoral Program Coordinator, and Doctoral Faculty Committee. However, a request does not guarantee that an individual faculty member will agree or be available. University policy sets limits to the number of dissertation committees a faculty member may sit on. Course loads, ongoing research projects, and number of dissertation committees a faculty member sits on may prevent an individual faculty member from agreeing to sit on another committee.

## Institutional Review Board

Every dissertation study requires clearance from the Kean University Institutional Review Board (IRB) before using human subjects in research. This requirement includes all research including archival data usage, low-risk investigations involving surveys, and higher-risk controlled trials of experimental treatments.

### IRB/Protection of Human Subjects Training

Before submitting IRB applications, all students and faculty members are required to complete an online course offered by the Collaborative Institutional Training Initiative (CITI Program). The course is titled, Human Subjects Research- Social- Behavioral- Educational Researchers- 1 - Basic Stage, and may be accessed via <https://about.citiprogram.org/en/series/human-subjects-research-hsr/p>.

The student receives a Certificate of Completion and will submit an electronic version to the Dissertation Chair and Doctoral Program Coordinator through the designated email.

# Graduation and Commencement

To have the degree conferred in May, the student must have successfully defended or

defended with minor revisions by March 1and have all required documents completed and submitted by April 15. The Committee expects that the dissertation has been thoroughly reviewed and finalized so that only a few minor revisions may be required. A candidate might try to rush through the final procedures; however, the dates are final in order to complete all necessary steps.

Unlike undergraduate and graduate students, a doctoral student may not walk in the May commencement and be hooded without all procedures completed by April 15.

To have the degree conferred in August, the candidate must have successfully defended or defended with minor revisions by June 1and have all documents submitted by July 15.

To have the degree conferred in January, the candidate must have successfully defended the Dissertation by November 1 with all documents submitted by December 15 and have submitted documentation of submission to UMI/ProQuest/DAI to the Dissertation Chair by December 15.

Candidates are responsible for applying for graduation and purchasing regalia (cap and gown).

### Rescheduling the Date of Graduation

A candidate who has passed Oral Dissertation Defense but cannot complete the procedures in time for the next graduation date will withdraw their graduation application for that date and reapply for the next semester’s graduation date. The Doctoral Program Coordinator will request a waiver, so they do not need to enroll in CED 8002 for the next semester since they have successfully defended.

Doctoral students who have completed all requirements for graduation may attend Commencement and Hooding Ceremony in May. Students are responsible for purchasing the cap and gown and the hood.

In order to be eligible to attend Commencement, students must successfully pass the Dissertation Oral Defense at least two weeks prior to Commencement. Minor editing revisions and arrangements for publishing the dissertation may be completed within two weeks after Commencement with the permission of the Dissertation Chair and the Doctoral Program Coordinator; however, the degree is not officially conferred on the transcript until all requirements have been fulfilled.

Graduation Completion

* Part-time students must complete the doctoral degree in 5-6 years.
* Full time students must complete the doctoral degree in 4-5 years.
* Candidates will send a request for an extension to the Dissertation Chair and Doctoral Program Coordinator prior to the beginning of Year 6 for part-time students and Year 4 for full-time students unless the candidate has been on track for completion and there are new or extraordinary circumstances.

# Selected University and NWGC Policies and Contact Information

Students are expected to read and follow all policies in the *Graduate Catalogue.* Selected policies and contact information are listedbelow**.**

## Email

CED faculty and staff may use ONLY Kean email addresses for direct electronic communication. **Students are expected to check their Kean email daily** to remain abreast of deadlines and announcements, or link their Kean account to their personal email account. Failure to use this email address may result in missing important announcements and information for which CED will not be responsible.

## Student Identification Card

Students must carry their Student Identification Card with them on campus and at field sites.

## Counselor Education Department Web Page

CED will provide CED and University information and deadlines, as well as conference announcements, job postings, scholarship information, etc. through its webpage ([grad.kean.edu/counseling](http://www.grad.kean.edu/counseling)) and regular emails and newsletters. Students are responsible for using this information. *The Doctoral Handbook*, Supervisor Manual, and other large documents are available only online.

## CED Newsletter

A periodic “newsletter” or update will be sent to students’ Kean email address with timely information.

## PhD Newsletter: *Mascari Gazette*

The *Mascari Gazette* is a feature newsletter published by the Doctoral Assistant

## Professional Behavior and Dispositions and the Developmental Progress.

In addition to expectations for academic performance, doctoral students are required to demonstrate professional behavior and dispositions. *The Doctoral Faculty Committee and/or Doctoral Program Coordinator may initiate a Developmental Progress Plan with serious concerns about disposition and behavior.*

## Writing Proficiency

Doctoral writing skills (grammar, organization, structure, fluency, etc.) are required. There is a strong emphasis on developing doctoral level writing skills and extensive editing and feedback are provided. The Doctoral Faculty Advisory Committee and the Program Coordinator can require additional practice or remediation in writing at any point in the program. Students whose writing skills are not satisfactory will not be permitted to take the Comprehensive Examination or begin the dissertation.

## Writing Center

The Writing Centerin the Nancy Thompson Library provides coaching and tutoring in-person and on-line. *Call* (908) 737-4793 to make an appointment with a writing coach or check the Writing Center page at <http://www.kean.edu/offices/writing-center>

## Nathan Weiss Graduate College Writing Tutor

The NWGC provides writing assistance by a graduate adjunct professor by appointment.

## Academic Integrity Policy

Refer to the University’s Academic Integrity Policy <http://www.kean.edu/media/academic-integrity-policy>

## Cheating Policy

Cheating on examinations, submitting work of others as one's own, or plagiarism in any form (including obtaining research papers from the Internet) will result in penalties ranging from an “F" on an assignment to dismissal from the University, depending on the seriousness of the offense. Refer to the University’s Academic Integrity Policy <http://www.kean.edu/media/academic-integrity-policy>

## University Non-academic Dismissal Policy

When a student’s actions are judged by competent authority, using established procedure to be detrimental to the interests of the University community, that person may be required to withdraw. (Kean University Graduate Catalog, 2017-2018)

## Incomplete Course Grades in the NWGC Student Handbook

A grade of incomplete (IN, IP, IC) may be reported for a student who has completed course requirements throughout the semester and then because of illness or other unusual and substantiated cause has been unable to take the final examination or to complete a limited amount of assigned work due near the end of the semester. Unsubstantiated absences from class may not be used to justify an incomplete grade. Class attendance in subsequent semesters may not be required by the instructor as a condition for removal of the incomplete grade. If a substantial amount of work has been missed for medical or other valid reasons, the student should petition the college dean to be withdrawn from all courses.

It is the responsibility of the student to initiate a request for a grade of incomplete by contacting the instructor of the course and filling out the form “Conditions for an Incomplete Grade and Its Removal.” The instructor of the course must receive this request prior to the submission of grades at the end of the semester. If no such request is received or if the instructor judges the request unacceptable, an appropriate semester grade shall be submitted based upon the student’s attainment of the stated goals of the course.

It is the student’s responsibility to make up the examination or other work prescribed in a contract written by the instructor as part of the form “Conditions for an Incomplete Grade and Its Removal.” This contract will also indicate the final grade to be assigned if the student’s unfinished work is not completed by a specific date. The prescribed time period will be no later than the last day of the eleventh week of the fall or spring semester immediately following the receipt of the incomplete grade. An earlier deadline may be agreed upon by the instructor and the student and in most cases, it is expected that a shorter period of time will be specified in the contract for the removal of the IN, IP and IC. This timeline does not apply to graduating seniors; incomplete grades must be completed no later than two weeks after the graduation date. Example: For May degree candidates, incomplete grades must be completed no later than two weeks after the May ceremony; For January and August candidates, no later than the end of the month.

When the student has made up the assignment(s) or taken the examination on time, the instructor for-wards a change of grade form for action by the department chair-person and the college dean. The dean then transmits the form to the Office of the Registrar for processing the grade change. If the student has not completed the work according to schedule, the instructor reports as the final grade for the semester the grade recorded in the contract worked out with the student. The final grade must be submitted to the Office of the Registrar before the degree is posted to the student’s record. Once the degree has been posted, the academic record is frozen, and no changes are permitted.

## CED Incomplete Course Grades Policy

In order to be eligible to receive an incomplete grade for a semester, with the exception of Practicum and Internship hours, the following criteria must be met at the time that an incomplete grade is requested:

* Document a reason – health or family emergency during the semester (Students are reminded to bring issues of illness or person problems to their instructor as soon as possible during the semester in which they are enrolled)
* Currently hold a passing grade (B+ or higher) for the course
* Completed the majority of the assignments for the semester to that point
* Have three weeks (3) remaining in the semester when making the request
* Attended classes consistent with the CED attendance policy and any requirements, specific to individual classes
* Complete the *Conditions for an Incomplete Grade and Its Removal* specifying a deadline that shall not exceed the eleventh (11) week into the new semester and submit this to the instructor for signature if in agreement.

## Change of Grades

Any change of a grade once the semester has ended and grades posted may be made only if there is an error in the final grade. The exception to this policy is the Incomplete grade, which requires the approval of the Department Chair and then the Dean and approved grade changes in the Dissertation process.

## University Reinstatement After Academic Dismissal or Discontinuation Policy

Appeals by students dismissed at the end of the regular academic year for academic reasons are considered by the University Committee for Academic Appeal, made up of representatives from the student body, the faculty and the administration of the University. The Committee’s chairperson forwards all Committee recommendations to the appropriate College Dean. Decisions on academic appeal by the College Dean are final.

This decision will take one of three forms: reinstatement to good academic standing; reinstatement to probationary status; or denial of appeal.

Students who have been dismissed or discontinued may not take courses at Kean University under any circumstances unless officially reinstated by a College Dean. (Kean University Graduate Catalog, 2017-2018)

## Health Services

Student Health Services is located in Downs Hall, Room 126, behind the Nancy Thompson Library. Most students are seen the same day by appointment.  Student Health Services is an appointment-based office. For appointments, go to <http://www.kean.edu/offices/student-health-services/schedule-appointment>

If you have an emergency, call Campus Police at (908) 737-4800.

## Health Insurance

Kean University does not offer a student health insurance plan. Students must obtain their own health insurance that is compliant with the Federal Patient Protection and Affordability Care Act (PPACA). Those individuals who do not have coverage with a PPACA-compliant plan will be subject to tax fines. The federal government has established health insurance exchanges that allow families and individuals to compare coverage and related costs among a variety of insurance companies.

## Sexual Assault Response Team

Union County asexual assault response team, also known as SART, (908-233-7273),  has staff specially trained in helping victims of a sexual assault. Victims can choose which services that they would like to use in the event of a sexual assault.

## Counseling Services

### Personal Counseling

Doctoral students are encouraged to seek personal counseling when appropriate, while attending the program. The Department also maintains a list of community agencies with sliding fee scales and a list of licensed practitioners who have agreed to provide a reduced fee for graduate students. Students may be required to attend counseling as part of a remediation or fitness to practice plan as a condition of their continued enrollment.

### Kean University Counseling Center

The Kean University Counseling Center is an available resource free to students. Among the services provided are individual counseling, group counseling, assessment, referral, alcohol and drug services, suicide prevention, and wellness workshops, Students may contact the Counseling Center at(908) 737-4850 or check go to the website at<http://www.kean.edu/offices/counseling-center/counseling-services>

### Psychological Services

The Psychological Services Clinic is managed by the faculty and students in the PsyD program and provides low cost outpatient mental health services. It is located on the first floor of East Campus. Contact the clinic at (908) 737-5890.

### Area Counseling Resources

The Counselor Education Department maintains a list of community agencies and licensed practitioners who have agreed to provide a reduced fee for graduate students. Students can check with their Faculty Advisor or the CED Administrative Assistant.

### Employee Assistance Program for Employee–Students

According to the Counseling Center webpage, “Kean employees, even those who are also students, must utilize the mental health services provided through the University’s employee assistance program (EAP). For questions or to access services, contact Yrelys Tapanes in Human Resources, (908) 737-3313.

### Community Center for Wellness and Counseling

The PhD in Counseling and Supervision and the Counseling Department Faculty coordinates the new Community Center. The Center serves as a counseling resource for the community, as well as a training clinic for doctoral students.

Doctoral students work with faculty to manage the Center and coordinate individual and group counseling, play and filial therapy, psychoeducation programs and wellness activities, The majority of the doctoral students hold New Jersey licenses as Associate or Professional Counselors.

## Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in education programs or activities. Sexual harassment in any form will not be tolerated at Kean University. Sexual harassment by students should be reported to the Office of Affirmative Action Programs, Office of the Vice President for Student Affairs or the Office of Community Standards and Student Conduct immediately. Information about the University’s Sexual Misconduct Policy may be found at the following: <http://www.kean.edu/policies/sexual-misconduct-policy>.

## KU Non-Discrimination Policy

It is the policy of the Kean University Administration that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities, or employment. Persons having questions about equal opportunity and non-discrimination, please contact Human Resources for referral to the appropriate personnel, 737-70430.

## 

## Affirmative Action

***Office of Affirmative Action Programs (Townsend Hall, Room 133)***

The Office of Affirmative Action Programs is committed to providing fair and equitable treatment for all members of the campus community, inclusive of  all students, faculty, and staff, and works to ensure that they are protected from all forms of discrimination, harassment, and gender-based discrimination.

<https://www.kean.edu/offices/affirmative-action>

<https://www.kean.edu/media/affirmative-action-brochure>

**Complaint Procedures for Students**

<https://www.kean.edu/media/student-complaint-form>

**Discrimination Complaint Processing Form**

<https://www.kean.edu/media/discrimination-complaint-processing-form>

**Catricia Shaw**

Managing Assistant Director and Deputy Title IX Coordinator

Telephone

[(908) 737-3330](tel:%28908%29737-3330)

Email

[shawc@kean.edu](mailto:shawc@kean.edu)

## Accessibility Services

Kean University is an affirmative action, equal opportunity institution.  Students with documented disabilities who may need instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.  Students may contact Kean Office of Accessibility Services to discuss special needs and accommodations, such as eligible classroom, testing, residence hall and other accommodations, and academic and technology assistance. For information about requirements of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act, go to <http://www.kean.edu/offices/disability-services> or call 908 (908) 737-4910

**The Office of Disability Services is now the Office of Accessibility Services.**

<https://www.kean.edu/offices/office-counseling-accessibility-alcohol-and-other-drug-services/office-accessibility>

**Office of Accessibility Services**  
Formerly the Office of Disability Services  
Telephone (908) 737-4910  
Email: [accessibilityservices@kean.edu](mailto:accessibilityservices@kean.edu)

**To Request Accommodations**: <https://www.kean.edu/offices/office-counseling-accessibility-alcohol-and-other-drug-services/office-accessibility-6>

# Registration Policies and Procedures

## Matriculation and Registration

All doctoral students are matriculated at the time of admission and first registration. All students are required to meet with their assigned Faculty Advisor, Doctoral Program Coordinator, and CED 7910 Instructor in the first semester to develop a planned program of study.

## Annual Information Update

Students update their personal information (name, phone number, address, etc.) annually. Students with a change of personal information (name, address, phone, etc.) should report changes immediately with CED and the University.

## Faculty Advisor and Doctoral Faculty Committee

In the first semester students’ Faculty Advisors are the Doctor Program Coordinator and the CED 7910 Instructor. At the end of the first semester, students may select another Faculty Advisor as well as their Doctoral Faculty Committee.

## Parking

Parking Permit registration is completed online.

## Liability Insurance

Students will maintain current and continuous student liability insurance during the program that is available free to student members of ACA.

## Criminal History Disclosure

All doctoral students are required to submit a *Criminal History Disclosure* form prior to the beginning of classes and an updated a Criminal History Disclosure Statement prior to the beginning of each semester.

Certain types of convictions may prevent receiving School Counselor Certification or doing a Practicum or Internship at certain sites involving children. In this case students should meet with their Faculty Advisor, Program Coordinator and CED Department Chair to discuss the details prior to the beginning of the Doctoral Program.

The New Jersey Rehabilitated Offenders Act prevents the denial of a license due to a criminal conviction. However, all arrests and incarcerations must be disclosed on the licensure application with an explanation that provides evidence of circumstances and rehabilitation.

Doctoral students must disclose the aforementioned information in writing prior to meeting with the Doctoral Faculty Advisor and the CED Department Chair.

## Registration Procedures

Early registration dates are announced through university email and in doctoral courses. Students are responsible for obtaining petitions from the Office Assistant, registering for courses during the time period, and completing payment on time. Registration for an upcoming semester may begin as early as 6 months prior to the start of the semester (e.g., early registration for fall courses occurs in March). Students are responsible for complying with all dates, deadlines, and procedures.

Many doctoral courses are taught once per year and have limited enrollment. Since the doctoral program is intentionally sequenced to provide the prerequisite knowledge and skills for the next courses, it is essential that students register early to assure that the courses will run and not be cancelled.

## Approved Petition Only Courses (Electronic Permission)

Some CED courses are listed in Kean Wise as “approved petition only.” This means that students may not register for that class unless the Department approves them. Students request a petition for the course through the Department’s Program Assistant. Any other request requires the student ID number and course number and section in order to be entered.

## Continuous Enrollment

Once students begin courses, they must be continuously enrolled every semester. Students who do not follow this procedure will be dropped from the program and must reapply. Re-entrance to the program is not guaranteed.

This policy is waived for students on active military duty or other service for up to 2 years, and the time limit of 6 years will be extended to complete the degree. An official letter will be required.

Students dismissed for academic, integrity, ethics, professionalism, and similar reasons will not be readmitted and cannot reapply.

In case of extraordinary illness or family problems, the student will meet with the Coordinator, Faculty Advisor, and Doctoral Faculty Committee and provide official documentation. The Committee will determine if a leave of absence up to one year is appropriate and reserves the right to consult with university staff and to use their professional judgment in the decision making process.

## Leave of Absence

Students with extraordinary illness, personal or family problems that may affect their attendance or performance should immediately talk with their Faculty Advisor and the Program Coordinator to determine an appropriate course of action.

A student may apply for a leave of absence for serious reasons such as medical, mental health, or family concerns. A leave of absence may be no longer than one year and will not count toward the 6-year limit. Up to two approved yearlong leaves of absence will be permitted unless there are extenuating circumstances. The student will communicate with the Faculty Advisor and the Program Coordinator and send a letter of request with official documentation as soon as possible. The Advisor and Coordinator reserve the right to consult with university staff and to use professional judgment, and the decision is final. The returning student may be required to comply with program changes and complete additional requirements. Any potential refunds will be determined by University policy.

## Visitors in Classes

Because of confidentiality, trust, and the nature of counseling classwork, visitors including guest speakers or other students who are not enrolled in the class are not permitted without the written authorization of the Instructor and Doctoral Program Coordinator.

## Filing for Graduation

Students are responsible for filing for graduation and completing any documents at: <http://grad.kean.edu/sites/default/files/Graduation%20Application-%20Oct%202017.pdf>

|  |  |
| --- | --- |
| **Program Completion** | **Deadline to Apply** |
| Fall semester | First Friday in October |
| Spring semester | First Friday in February |
| Summer semester | First Friday in March |

## Endorsement

The program will endorse Doctoral students who satisfactorily complete the academic requirements for licensure and pass the National Counselor Examination. The Doctoral Program will endorse a student’s supervised clinical hours toward licensure completed in Practicum and Internship during the program.

Faculty will write letters recommending and/or endorsing students who are qualified for employment, licensure, or certification. Students will not be endorsed if they are impaired, unqualified, or incompetent to perform duties expected, or when their knowledge, skills, or dispositions may negatively impact the practice required.

# Academic Policies and Student Evaluation

## Academic Status

University policy requires that graduate students maintain a cumulative grade average of 3.0 or higher. Students whose GPA falls below 3.0 will be dismissed.

A student with a grade of F in any course will be dismissed.

Students must earn a grade of B+ or higher in all Supervision, Practice, Practicum and Internship courses (e.g. CED 7963 Advanced Group Counseling, CED 7989 Advanced Clinical Supervision, CED 7980 Advanced Practicum in Counseling, CED 7985 Internship, CED 7986 Internship). A grade of B or below in any of the aforementioned courses will result in automatic dismissal from the program.

**A student who earns a B or B+ in any course is required to improve/retake their tests, papers, or other assessments in order to demonstrate competency.** Papers, tests, and other assessments are maintained in the student’s record along with evidence of improvement. Final course grades alone may not evidence competency in all required standards, for example, Research Day Poster.

Students who do not improve their work will receive a Development Progress Plan for remediation and a hold may be placed on their ability to register until deficiencies are made up. Continued evidence of partial competency or lack of competency may result in a reduced course load, leave of absence or possible dismissal after faculty review. Students should be familiar with grade appeals and other due process procedures.

A student may not earn more than one course grade of B-,C+, or C, and courses with such a grade must be repeated before any other course is taken except for clinical courses as stated previously. Two course grades of B-, C+, or C including a course that was retaken will result in a required leave of absence or dismissal from the program.

A course with a grade of B-, C, or C+ is not awarded credit toward the degree, and the student must write a letter requesting permission to retake the course in the next semester that it is offered and earn a grade of B or higher. The student may not enroll in any other courses until the course is completed with a B or higher or receive special permission of the Faculty Advisor and Doctoral Program Coordinator who may modify or reduce the student’s course load.

Students with extraordinary illness, personal, family, or professional s problems that may affect their attendance or performance should immediately speak with their Faculty Advisor and the Program Coordinator to determine an appropriate course of action.

IMPORTANT NOTE: The Counselor Education Department employs a more rigorous GPA standard than overall Graduate College requirements; therefore, students may be subject to dismissal from the Counselor Education Department while in good standing according to policy in the Kean University Graduate College. (See University Academic Dismissal Policy below.)

## Comprehensive Examination

The PhD in Counseling and Supervision follows the CACREP Doctoral Competencies. Before the completion of the Doctoral Program, the student will demonstrate learning outcomes based upon CACREP Professional Competencies by passing the exam with a rubric and score established by the Doctoral Program Faculty. Students are required to achieve a passing score on the Comprehensive Examination prior to starting the dissertation process. Information about the Comprehensive Examination will be distributed to students after the first semester.

See also Comprehensive Examination section in this Handbook.

|  |  |
| --- | --- |
| **Month** | **Application Deadline** |
| November | September 15 |
| April | February 15 |
| July | May 15 |

## Program Progress Benchmarks

Sequential, developmental benchmarks have been identified and designed to provide frequent feedback to the students and a system of continuous monitoring of student progress in the doctoral program. Specific benchmarks also indicate program effectiveness

\*If not passed as a requirement for the LAC

\*\* For students in the Clinical Mental Health Counseling or Trauma Counseling specializations

## University Graduation Deadline

The deadline for graduation is the end of the sixth year in the program. Failure to completion all program requirements by this date results in dismissal from the program. The Doctoral Program Coordinator and Dissertation Chair may submit an application to extend the deadline one semester or year with extraordinary circumstances.

Part-time students must complete the doctoral degree in 6 years. Full-time students must complete the doctoral degree in 5 years. Any request for extension must be received by the Faculty Advisor or Dissertation Advisor prior to the beginning of Year 6 for part time students and Year 4 for full time students unless the student has been on track for completion and there are extraordinary new circumstances.

# Professional and Ethical Responsibilities

The Counselor Education Department (CED) faculty recognizes that completing the PhD in Counseling and Supervision requires more than a minimum grade point average and minimally acceptable classroom performance. Professional gatekeeping responsibilities involve maintenance of high personal and professional standards and a strong commitment to the counseling profession and the public we serve. Doctoral students are also integrally involved in teaching, advising, and supervising Master’s level students. Professional, legal, and ethical responsibilities require the highest level of integrity, fidelity, competence, and beneficence.

All doctoral students admitted to the Counselor Education Department are expected to conduct themselves according to the academic and student conduct standards of Kean University, standards of the Counseling Department, ethical and professional standards set forth by the American Counseling Association, and federal and state statutes and regulations. Failure to do so may result in dismissal from the doctoral program, CED and/or Kean University.

Because of the very high level of knowledge, skills, and dispositions required of counselors, university faculty, and student services professionals, and the legal and ethical responsibilities to clients, there are higher gatekeeping standards, sanctions, and penalties for academic, behavioral, and dispositional problems than those of the University. The Developmental Progress Assessment and the Doctoral Review describe the Counseling Department policies and procedures, and higher-level policies and procedures of the PhD in Counseling and Supervision Program.

## Developmental Progress Assessment

The PhD in Counseling and Supervision prepares advanced students for positions as faculty in Master’s and Doctoral Counseling Programs; clinical supervisors and administrators in agencies, hospitals, clinics, educational institutions; master counselors in private practice, and counselors and student services professionals in higher education. Doctoral students also have roles in the education and supervision of Master’s level students, as well as counseling and advocacy work with clients and the community. Therefore, the Doctoral Program provides a continuous process of monitoring and evaluation of student academic, personal, and behavioral performance.

All doctoral students admitted to the CED are expected to conduct themselves according to the academic and student conduct standards of Kean University, the ethical and professional standards set forth by the American Counseling Association, and federal and state statutes and regulations. Failure to do so may result in dismissal from the doctoral program, CED and/or Kean University.

1. The Doctoral Faculty may, based on information contained in the *Developmental Progress Assessment* form:
   1. Interview a student individually in order to make a final determination
   2. Interview a student to discuss the recommendation for denial of acceptance
   3. Have the Doctoral Advisor and Program Coordinator provide feedback to the student about concerns that should be considered before moving forward
   4. Recommend a remediation plan be developed with the student that can include, but is not limited to:
      * 1. an agreed upon term of individual counseling with the counselor completing an official report about the student’s counseling to be included in the student’s CED admission file,
        2. completing an additional course with a grade of ‘A- or higher,
        3. retaking a core course to receive a grade of ‘A’
2. Students disagreeing with the Faculty’s decision may make an appeal in writing to the Department Chair within 10 days of the Doctoral Faculty’s decision. Following this level of appeal, the process will follow the University’s appeal process.
3. The CED Chairperson will notify the student in writing of the Doctoral Faculty Advisory Committee’s decision. Students who successfully receive the approval of the Doctoral Faculty Advisory Committee are eligible to take advanced level courses (such as Practicum, Internship). Students who do not meet criteria will be offered one of two options:
4. Withdraw from the Counseling Department; or
5. Continue on a conditional basis with a contract to follow specified recommendations for remediating deficit areas within a specified time frame.

Students who are offered the option of continued conditional status must establish a schedule and meet with their Doctoral Faculty Advisor to monitor progress toward remediation of deficit areas. Remediation may include, but is not limited to, retaking specified courses and/or seeking professional counseling services. Students failing to follow these recommendations will be dismissed from the PhD in Counseling and Supervision Program and the Counselor Education Department.

At the end of the contractual period for remediation of deficits, the Doctoral Faculty Advisory Committee will review the student’s progress, and the CED Chairperson will notify that student in writing of the recommendations for continuation or dismissal. Students wishing to appeal admission decisions should follow standard grievance procedures (see Kean University Graduate Catalog).

## Doctoral Review

At the end of the semester or year, faculty and students complete the Doctoral Reviews in Dispositions, Academic and Professional areas.

When the student and professors disagree on any aspect of the reviews or progress plans, the Doctoral Faculty Committee and the Program Coordinator will review the issues and develop a plan of action.

# Selected New Jersey State Regulations

## Subchapter 14: Professional Counselor Specialty Designations

### 13:34-14.1 Specialty Designations

1. A licensed professional counselor may utilize a professional specialty designation provided that the licensee holds a current NBCC specialty certification.
2. A qualified professional counselor who holds and maintains a current NBCC specialty certification may claim or advertise that specialty by using only the specific specialty designation assigned to the specialty by the NBCC.
3. A professional counselor shall post the NBCC certificate in a conspicuous place in a waiting room or other area where it will be visible to the professional counselor's clients.

### 13:34-14.2 (Reserved)

## Subchapter 15: Professional Counselors and Associate Counselors: Continuing Education

### 13:34-15.1 License Renewal and Continuing Education Requirement

1. All licensed professional counselors shall complete 40 contact hours of continuing education for license renewal (effective the biennial renewal period commencing on December 1, 2020). The licensed professional counselor shall confirm on the renewal application that the licensee has completed all continuing education requirements pursuant to N.J.A.C. 13:34-

15.2 and this section during the biennial period preceding application for renewal.

1. An associate counselor licensed for two or more biennial renewal periods, shall complete 40 contact hours of continuing education for all subsequent renewals of his or her license, consistent with the requirements of this subchapter.

### 13:34-15.2 Contact-Hour Requirement for Licensed Professional Counselors

1. A licensed professional counselor shall complete at least five of the 40 contact hours required by N.J.A.C. 13:34-15.1 in ethical and legal standards in the counseling profession regardless of the number of contact hours accrued during the biennial period.
2. A licensee shall complete at least three of the 40 contact hours of continuing education as required by N.J.A.C. 13:34-15.1 in the subject area of social and cultural competence. For the purposes of this subsection, social and cultural competence includes, but is not limited to, an understanding of the cultural context of relationships; issues and trends in a diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status; and unique characteristics of individuals, couples, families, ethnic groups and communities including any of the following:
   1. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
   2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
   3. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
   4. Counselors' roles in social justice, advocacy and conflict resolution, cultural self- awareness, the nature of biases, prejudices, process of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
   5. Theories of multicultural counseling, theories of identity development and multicultural competencies; and
   6. Ethical and legal considerations relating to issues of diversity.
3. Commencing with the biennial renewal period beginning on December 1, 2018, at least one of the 40 contact hours of continuing education shall, pursuant to P.L. 2017, c. 341, be in educational programs or topics concerning prescription opioid drugs, including the risks and signs of opioid abuse, addiction, and diversion. This one credit shall not be eligible for carry- over as described in (e) below.
4. The continuing education contact hours required by the NBCC to maintain the specialty certification, referred to in N.J.A.C. 13:34-14.1, may be used to satisfy the Committee's continuing education requirements for the licensed professional counselor set forth in this subchapter.
5. If the licensed professional counselor earns more than 40 contact hours during a biennial period, the professional counselor may carry a maximum of 10 contact hours into the next succeeding biennial period.

### 13:34-15.3 (Reserved)

### 13:34-15.4 Approval of Courses or Programs

1. The following are acceptable sources of continuing education courses, programs and articles, as long as the courses, programs or articles fall within the content areas set forth in

(c) or (d) below or are directly related to professional counseling:

1. Courses and programs approved by the National Board for Certified Counselors; the American Counseling Association; the American Psychological Association; the American Psychiatric Association; the National Association of Social Workers; the American Association for Marriage and Family Therapy; the Commission on Rehabilitation Counselors Certification; the American Ortho-psychiatric Association; the American Medical Association; the American Nursing Association; the National Association of Alcoholism and Drug Abuse Counselors; the United States Psychiatric Rehabilitation Association; and the member boards of the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse, Inc.;
2. Teaching or completing graduate coursework at a regionally accredited institution of higher education;
3. Authoring a refereed article published in a professional journal within the preceding biennial period; and
4. Presentation of a course or program approved by one of the organizations listed at

N.J.A.C. 13:34-15.4(a)1.

1. Prior to seeking approval of continuing education credit from the Committee for attending or presenting a course or program that has not been approved by any of the organizations listed in (a)1 above, the professional counselor shall first apply to and obtain approval from one of the listed organizations.
2. The following are acceptable content areas for continuing education:
   1. Counseling theory and practice which provide basic theories, principles and techniques of counseling and their application to professional counseling settings;
   2. The helping relationship, which provides broad understanding of philosophic bases of helping processes, basic and advanced helping skills, consultation theories and their applications, client and helper self-understanding and self-development and facilitation or client change;
   3. Human growth and development and maladaptive behavior which provide a broad understanding of the nature and needs of individuals at all developmental levels, normal and abnormal behavior, personality theory, lifespan theory, and learning theory within cultural contexts;
   4. Lifestyle and career development which provides a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, guidance and education, lifestyle and career decision- making, career development program planning, resources, and career option identification;
   5. Group dynamics, processes, counseling and consulting which provide a broad understanding of group development dynamics, group counseling theories, group leadership styles, basic and advanced group counseling methods and skills, and other group approaches;
   6. Appraisal of individuals which provides a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods, validity and reliability, psychometric statistics, factors that influence appraisals, use of appraisal results in helping process and the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options;
   7. Social and cultural foundations which provide a broad understanding of societal changes and trends, human roles, societal subgroups, social mores and interaction patterns, multicultural and pluralistic trends, differing lifestyles, and major societal concerns including stress, person abuse, substance abuse, discrimination and methods of alleviating these concerns;
   8. Research and evaluation which provide a broad understanding of types of research, basic statistics, research and report development, research implementation, program evaluation, needs assessment, publication of research information and ethical and legal considerations; and
   9. The counseling profession which provides a broad understanding of professional roles and functions, professional goals and objectives, professional organizations, and associations, professional history and trends, ethical and legal standards, professional preparation standards and professional credentialing.
3. A course or program in the subject area of social and cultural competence for the purpose of fulfilling the three contact hour continuing education requirement shall be obtained consistent with (a) above or shall be subject to the approval of the Committee. A course or program in the subject area approved by the Board of Marriage and Family Therapy Examiners, the Board of Social Work Examiners, or the Alcohol and Drug Counselor Committee shall be deemed acceptable by this Committee.

### 13:34-15.5 Continuing Education Credits and Contact-Hour Calculation

1. The Committee shall grant credit only for continuing education courses and programs that are at least one contact hour long and are directly related to professional counseling practice. For purposes of this subchapter, a "contact hour" means a 60-minute clock hour with no less than 50 minutes of content within the hour. Courses and programs may include one 10-minute break for each contact hour.
2. A professional counselor shall complete and be able to verify the completion of a continuing education course, program or article as set forth in N.J.A.C. 13:34-15.4 in order to receive continuing education credit. The Committee shall grant a professional counselor continuing education credit for each biennial renewal period as follows:
   1. Completing graduate coursework at a regionally accredited institution of higher education: 15 continuing education contact hours for each semester course credit awarded beyond the required educational standards which the professional counselor must complete for licensure as set forth in N.J.A.C. 13:34-11.3;
   2. Teaching graduate courses offered at a regionally accredited institution of higher education: 15 continuing education contact hours for each semester course credit awarded for each new course which a professional counselor teaches. For the purposes of this subsection, "new" means a course that the professional counselor has not taught previously in any educational setting;
   3. A refereed article published in a professional journal within the preceding biennial period: four continuing education contact hours per article with a maximum of eight contact hours per biennial period; and
   4. Course or program presentation: one and one-half continuing education contact hours for each hour of a new offering up to a maximum of nine continuing education contact hours. For the purposes of this subsection, "new" means a course or program that the professional counselor has not previously presented.

### 13:34-15.6 Documentation of Continuing Education Credit

1. A professional counselor shall retain documentation of the continuing education hours which the professional counselor completes in order to verify program attendance or activity completion. Each professional counselor shall submit such documentation to the Committee upon its request. The Committee may periodically audit the records of professional counselors, on a random basis, to determine compliance with continuing education requirements of this subchapter.
2. A professional counselor shall verify attendance at continuing education courses or programs by a certificate of attendance or by a statement from the course or program instructor. The verification shall include the name of the licensee, the name of the sponsor, the title, location and date of the course or program, the signature of a program official and the number of continuing education hours awarded.
3. A professional counselor shall verify continuing education activities by retaining the following:
   1. For publications, a copy of the published article;
   2. For course or program presentations, copies of the program, syllabus, outlines and bibliographies;
   3. For teaching, copies of the syllabus, bibliography, course outline and verification from the academic institution that the course was "new" as defined by N.J.A.C. 13:34-15.5(b)2; and
   4. For graduate coursework, an official transcript.
4. A professional counselor shall maintain verification documentation for five years following the renewal period for which the Committee has granted the professional counselor continuing education credit.
5. Falsification of any information submitted with the renewal application or failure to meet the continuing education requirements may result in the Committee taking appropriate disciplinary measures, including suspension of license, pursuant to N.J.S.A. 45:1-21.
6. Committee may reject any continuing education contact hours claimed for continuing education credit that are not relevant to the practice of professional counseling in the State of New Jersey.

### 13:34-15.7 Waiver of Continuing Education Requirements

1. The Committee may waive continuing education requirements on an individual basis for reasons of hardship such as illness, disability, active service in the military or other good cause as established by the professional counselor.
2. A professional counselor who seeks a waiver of the continuing education requirements shall provide to the Committee, in writing, the specific reasons for requesting the waiver and such additional documentation as the Committee may request in support of the waiver.

## Subchapter 18: Professional Counselors and Associate Counselors: Client Records; Confidentiality

### 13:34-18.1 Preparation and Maintenance of Client Records

1. A licensee shall prepare a permanent client record for each client which accurately reflects the client contact with the licensee whether in an office, hospital, agency or other treatment, evaluation or consultation setting.
2. A licensee shall make entries in the client record contemporaneously with the services provided. A licensee may dictate an entry for later transcription, provided the transcription is dated and identified as "preliminary" until the licensee reviews the transcription and finalizes the entry in the client record.
3. The licensee shall include in the client record material pertinent to the nature and extent of the professional interaction, which shall include:
   1. The client’s name, address and telephone number;
   2. The client complaint on intake;
   3. Medical history recognized as of potential significance;
   4. Past and current medications;
   5. Significant social history;
   6. Findings on appropriate examination;
   7. Raw data and interpretation of tests, if administered;
   8. Current functional impairments and rating levels thereof;
   9. A diagnostic impression;
   10. Contemporaneous and dated progress or session notes including specific components of treatment, evaluation or consultation;
   11. Dates of all treatment, evaluation or consultation sessions;
   12. The location of treatment, evaluation or consultation;
   13. An evaluation of progress (if applicable);
   14. A prognosis;
   15. The client identity on each page;
   16. Fees charged and paid;
   17. The identity of each provider of treatment, evaluation or consultation (and supervisor, if any);
   18. If services are rendered by an associate counselor, the written disclosure form signed by the client; and
   19. Information regarding referrals to other professionals.
4. The client record shall contain the written disclosure form required pursuant to N.J.A.C. 13:34-13.2(b) and reports and records provided by other professionals and integrated into the client's treatment, evaluation or consultation report.
5. A licensee may make corrections or additions to an existing record provided that each change is clearly identified as such, dated and initialed by the licensee. Any other alteration of records shall be deemed professional misconduct.
6. When records are to be maintained as confidential, the licensee shall establish and maintain a procedure to protect such records from access by unauthorized persons.
7. The licensee shall retain the permanent client record for at least seven years from the date of last entry, unless otherwise provided by law.
8. The licensee shall establish reasonable procedures for maintaining the confidentiality of client records in the event of the licensee's relocation, retirement, termination from practice, death, or separation from a group practice, and shall establish reasonable procedures to assure the preservation of client records which shall include at a minimum:
   1. Establishment of a procedure by which patients can obtain treatment records or acquiesce in the transfer of those records to another licensee or health care professional who is assuming the responsibilities of that practice; and
   2. Making reasonable efforts to directly notify any patient treated during the six months preceding the cessation, and providing information concerning the established procedure for retrieval of records.
9. Subsections (f) through (h) above shall not apply to a licensee employed in an agency setting which does not, by agency policy, have control over client records.

### 13:34-18.2 Use of Personal or Other Computer to Prepare Client Records

1. A licensee who prepares a client record maintained solely on a personal or other computer shall use a write-protected program which:
   1. Contains an internal permanently activated date and time recordation for all entries;
   2. Automatically prepares a back-up copy of the file; and
   3. Is designed in such manner that, after the licensee "signs" by means of a confidential personal code ("CPC"), the entry cannot be changed in any manner.
2. Notwithstanding the permanent status of a prior entry, the licensee may make a new entry at any time and may indicate correction to a prior entry.
3. The licensee shall include in the client record at least two forms of identification; for example, name and record number or any other specific identifying information.
4. The licensee shall finalize or "sign" the entry by means of a CPC. Where more than one individual is authorized to make entries into the computer file of any client record, the licensee responsible for the practice shall assure that each person obtains a CPC and uses the program in the same manner.

### 13:34-18.3 Access to Copy of Client Record

1. For purposes of this section, "authorized representative" means, but is not necessarily limited to, a person designated by the client or a court to exercise rights under this section. An authorized representative may be the client's attorney or an agent of a third-party payor with whom the client has a contract, which provides that the third party be given access to records to assess a claim for monetary damages or reimbursement.
2. A licensee may require the record request to be in writing. The licensee shall provide a copy of the client record and/or billing records, including reports relating to the client, no later than 30 days from receipt of a request from a client or duly authorized representative. Limitations on this requirement are set forth in (g) below and in N.J.A.C. 13:34-18.5.
3. Unless otherwise required by law, the licensee may elect to provide a summary of the record, as long as the summary adequately and accurately reflects the client's history and treatment.
4. A licensee may charge a reasonable fee for the preparation of a summary and reproduction of records, which shall be no greater than an amount reasonably calculated to recoup the costs of transcription or copying.
5. The licensee's obligation hereunder to release information shall include the obligation to complete forms or reports required for third party reimbursement of client treatment expenses. The licensee may charge reasonable fees for completion of reports other than health insurance claim forms, for which no fee may be charged pursuant to N.J.S.A. 45:1-12.
6. When a request is made for release of already completed reports to enable the client to receive ongoing care by another practitioner, or for use in judicial proceedings, the licensee shall not require prior payment for the professional services to which such reports relate as a condition for making such reports available. A licensee may, however, require advance payment for a report prepared for the licensee's services as an expert witness.
7. A licensee may withhold information contained in the client record from a client or the client's guardian if in the reasonable exercise of his or her professional judgment, the licensee believes release of such information would adversely affect the client's health or welfare. That record or the summary, with an accompanying explanation of the reasons for the original refusal, shall nevertheless be provided upon request of and directly to:
   1. The client's attorney;
   2. Another licensed health care professional; or
   3. The client's health insurance carrier.

### 13:34-18.4 Access by a Managed Health Care Plan to Information in Client Record

1. With regard to a client whose treatment cost is covered by a wholly insured health insurance plan or a managed health care plan, a licensee shall make all required information available upon the request of the client or duly authorized representative with the client's consent.
2. A licensee whose client has explicitly waived the counselor-client confidentiality privilege established by N.J.S.A. 45:8B-49 may release requested information deemed professionally appropriate to a third-party payer whose benefit plan is qualified under the Federal Employee Retirement Income Security Act (ERISA); that is, the plan of a self-insured employer or an entity providing administrative services to that employer for the purposes of determining entitlement to benefits.

### 13:34-18.5 Confidentiality

1. A licensee shall preserve the confidentiality of information obtained from a client in the course of performing professional counseling services for the client, except in the following circumstances:
   1. Disclosure is required by Federal or State law or regulation;
   2. Disclosure is required by the Board or the Office of the Attorney General during the course of an investigation;
   3. Disclosure is required by a court of competent jurisdiction pursuant to an order;
   4. The licensee has information that the client presents a clear and present danger to the health or safety of an individual;
   5. The licensee is a party defendant to a civil, criminal or disciplinary action arising from the professional counseling services provided, in which case a waiver of the privilege accorded by this section shall be limited to that action; or
   6. The client agrees, in writing, to waive the privilege accorded by this section. In circumstances where more than one person in a family is receiving professional counseling services, each family member who is at least 18 years of age or older must agree to the waiver. Where required by Federal or State law persons under the age of 18 years of age must agree to the waiver. Absent a waiver of each family member, a licensee shall not disclose any information received from any family member.
2. A licensee shall establish and maintain procedures to protect client records from access by unauthorized persons.
3. A licensee shall establish procedures for maintaining the confidentiality of client records in the event of the licensee's relocation, retirement or death and shall establish reasonable procedures to assure the preservation of client records.
4. In the case of a client's death:
   1. Confidentiality survives the client's death, and a licensee shall preserve the confidentiality of information obtained from the client in the course of the licensee's teaching, practice or investigation;
   2. The disclosure of information in a deceased client's records is governed by the same provisions for living clients set forth in N.J.A.C. 13:34-18.3, 18.4 and 18.6; and
   3. A licensee shall retain a deceased client's record for at least seven years from the date of last entry, unless otherwise provided by law.
5. A licensee may discuss the information obtained in clinical or consulting relationships, or in evaluating data concerning children, students, employees and others, only for professional purposes and only with persons clearly connected with the case, as provided under applicable State and Federal laws and regulations.
6. A licensee may reveal, in writing, lectures or other public forums, personal information obtained during the course of professional work only as follows:
   1. With prior consent of the clients or persons involved; or
   2. Where the identity of the client or person involved is adequately disguised.

### 13:34-18.6 Minors

1. Unless otherwise ordered by a court, if the client is a minor, a parent or legal guardian will be deemed to be an authorized representative, as defined at N.J.A.C. 13:34-18.3(a). Except as provided for at N.J.S.A. 9:17A-4, when the client is more than 14 years of age, but has not yet reached the age of majority, the authorization shall be signed by the client and by the client's parent or legal guardian, pursuant to N.J.S.A. 45:14B-36(e).
2. This section shall not require a licensee to release to a minor's parent or guardian records or information relating to the minor's sexually transmitted disease, termination of pregnancy or substance abuse, treatment considered confidential information in accordance with N.J.S.A. 9:17A-4, or any other information that in the reasonable exercise of the licensee's professional judgment may adversely affect the minor's health or welfare.
3. Unless otherwise ordered by a court, at least one parent or guardian shall consent to the treatment of a minor. If one parent consents, a licensee may treat a minor even over the objection of the other parent.
4. The provisions at N.J.A.C. 13:34-18.3, 18.4 and 18.5, concerning access to client records, access by a managed health care plan to information in client records and confidentiality of records, shall apply to minors.

### 13:34-18.7 Transfer or Disposal of Records

1. If a licensee ceases to engage in practice or it is anticipated that he or she will remain out-of- practice for more than three months, the licensee shall comply with the requirements concerning termination of services set forth at N.J.A.C. 13:34-30.5(c) and shall:
   1. Establish a procedure by which clients can obtain a copy of the treatment records or acquiesce in the transfer of those records to another licensee or health care professional who is assuming responsibilities of the practice. However, a licensee shall not charge a client for a copy of the records, when the records will be used for purposes of continuing treatment or care;
   2. Make reasonable efforts to directly notify any client treated during the six months preceding the cessation, providing information concerning the established procedure for retrieval of records; and
   3. If a licensee is unable to notify all clients, publish a notice of the cessation and the established procedure for the retrieval of records in a newspaper of general circulation in the geographic location of the licensee's practice, at least once each month for the first three months after the cessation.

## Subchapter 19: Professional Counselors and Associate Counselors: General Obligations of a Licensee

### 13:34-19.1 Posting of Practice Authorization and Notification of Availability of Fee Information

1. All licensees, whether in an agency setting or conducting independent practice, shall ensure that the following notices are prominently displayed in a waiting room or other area where they will be visible to the licensee's clients:
   1. Professional counselors and associate counselors are licensed by the Board of Marriage and Family Therapy Examiners, Professional Counselor Examiners Committee, an agency of the Division of Consumer Affairs. Any member of the consuming public having a complaint relative to the practice conducted by a professional or associate counselor shall notify the Professional Counselor Examiners Committee, PO Box 45007, 124 Halsey Street, Newark, New Jersey 07101, [www.njconsumeraffairs.gov/pc](http://www.njconsumeraffairs.gov/pc), or the New Jersey Division of Consumer Affairs, PO Box 45027, 124 Halsey Street, Newark, New Jersey 07101, [www.njconsumeraffairs.gov.](http://www.njconsumeraffairs.gov/)
   2. "INFORMATION ON PROFESSIONAL FEES IS AVAILABLE TO YOU ON REQUEST."

### 13:34-19.2 Notification of Change of Address or Name; Service of Process; Duty to Notify

1. Each licensee shall notify the Committee, in writing, within 30 days of any change in address on file with the Committee and shall specify whether the address is a residence or employment address.
2. A licensee whose name has been legally changed shall forward to the Committee by certified mail, return receipt requested, no later than 30 days following the change of name, legal evidence of such change and copies of two forms of identification, one of which shall be a United States government-issued or State government-issued photo identification. Upon receipt of these items, the Committee shall issue to the licensee a new license. Upon receipt of the new license, the licensee shall immediately remit the original license to the Committee.
3. Service of an administrative complaint or other documents from the Board, the Committee, the Attorney General or the Division of Consumer Affairs at the address on file with the Committee shall be deemed adequate notice for the commencement of any inquiry or disciplinary proceeding.
4. Each licensee shall, within 30 days of receiving a notice of disciplinary action taken against the licensee in another jurisdiction, report such action to the Committee in writing.

## Subchapter 29: Professional Counselors, Associate Counselors and Rehabilitation Counselors: Advertising

### 13:34-29.1 Definitions

For the purposes of this subchapter, the following terms shall have the following meanings unless the context clearly indicates otherwise:

* "Advertisement" means an attempt, directly or indirectly by publication, dissemination or circulation in print, electronic or other media, to induce any person or entity to purchase or enter into an agreement to purchase professional or rehabilitation counseling services, treatment, or goods related thereto.
* "Electronic media" includes radio, television, telephone, Internet and other electronic means of communication.
* "Licensee" means a licensed professional counselor, a licensed associate counselor and a licensed rehabilitation counselor.
* "Print media" includes business cards, newspapers, periodicals, professional journals, telephone directories, circulars, handbills, flyers, billboards, signs, direct mail, match covers, and other items disseminated by means of the printed word.

### 13:34-29.2 Advertising; General Requirements

1. A licensee shall be able to substantiate the truthfulness of any representation set forth in an advertisement.
2. A licensee identified in an advertisement as offering professional or rehabilitation counseling or goods shall be responsible for the form and content of any advertisement disseminated by or on behalf of a licensee.
3. A licensee shall assure that an advertisement does not misrepresent, suppress, omit, or conceal a material fact. Omission, suppression, or concealment of a material fact includes directly or indirectly obscuring a material fact under circumstances where the licensee knows or should know that the omission is improper or prohibits a prospective client from making a full and informed judgment on the basis of the information set forth in the advertisement.

### 13:34-29.3 Minimum Content

1. A licensee shall include the following in all advertisements and professional representations (other than an office entry sign), including advertisements in a classified directory, business cards and professional stationery:
   1. The name of the licensee;
   2. The words "Licensed Professional Counselor" or "LPC," "Licensed Associate Counselor" or "LAC" or "Licensed Rehabilitation Counselor" or "LRC," as applicable, followed by the 12-digit license number; and
   3. The street address and telephone number of the practice location.
2. For maintenance of personal or client safety, a licensee may petition the Board for a waiver of the requirement to list the street address of the practice location. A licensee shall submit a request for a waiver in writing which shall detail the reason for the request.

### 13:34-29.4 Use of Professional Credentials and Certifications

1. A licensee shall accurately and objectively represent his or her competence, education, training, and experience, as of the time of the representations.
2. An advertisement that includes information on professional credentials shall contain the highest academic degrees attained related to the practice of professional, associate or rehabilitation counseling and shall refer only to degrees obtained from a regionally accredited academic institution.
3. An advertisement that includes information on certification shall include the full name of the institute or agency conferring the certification or the recognized name or abbreviation of the certification.
4. In addition to the information required to appear pursuant to N.J.A.C. 13:34-29.3, letters or abbreviations that may appear immediately following the licensee's name shall be limited to the following:
   1. The highest academic degrees earned from a regionally accredited institution relating to the practice of professional or rehabilitation counseling. A licensee shall not include any degree earned at an institution that is not regionally accredited;
   2. Professional specialty designations as defined in N.J.A.C. 13:34-4.1; and other licenses or certifications issued by another State or Federal agency.
5. Letters or abbreviations appearing immediately following the licensee's name shall appear in the following order only:
   1. Highest academic degrees earned from a regionally accredited institution related to the practice of professional, associate or rehabilitation counseling;
   2. Licensure designation;
   3. Professional specialty designation as defined in N.J.A.C. 13:34-14.1; and
   4. Certifications.
6. Nothing in this section shall preclude any truthful or nondeceptive statement in regard to education or experience in a particular area of professional, associate or rehabilitation counseling.

### 13:34-29.5 Prohibited Types or Methods of Advertising

1. A licensee shall not guarantee that satisfaction or a cure will result from the performance of professional, associate or rehabilitation counseling.
2. A licensee shall not communicate information that may identify a client without the written consent of the client.
3. A licensee shall not offer a professional service which the counselor knows or should know is beyond his or her ability to perform.
4. A licensee shall not advertise or communicate in a manner which appears to intimidate, exert undue pressure, or unduly influence a prospective client.

### 13:34-29.6 Retention of Advertisements

A licensee shall retain, for a period of three years from the date of initial publication or dissemination, a copy of every advertisement appearing in print or electronic media. The licensee shall indicate on all advertisements in his or her possession the date and place of publication or dissemination.

## Subchapter 30: Professional Counselors, Associate Counselors and Rehabilitation Counselors: Business Practices; Professional Conduct

### 13:34-30.1 Financial Arrangements with Clients

1. Fees shall be reasonable and commensurate with the status and experience of the professional, associate or rehabilitation counselor when compared with fees of professional, associate or rehabilitation counselors offering like services or treatment in the geographic area.
2. Where payment of the usual and customary fee would be a hardship, a professional or rehabilitation counselor shall refer the client to other sources for provision of services, reduce the usual and customary fee or provide the services without charge. A professional or rehabilitation counselor shall not accept goods and/or services from a client in lieu of payment for professional services.
3. Before providing counseling services, a professional or rehabilitation counselor shall assist the client to understand financial arrangements. The information shall include, but not be limited to:
   1. The identity of the person or entity responsible for payment of the fee for services;
   2. The fee for services or the basis for determining the fee to be charged;
   3. Whether the professional or rehabilitation counselor will accept installment payments; and
   4. The financial consequences, if any, of missed appointments.

### 13:34-30.2 Clients Served by Others

If a client is receiving counseling services from another mental health professional, the professional, associate or rehabilitation counselor, with the client's consent, shall inform the other mental health professional already involved and develop clear agreements to avoid confusion and conflict for the client.

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### 13:34-30.3 Multiple Clients

When a professional, associate or rehabilitation counselor agrees to provide counseling services to two or more persons who have a relationship (such as husband and wife or parents and children), the professional, associate or rehabilitation counselor shall disclose in writing at the outset, which person or persons are clients and the nature of the relationships he or she will undertake with each involved person. The disclosure shall be retained in the client record. If it becomes apparent that the professional, associate or rehabilitation counselor may be called upon to perform conflicting roles, the professional, associate or rehabilitation counselor shall take appropriate steps to eliminate the conflict.

### 13:34-30.4 Conflicts of Interest; Dual Relationships

1. A professional, associate or rehabilitation counselor providing counseling services shall not provide those services in circumstances that would be expected to limit the counselor's objectivity and impair professional judgment or increase the risk of exploitation.
2. A professional, associate or rehabilitation counselor providing counseling services shall not enter into any relationship that would be expected to limit objectivity and impair professional judgment or increase the risk of exploitation. Examples of such relationships include, but are not limited to, professional treatment of business or financial relationships, students, supervisors, friends or relatives, supervision of friends and relatives and receipt of any goods and/or services from a client.
3. A professional, associate or rehabilitation counselor who has identified a conflict of interest shall notify the parties involved and shall take action to eliminate the conflict.

### 13:34-30.5 Termination of Services

1. A professional, associate or rehabilitation counselor shall terminate services to a client when the services are no longer required or no longer meet the client's needs or interests.
2. A professional, associate or rehabilitation counselor shall not abandon nor neglect a client in need of professional services without making reasonable arrangements for the continuation of such care or offering to help the client find alternative sources of assistance.
3. A professional, associate or rehabilitation counselor who anticipates the termination or interruption of services to a client shall notify the client promptly in writing, shall comply with the requirements for transfer of records set forth at N.J.A.C. 13:34-18.7 or 27.7, as applicable and shall seek the transfer, referral or continuation of service in relation to the client's needs and preferences.
4. Notifications sent to a client pursuant to this section shall be retained in the client record.

### 13:34-30.6 Prohibition on Solicitation; Unethical Referrals and Kickbacks

1. A professional, associate or rehabilitation counselor who provides services to an agency shall not solicit, for his or her private practice, the agency's clients for the same services the agency provides. Nothing in this section prohibits a counselor from offering to the client all appropriate options upon termination of services at the agency, including the continuation of services in private practice.
2. A professional, associate or rehabilitation counselor shall not refer a client to a service in which the counselor or his or her immediate family has a financial interest.
3. A professional, associate or rehabilitation counselor shall not prescribe goods or devices which the counselor sells or leases to the client unless the counselor advises the client of the ownership or other interest in the goods or devices.
4. A professional, associate or rehabilitation counselor shall not pay, offer to pay or receive any fee or other form of compensation for referral of a client for professional services or for the purchase of goods.
5. A professional or rehabilitation counselor shall not permit the division of fees for professional services unless the counselor is engaged in a bona fide partnership or professional service corporation or employment relationship

### 13:34-28.5 License Renewal

1. The Committee shall send a notice of renewal to each licensee, at least 60 days prior to the expiration of the license. The notice of renewal shall explain inactive renewal and advise the licensee of the option to renew as inactive. If the notice to renew is not sent 60 days prior to the expiration date, no monetary penalties or fines shall apply to the holder for failure to renew provided that the license is renewed within 60 days from the date the notice is sent or within 30 days following the date of license or registration expiration, whichever is later.
2. A licensee shall renew his or her license for a period of two years from the last expiration date. The licensee shall submit a renewal application to the Committee, along with the renewal fee set forth in N.J.A.C. 13:34-26.1, prior to the date of license expiration.
3. A licensee may renew his or her license by choosing inactive status. A licensee electing to renew his or her license as inactive shall not engage in the practice of a rehabilitation counselor, or hold herself or himself out as eligible to engage in the practice of a rehabilitation counselor, in New Jersey until such time as the license is returned to active status.
4. If a licensee does not renew the license prior to its expiration date, the licensee may renew the license within 30 days of its expiration by submitting a renewal application, a renewal fee, and a late fee as set forth in N.J.A.C. 13:34-26.1. During this 30-day period, the license shall be valid, and the licensee shall not be deemed practicing without a license.
5. A licensee who fails to submit a renewal application within 30 days of license expiration shall have his or her license suspended without a hearing.
6. A licensee who continues to engage in the practice of a rehabilitation counselor with a suspended license shall be deemed to be engaging in the unauthorized practice of a rehabilitation counselor and shall be subject to action consistent with N.J.S.A. 45:1-14 et seq., even if no notice of suspension has been provided to the individual.

# Counseling Professional Associations

Participating in the American Counseling Association (ACA), national and state associations and divisions helps doctoral students become an integral part of the counseling profession. Students are expected to become a student member of the ACA and relevant divisions or associations and actively participate by volunteering to serve on committees, working at conferences, associations/activities, and other service and advocacy work.

The American Counseling Association (ACA) is the national organization for professional counselors and offers student membership and activities for graduate students in counseling. ACA provides a magazine (*Counseling Today*), a journal publication (*Journal of Counseling and Development*), and sponsors workshops and seminars across the nation, including an annual national conference. Student members receive malpractice insurance free until graduation. Visit the ACA web site at [www.counseling.org](http://www.counseling.org).

New Jersey Counseling Association (NJCA) is the state branch of ACA and offers a significantly reduced-rate for student membership. NJCA offers a quarterly newsletter, an online journal, and sponsors workshops and seminars across New Jersey, including an annual state conference. Students may also join an affiliate Division. Visit the NJCA web site at [www.njcounseling.org](http://www.njcounseling.org).

The American School Counselor Association is the national division for counselors working in a school setting. ASCA provides a journal (*Professional School Counseling*), electronic and print newsletters and magazines, and a national conference. Membership information may be obtained by going to [www.schoolcounselor.org](http://www.schoolcounselor.org)

The New Jersey School Counselor Association (NJSCA) is the state branch of ASCA offering an electronic newsletter, CEU opportunities including a fall and spring conference, and advocacy. The Spring Conference has been held at Kean University for 14 years. Membership information may be obtained by going to [www.njsca.org](http://www.njsca.org)

Chi Sigma Iota is the counseling international academic and professional honor society. The local chapter of Chi Sigma Iota Counseling Academic and Professional Honor Society International (Kappa Upsilon Nu) invites outstanding Counselor Education students. Interested students should watch for announcements about nominations.

There are 19 ACA Divisions and 2 Organizational Affiliates that focus on specific types of counseling or areas of interest. Many offer scholarships to conferences for graduate and doctoral students and opportunities to participate in leadership and professional activities.

***Divisions:***

[Association for Adult Development and Aging (AADA)](http://www.aadaweb.org/)

[Association for Assessment and Research in Counseling (AARC)](http://aarc-counseling.org/)

[Association for Child and Adolescent Counseling (ACAC)](http://acachild.org/)

[Association for Creativity in Counseling (ACC)](http://www.creativecounselor.org/)

[American College Counseling Association (ACCA)](http://www.collegecounseling.org/)

[Association for Counselor Education and Supervision (ACES)](http://www.acesonline.net/)

[Association for Humanistic Counseling (AHC)](http://afhc.camp9.org/)

[Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)](http://www.algbtic.org/)

[Association for Multicultural Counseling and Development (AMCD)](https://multiculturalcounselingdevelopment.org/)

[**American Mental Health Counselors Association (AMHCA)**](http://www.amhca.org/)

[**American Rehabilitation Counseling Association (ARCA)**](http://www.arcaweb.org/)

[**Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)**](http://www.aservic.org/)

[**Association for Specialists in Group Work (ASGW)**](http://www.asgw.org/) 

[**Counselors for Social Justice (CSJ)**](http://counseling-csj.org/)

[**International Association of Addictions and Offender Counselors (IAAOC)**](http://www.iaaoc.org/)

[**International Association of Marriage and Family Counselors (IAMFC)**](http://www.iamfconline.org/)

[**Military and Government Counseling Association (MGCA)** formerly ACEG](http://acegonline.org/)

[**National Career Development Association (NCDA)**](http://ncda.org/)  [**National Employment Counseling Association (NECA)**](http://www.employmentcounseling.org/)

***Organizational Affiliates***

[International Association of Resilience and Trauma Counseling](https://www.iartc.org/)

[Association of Counseling Sexology and Sexual Wellness](https://www.counselingsexology.com/about)

# Kean University Resources

Campus Police: 908 737 4800/4805

East Campus Security: 908 737 5841

Counseling Center: <http://www.kean.edu/offices/counseling-center/counseling-services>

(University-wide for undergraduates and graduates)

Counselor Education Department: [ask\_ced@kean.edu](mailto:ask_ced@kean.edu) 908 737 5950

Graduate Catalog: <http://kean.smartcatalogiq.com/en/2017-2018/Graduate-Catalog>

Graduate Student Services: <http://www.kean.edu/offices/registrars-office/student-support-services>

Health Center: <http://www.kean.edu/offices/student-health-services>

IRB: <http://www.kean.edu/offices/research-and-sponsored-programs/irb-research-compliance>

Nathan Weiss Graduate College:

<http://www.kean.edu/academics/nathan-weiss-graduate-college>

Library: <http://libguides.kean.edu/Library>

Writing Center: <http://www.kean.edu/offices/writing-center>

# Learning Commons and Media Resources

For frequently asked questions and their answers, go to [libanswers.kean.edu](http://libanswers.kean.edu/)

For hours, go to [bguides.kean.edu/Library/Hours](http://bguides.kean.edu/Library/Hours)

To speak with a reference librarian, call (908) 737-4629

*Selected Counseling-Related Journals Available Through Kean Library Databases*

|  |
| --- |
| *The ADHD Report* |
| *Administration and Policy in Mental Health and Mental Health Services Research* |
| *Adolescence* |
| *Adultspan Journal* |
| *Advances in Mental Health* |
| *The American Journal of Family Therapy* |
| *American Psychologist* |
| *Anxiety, Stress, and Coping* |
| *Behavioural and Cognitive Psychotherapy* |
| *Best Practices in Mental Health* |
| *Brown University Child and Adolescent Behavior Letter* |
| *Brown University Child and Adolescent* |
| *Psychopharmacology Update* |
| *Canadian Journal of Community Mental Health* |
| *Child Abuse and Neglect* |
| *Child and Adolescent Mental Health* |
| *Child and Adolescent Psychopharmacology News* |
| *Child Development* |
| *Child Development Research* |
| *Child and Family Behavior Therapy Research* |
| *Child Maltreatment* |
| *Clinical Interventions of Gang Adolescents and Their Families* |
| *Clinical Practice and Epidemiology in Mental Health* |
| *Clinical Psychology and Psychotherapy* |
| *Cognitive Behaviour Therapist* |
| *Cognitive Behaviour Therapy* |
| *Cognitive Therapy and Research* |
| *Contemporary Family Therapy* |
| *Counseling and Human Development* |
| *Counseling and Supervision* |
| *Counseling Outcomes in Research and Evaluation* |
| *The Counseling Psychologist* |
| *Counselling Psychology Quarterly* |
| *Counselor Educator and Supervision* |
| *Crisis Intervention and Time Limited Treatment* |
| *Crisis: Journal of Crisis Intervention and Suicide Prevention* |
| *International Journal of Mental Health* |
| *International Journal of Play Therapy* |
| *Journal for Social Action in Counseling and Psychology* |
| *Journal for Specialists in Group Work* |
| *Journal of Child and Adolescent Mental Health* |
| *Journal of Child and Adolescent Substance Abuse*  *Journal of Child and Adolescent Trauma* |
| *Journal of Child and Adolescent Psychopharmacology* |
| *Journal of Child Psychotherapy* |
| *Journal of Child Sexual Abuse* |
| *Journal of Cognitive Psychotherapy* |
| *Journal of Counseling and Development* |
| *Journal of Counseling Psychology* |
| *Journal of Creativity in Mental Health* |
| *Journal of Ethics in Mental Health* |
| *Journal of Family Therapy* |
| *Journal of Happiness Studies* |
| *Journal of Humanistic Psychology* |
| *Journal of Latina/o Psychology* |
| *Journal of Leadership and Organizational Studies* |
| *Journal of Learning in Higher Education* |
| *Journal of LGBT Issues in Counseling* |
| *Journal of Mental Health Counseling* |
| *American of Orthopsychiatry* |
| *Journal of Positive Psychology* |
| *Journal of Psychological Trauma* |
| *Journal of Psychotherapy Integration* |
| *Journal of Rational Emotive and Cognitive Behavioral Therapy* |
| *Journal of Research on Adolescence* |
| *Journal of School Psychology* |
| *Journal of School Violence* |
| *Journal of Trauma Practice* |
| *Measurement and Evaluation in Counseling and Development* |
| *Professional School Counseling* |
| *Professional Psychology Research and Practice* |
| *Psychological Trauma Theory Research Practice and Policy* |
| *Psychology of Addictive Behavior* |
| *Psychotherapy* |
| *Rehabilitation Counseling Bulletin* |

Video Resources Available Through the Kean Library

Alexander Street Press

Psychotherapy.Net

# Forms

## **PhD Program Plan Record. Cohort 4**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CORE COURSES – 22 CREDITS** Credit | | | | Semester/Year | Grade |
| CED 7910 | | Professional Seminar | 1 |  |  |
| CED 7911 | | Professional Seminar | 1 |  |  |
| CED 7912 | | Professional Seminar | 1 |  |  |
| CED 7913 | | Professional Seminar | 1 |  |  |
| CED 7915 | | Social and Cultural Perspectives | 3 |  |  |
| CED 7952 | | Advanced Counseling Theory | 3 |  |  |
| CED 7963 | | Advanced Group Counseling | 3 |  |  |
| CED 7957 | | Trauma Foundations | 3 |  |  |
| CED 7975 | | Leadership & Advocacy in Counseling | 3 |  |  |
| CED 7989 | | Advanced Clinical Supervision | 3 |  |  |
|  | | | |  |  |
| **REASEARCH CORE COURSES– 12 CREDITS** | | | |  |  |
| EDD 6330 | | Introduction to Statistical Methods | 3 |  |  |
| CED 7930 | | Qualitative Methods | 3 |  |  |
| EDD 6430 | | Advanced Quantitative Methods | 3 |  |  |
| CED 7936 | | Qualitative Data Analysis | 3 |  |  |
|  | |  |  |  |  |
| **CLINICAL/TEACHING CORE COURSES – 9 CREDITS** | | | |  |  |
| CED 7980 | | Advanced Practicum in Counseling | 3 |  |  |
| CED 7985 | | Advanced Internship I: Professional | 3 |  |  |
| CED 7986 | | Advanced Internship II: Teaching | 3 |  |  |
|  | |  |  |  |  |
| **2 SPECIALIZATION COURSES – 5-6 CREDITS** | | | |  |  |
| CED 7958 | Psychopharmacology | | 3 |  |  |
| CED 7961 | Trauma Assessment and Counseling | | 3 |  |  |
| CED 7631 | Advanced College Student Services  and Counseling | | 3 |  |  |
| CED 7632 | Advanced College Counseling and  Student Development | | 3 |  |  |
|  |  | |  |  |  |
|  |  | |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DISSERTATION – 9 CREDITS** | | |  |  |
| CED 8001 | Dissertation | 3 |  |  |
|  | Proposal Defense |  |  |  |
| CED 8001 | Dissertation | 3 |  |  |
| CED 8001 | Dissertation | 3 |  |  |
| CED 8001 | [Dissertation] |  |  |  |
| CED 8002 | [Dissertation Continued] | 1 |  |  |
| CED 8002 | [Dissertation Continued] |  |  |  |
|  | Oral Defense |  |  |  |
|  | Publication |  |  |  |

**\***Additional courses may be required to meet MA foundational competencies, academic requirements for licensure, and/or specialization.

## **PhD Program Plan Record. Cohort 1, 2, 3**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CORE COURSES – 22 CREDITS** Credit | | | | Semester/Year | Grade |
| CED 7910 | | Professional Seminar | 1 |  |  |
| CED 7915 | | Social and Cultural Perspectives | 3 |  |  |
| CED 7952 | | Advanced Counseling Theory and  Evidence-Based Practice | 3 |  |  |
| CED 7963 | | Advanced Group Counseling | 3 |  |  |
| CED 7957 | | Trauma Foundations | 3 |  |  |
| CED 7959 | | Sexuality in Counseling | 3 |  |  |
| CED 7976 | | Leadership & Advocacy in Counseling | 3 |  |  |
| CED 7989 | | Advanced Clinical Supervision | 3 |  |  |
|  | | | |  |  |
| **REASEARCH CORE COURSES– 12 CREDITS** | | | |  |  |
| EDD 6330 | | Introduction to Statistical Methods | 3 |  |  |
| CED 7930 | | Qualitative Methods | 3 |  |  |
| EDD 6430 | | Advanced Quantitative Methods | 3 |  |  |
| CED 7936 | | Qualitative Data Analysis | 3 |  |  |
|  | |  |  |  |  |
| **CLINICAL/TEACHING CORE COURSES – 9 CREDITS** | | | |  |  |
| CED 7980 | | Advanced Practicum in Counseling | 3 |  |  |
| CED 7985 | | Advanced Internship I: Professional | 3 |  |  |
| CED 7985 | |  |  |  |  |
| CED 7986 | | Advanced Internship II: Teaching | 3 |  |  |
| CED 7986 | |  |  |  |  |
| **2 SPECIALIZATION COURSES – 5-6 CREDITS** | | | |  |  |
| CED 7958 | Psychopharmacology | | 2 |  |  |
| CED 7961 | Trauma Assessment and Counseling | | 3 |  |  |
| CED 7631 | Advanced College Student Services  and Counseling | | 3 |  |  |
| CED 7632 | Advanced College Counseling and  Student Development | | 3 |  |  |
|  |  | |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DISSERTATION – 9 CREDITS** | | |  |  |
| CED 8001 | Dissertation | 3 |  |  |
|  | Proposal Defense |  |  |  |
| CED 8001 | Dissertation | 3 |  |  |
| CED 8001 | Dissertation | 3 |  |  |
| CED 8001 | [Dissertation] |  |  |  |
| CED 8002 | [Dissertation Continued] |  |  |  |
| CED 8002 | [Dissertation Continued] |  |  |  |
|  | Oral Defense |  |  |  |
|  | Publication |  |  |  |

**\***Additional courses may be required to meet MA foundational competencies, academic requirements for licensure, and/or specialization.

\*Former requirement: CED 7975 Advanced Career Counseling

## **MA Prerequisites for The PhD in Counseling Program**

## **Review Form**

## **Core And Clinical Mental Health Specialty Areas**

**NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **CACREP Professional**  **Identity Core, and Clinical Mental Health** | **Met** | **Completion Plan** |
|  |  |  |
| Counseling, Theory, and Practice |  |  |
| Counseling and Helping Relationships  Child/Family Counseling |  |  |
| Human Growth/ Development  Diagnosis/Treatment Planning  Psychopathology  Alcohol and Drug Abuse |  |  |
| Career Counseling and Development |  |  |
| Group Counseling and Group Work |  |  |
| Assessment and Testing |  |  |
| Social and Cultural Diversity |  |  |
| Research and Program  Evaluation |  |  |
| Professional Counseling Orientation  Ethical/Legal Practice  Clinical Supervision |  |  |
| Professional Practice  Practicum and Internship |  |  |
| Disaster, Crisis, and Trauma  (optional) |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Doctoral Student Signature Doctoral Student Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approval Date Advisor’s Signature

## **KEAN UNIVERSITY**

## **PH.D. IN COUNSELING AND SUPERVISION**

## **Dispositions Review**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort \_\_\_\_\_\_\_ Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

**Rating:**

1 in development, needs improvement, or does not meet

expectations

2 competent, meets expectations

3 exemplary, exceeds expectations

4 not observed

|  |  |  |
| --- | --- | --- |
| Area | Rating | Comments 1-3 sentences |
| Motivation/Commitment |  |  |
| Self-Awareness/Transparency |  |  |
| Openness  (Flexibility, Receptivity,  Integration of Feedback) |  |  |
| Client/Student-Centered Disposition  (Congruence, Unconditional Positive Regard, etc.) |  |  |
| Collaboration |  |  |
| Emotional Stability |  |  |
| Cultural Humility and Sensitivity |  |  |
| Adherence to Policies and Procedures, Timeliness, Following Through |  |  |
| Ethical Competence  Professional and  Personal Boundaries, Integrity |  |  |
| Professional Behavior and  Decorum |  |  |

## **KEAN UNIVERSITY**

## **PH.D. IN COUNSELING AND SUPERVISION**

## **Academic and Professional Review**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort \_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rating:**

1 in development, needs improvement, or does not meet expectations

2 competent, meets expectations

3 exemplary, exceeds expectations

4 not observed

|  |  |  |
| --- | --- | --- |
| **Area** | **Rating** | **Comments** |
| Communication Skills  (Oral and Written) |  |  |
| Mastery of Doctoral Level Knowledge |  |  |
| Facilitation/Discussion Skills |  |  |
| Scholarship |  |  |
| Counseling |  |  |
| Group/Cohort Skills |  |  |
| Research Skills |  |  |
| Professional Leadership |  |  |
| Professional Advocacy |  |  |

## **KEAN UNIVERSITY**

## **PH.D. IN COUNSELING AND SUPERVISION**

**Year \_\_\_ Progress and Needs**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cohort \_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Student will attach a detailed reflection/self-evaluation of their growth, achievement, and needs (2-3 pp).***

***Summary of Progress***

***Plans, Needs, and Recommendations***

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Doctoral Developmental Assessment**

7957 Trauma

7963 Group

7980 Practicum

7986 Teaching

7989 Supervision

7985 Prof Internship.



Counselor Education Department

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This form will be completed at the end of the listed courses and as needed*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced Standards** | **Limited**  **0** | **Intermittently 1** | **Consistently 2** | **Unable to Evaluate** |
| 1. Adheres to ethical and legal standards/policies in class, work, professional & personal settings |  |  |  |  |
| 2. Displays multicultural awareness, respect, & advocacy, especially when faced with differing views and values |  |  |  |  |
| 3. Maintains confidentiality and appropriate boundaries & roles |  |  |  |  |
| 4. Responsive, adaptable, and cooperative with faculty, individuals, cohort, &groups |  |  |  |  |
| 5. Seeks/is receptive to feedback; effectively utilizes feedback to improve |  |  |  |  |
| 6. Responds to conflict respectfully & skillfully and accepts personal responsibility |  |  |  |  |
| 7. Recognizes signs of professional impairment & seeks/accepts assistance |  |  |  |  |
| 8. Timely & appropriate in meeting all duties, obligations & deadlines |  |  |  |  |
| 9. Demonstrates maturity & professionalism in all professional areas and in the cohort |  |  |  |  |
| 10. Sensitive to others’ welfare and safety |  |  |  |  |
| 11. Shows consistent growth in counselor/counselor educator identity, behavior, teaching, counseling, supervision, or scholarship |  |  |  |  |
| 12. Maintains self-care, emotional balance, and personal wellness |  |  |  |  |
| 13. Exhibits advanced active listening, empathy, & reciprocity in relationships |  |  |  |  |
| 14. Regularly seeks supervision, advisement, & consultation to enhance professional growth |  |  |  |  |
| 15. Shows consistent growth in doctoral academics, scholarship, professional & dispositional skills |  |  |  |  |

Comments:

Additional pages with Progress Plan may be attached

**Signatures:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluating Faculty Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Doctoral Program Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chairperson (in instances of concern)

## **Counselor Education Department**

## ***Developmental Progress Assessment***

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Cohort\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

Faculty Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Area of Need/Goal | Performance Indicators & Plan of Action | Monitoring Date/Responsible |
|  |  |  |
|  |  |  |
|  |  |  |
| Student Signature |  | Date |
| Faculty Signatures |  | Date |
| Add pages as needed |  |  |

## **PhD in Counseling and Supervision**

## **Doctoral Student Handbook**

## **Informed Consent and Disclaimer Form**

I have received a copy and have read the PhD in Counseling and Supervision *Doctoral Handbook. I* affirm that I will follow all policies and procedures. I understand that I can and should talk with my Faculty Advisor, Doctoral Advisory Committee, and instructors and attend program and cohort meetings to assure that I am on the right path to complete my program.

I recognize that this *Doctoral Handbook* is a new and dynamic tool that will evolve through the input of faculty and students, and will be revised and updated each year. I also understand that I am an active member of this program and the Counseling Department and should provide feedback and participate in meetings and events.

While the *Doctoral Handbook* is a dynamic document, I understand that the 2021-2022 *Graduate Catalog* is a more constant resource. I have read the current *Graduate Catalog* with its policies and procedures. I understand that although the *Doctoral Handbook* highlights frequently used University policies, it does not cite all the University policies found in the *Graduate Catalog.* I will monitor program emails for new information and attend required meetings of the doctoral program.

By signing this statement and submitting it to my Doctoral Advisor within one week of receipy, I confirm that I have read the *Doctoral Handbook* and the *Graduate Catalog,* understand their contents, and agree to comply with policies and procedures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Doctoral Student Signature

(electronic) Doctoral Student Printed Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Submitted to Advisor Advisor’s Signature