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Department of Counselor Education and Family Therapy

Master of Science in Counselor Education w/ Specialization in

Clinical Professional Counseling

Assessment Report

(Published Spring 2026)

Accredited by the Council for the Accreditation of Counseling and Related Educational Program (CACREP) through March 31, 2027

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INTRODUCTION

This report is published at the end of each spring semester to include program assessment data collected for the **Master of Science in Counselor Education with a Specialization in Clinical Professional Counseling** within the Department of Counselor Education and Family Therapy at Central Connecticut State University. This assessment data contributes to our larger program evaluation report in alignment with our CACREP-accredited specialization programs as well as internal university assessment requirements. The Clinical Professional Counseling (CPC) program's CACREP-accredited clinical mental health counseling and clinical rehabilitation counseling specializations measure several areas to determine our effectiveness as we educate counselors-in-training, guide departmental practices, and influence curriculum changes.

Our accredited counselor education specialization programs underwent a comprehensive overhaul of the assessment process starting in Fall 2019. With the assistance of an outside consultant, the specialization programs developed and updated several areas such as revising curriculum, enhancing clinical training protocols, creating new program objectives, establishing student learning outcomes (SLO), standardizing grading rubrics, and developing a comprehensive assessment plan. The most recent counselor education program enhancements are as follows:

- Updating course syllabi and key signature assessment/assignments in alignment with applicable ***2024 CACREP Standards***
- Ongoing review and revision of various **program documents**, including those affiliated with the Supervised Clinical Professional Counseling Practicum and Internship fieldwork courses, as needed
- Continuing the implementation of the ***Experiential Learning Cloud*** (ELC; formerly known as Tevera)—a comprehensive and integrated online platform designed for field experience, assessment management, and program outcomes (Fall 2023 – current)
- Refining program admission process and criteria
- Reviewing and revising the ***Clinical Professional Counseling Program Student & Fieldwork Handbook*** on a regular basis
- Enhancing the (a) newly accepted student and (b) fieldwork placement orientation processes on an ongoing basis
- Developing on-line training modules and professional development opportunities for site supervisors
- Refining a counselor-in-training gatekeeping policy for remediation and retention
- Revamping program marketing materials for student recruitment
- Partnering with student organizations (i.e., Chi Alpha Mu chapter of Chi Sigma Iota International Honor Society in Counseling; Central Counseling Society) to provide students with educational workshops led by professional counselors in the field as well as developing various student peer mentor groups (e.g., new graduate student mentoring, CPCE panel discussions and study group sessions)

- Participating in a CACREP Reaccreditation Site Visit (Spring 2024)
- Submitting a CACREP Self-Study Report (SSR) and responding to SSR via an addendum report (Spring 2025 and Spring 2026, respectively) regarding ongoing accreditation of the *Clinical Mental Health Counseling* and *Clinical Rehabilitation Counseling* specialty areas, as well as seeking initial accreditation of the *Addiction Counseling* specialization.
- Receiving extension of the **Clinical Mental Health Counseling** and **Clinical Rehabilitation Counseling** CACREP accreditation through March 31, 2027 (Spring 2026).
- Monitoring specific Academic Quality Indicators (AQIs) in alignment with *2024 CACREP Standards*.

CONTINUOUS AND SYSTEMATIC IMPROVEMENT OF THE PROGRAM

CACREP STANDARDS

In compliance with CACREP Standard 2.D.1.- 2.D.8., the counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. This plan includes:

1. academic quality indicators (AQIs) aligned with program objectives;
2. minimum thresholds for academic quality indicators, as determined by counselor education program faculty;
3. the data that will be collected;
4. a procedure for how and when data will be collected;
5. a method for how and when data will be reviewed or analyzed;
6. a process for addressing unmet minimum thresholds;
7. a procedure for identifying and analyzing trends in the data across multiple years; and
8. an explanation for how data will be used for curriculum and program improvement.

The Counselor Education Assessment Team meets on a regular basis throughout the academic year to continuously improve program and curriculum effectiveness by engaging in a comprehensive data collection and analysis process. This includes reviewing (a) academic quality indicators, (b) key performance indicators, (c) program objectives, (d) signature assessments, and (e) benchmark achievements. Various methods are used to collect, review, and analyze data, including the (a) the Experiential Learning Cloud reports, (b) key stakeholder surveys, (c) Professional Advisory Committee annual meetings, (d) student enrollment data, and (e) graduate/alumni outcomes. When a pattern emerges that suggests a potential concern, the Counselor Education Assessment Team reviews the data, analyzes its potential impact, and identifies opportunities for improvement (which is reexamined over time to assess for effectiveness). The following offers an overview of data used to improve programmatic processes as well as generate reports for CACREP, CCSU's Office of Institutional Assessment & Research (OIRA), and our program's key stakeholders:

1. **Academic Quality Indicators:**
    - Includes minimum benchmarks such as (a) professional dispositions for entry-level students; (b) pass rates on credentialing exams; (c) degree completion rates; (d) employment rates; and (f) fieldwork placement rates.

2. **Admissions & Newly Enrolled Students:**
    - Number of prospective students who applied to the Clinical Professional Counseling program, number of students accepted/matriculated into the program, and number of newly admitted students who enrolled in program coursework.
3. **Enrolled Students:**
    - Overall number of students actively enrolled in the Clinical Professional Counseling program.
4. **Completers Summary:**
    - Number of matriculated students who obtained the *Master of Science (M.S.) in Counselor Education with Specialization in Clinical Professional Counseling*.
5. **Student:Faculty Ratio:**
    - Utilizing the institution's definitions of full-time, the ratio of full-time equivalent (FTE) graduate students to FTE core and affiliate faculty.
6. **Employer Survey (alternates every 3 years):**
    - Employer perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
7. **Site Supervisor Survey (alternates every 3 years):**
    - Site supervisor perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
8. **Alumni Survey (alternates every 3 years):**
    - Program alumni perceptions regarding the training they received in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
9. **Site Supervisor Evaluation:**
    - Field training experience checkpoints for clinical professional counseling practicum and internship students (mid-term and final each semester).
10. **Counselor Preparation Comprehensive Examination (CPCE):**
    - Assessing the effectiveness of CCSU's Clinical Professional Counseling program in preparing graduate students in relation to the eight foundational counseling curriculum areas identified by CACREP.
11. **Graduate/Alumni Survey of Employment and Professional Credentials:**
    - Program alumni survey regarding pursuing/obtaining post-master's employment and professional licensure and certification credentials.

ACADEMIC QUALITY INDICATORS

CACREP STANDARDS

Per CACREP Standard 2.E. (2024), counselor education programs must collect and analyze the data annually as part of their comprehensive evaluation process. This data, also known as Academic Quality Indicators (AQI), includes information related to (a) aggregate assessment of student success, (b) graduate outcomes, and (c) fieldwork placement. Within this report, the following specific AQIs are provided:

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1. Professional dispositions for entry-level students
2. Pass rates on credentialing exams
3. Degree completion rates
4. Employment rates
5. Fieldwork placement rates

CLINICAL PROFESSIONAL COUNSELING PROGRAM STUDENT DATA

APPLICATIONS / ADMISSIONS /ENROLLMENT

The number of prospective students applying and being accepted into the Clinical Professional Counseling program remains consistent year-over year (2023 – 2025). The percentage of newly enrolled students increased remain stable year-over-year between 2023 and 2025.

Matriculation Date	Applications	Admitted	Enrolled	Admit %	Enroll%
Fall 2023	72	45	26	**63%**	**58%**
Fall 2024	85	58	37	**68%**	**68%**
Fall 2025	74	50	32	**64%**	**64%**

Data Source: *OIRA Slate Admission Census File; Slate Data Available Starting from Fall 2023-Fall 2025*

RACE/ETHNICITY

Although there is diversity within the student population, many individuals applying to the Clinical Professional Counseling program identify as White.

Matriculation Date	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2023	Asian	2	1	0	50%	0%
	Black/African American	5	3	3	60%	100%
	Native Hawaiian /Other Pacific Islander (PI)	0	0	0	-	-
	Hispanic or Latino	13	9	5	69%	56%
	Non-US Resident	5	0	0	0%	N/A
	Two or More Races	2	0	0	0%	N/A
	Unknown/Unreported	1	1	0	100%	0%
	White	44	31	18	70%	58%
	Total	**72**	**45**	**26**	**63%**	**58%**
Matriculation Date	**Race/Ethnicity**	**Applications**	**Admit**	**Enroll**	**Admit %**	**Enroll%**

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Fall 2024	Asian	3	2	0	67%	0%
	Black/African American	11	11	6	100%	55%
	Native Hawaiian /Other Pacific Islander (PI)	0	0	0	-	-
	Hispanic or Latino	11	8	6	73%	75%
	Non-US Resident	2	1	0	50%	0%
	Two or More Races	4	3	1	75%	33%
	Unknown/Unreported	2	0	0	0%	-
	White	52	33	24	63%	73%
	Total	**85**	**58**	**37**	**68%**	**64%**

Matriculation Date	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2025	Asian	5	2	1	40%	50%
	Black/African American	6	4	1	67%	25%
	Native Hawaiian /Other Pacific Islander (PI)	0	0	0	-	-
	Hispanic or Latino	11	7	5	64%	71%
	Non-US Resident	6	2	1	33%	50%
	Two or More Races	2	0	0	0%	-
	Unknown/Unreported	1	0	0	0%	-
	White	43	35	24	81%	69%
	Total	**74**	**50**	**32**	**68%**	**64%**

Data Source: *OIRA Admission Census File; Slate Data Available Starting from Fall 2023-Fall 2025*

GENDER

CCSU's counselor education programs recognize that gender is not limited to a binary concept; however, the following data is collected and reported by the university's Office of Institutional Research and Assessment. Although there is gender-diversity within the student population, many individuals applying to the counselor education programs identify their gender as female.

Matriculation Date	Gender	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2023	Female	54	34	20	63%	59%
	Male	18	11	6	61%	55%
	Total	**72**	**45**	**26**	**63%**	**58%**
Fall 2024	Female	62	42	26	68%	62%
	Male	23	16	11	70%	69%
	Total	**85**	**58**	**37**	**68%**	**64%**

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Fall 2025	Female	56	39	27	70%	69%
	Male	18	11	5	61%	45%
	Total	**74**	**50**	**32**	**68%**	**64%**

Data Source: *OIRA Admission Census File; Slate Data Available Starting from Fall 2023-Fall 2025*

ENROLLMENT

The following data identifies the number of graduates students actively enrolled Clinical Professional Counseling program at the beginning of each semester during the 10-month academic year as well as by gender, race/ethnicity, and part- and full-time status. As illustrated, the number of enrolled students has consistently increased year-over-year.

Enrollment by Head Count			
Enrollment	Spring 2023	Spring 2024	Spring 2025
Total	**56**	**64**	**88**
Enrollment	Fall 2023	Fall 2024	Fall 2025
Total	**64**	**87**	**104**

Data Source:

- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf*
- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf*

Enrollment by Gender			
Gender	Spring 2023	Spring 2024	Spring 2025
Female	41	45	62
Male	15	19	26
Total	**56**	**64**	**88**
Gender	Fall 2023	Fall 2024	Fall 2025
Female	44	62	76
Male	20	25	28
Total	**64**	**87**	**104**

Data Source:

- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Gender_With_Concentrations.pdf*
- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Gender_With_Concentrations.pdf*

Enrollment by Race/Ethnicity			
Race/Ethnicity	Spring 2023	Spring 2024	Spring 2025
Asian	0	0	0
Black/African American	5	6	12
Native Hawaiian /Other PI	0	0	0
Hispanic or Latino	8	11	17
Non-US Resident	0	0	1

Two or More Races	1	2	2
Unknown/Unreported	0	0	0
White	41	45	56
Total	**56**	**64**	**88**
Race/Ethnicity	Fall 2023	Fall 2024	Fall 2025
Asian	0	0	1
Black/African American	8	12	14
Native Hawaiian /Other PI	0	0	0
Hispanic or Latino	11	17	17
Non-US Resident	0	0	1
Two or More Races	2	3	2
Unknown/Unreported	0	0	0
White	43	55	69
Total	**64**	**87**	**104**

Data Source:

- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Race-Ethnicity_With_Concentrations.pdf*
- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Race-Ethnicity_With_Concentrations.pdf*

Enrollment by Status			
Status	Spring 2023	Spring 2024	Spring 2025
Full-time	21	36	52
Part-time	35	28	36
Total	**56**	**64**	**88**
Status	Fall 2023	Fall 2024	Fall 2025
Full-time	37	47	55
Part-time	27	40	49
Total	**64**	**87**	**104**

Data Source:

- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf*
- *https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf*

COMPLETERS

The following data identifies the total number of graduate students who obtained their Master of Science (M.S.) in Counselor Education with a Specialization in Clinical Professional Counseling, as well as differentiates completers by gender and race/ethnicity.

Completers by Gender			
Gender	**2022-2023**	**2023-2024**	**2024-2025**
Female	14	6	4

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Male	3	4	12
Total	**17**	**10**	**16**

Data Source: *OIRA Completer Census File*

Completers by Race/Ethnicity			
Race/Ethnicity	**2022-2023**	**2023-2024**	**2024-2025**
Asian	0	0	0
Black/African American	1	1	2
Native Hawaiian/Other Pacific Islander	1	0	0
Hispanic/Latino	2	0	3
Non-US Resident	0	0	0
Two or More Races	0	0	1
Unknown/Unreported	1	0	0
White	12	9	10
Total	**17**	**10**	**16**

Data Source: *OIRA Completer Census File*

STUDENT-FACULTY RATIOS

FULL-TIME EQUIVALENT (FTE) STUDENT-TO-FTE FACULTY

CCSU's CACREP-accredited counselor education programs met the CACREP standard regarding the ratio of full-time equivalent (FTE) students to FTE core and affiliate faculty, which should not exceed 12:1 for any calendar year.

SPRING 2023				
Full-time Faculty with Instructional Load Credits	**Part-time FTE Faculty**	**FTE Faculty**	**FTE Students**	**Ratio of Students and FTE Faculty**
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5	**2.25**	**7.75**	**68.6**	**9.5**
FALL 2023				
Full-time Faculty with Instructional Load Credits	**Part-time FTE Faculty**	**FTE Faculty**	**FTE Students**	**Ratio of Students and FTE Faculty**
(A)	(B)	(C)	(D)	(E)

	(PT Load / 12)	(A + B)		(D/C)
5	**5.25**	**7.25**	**77.0**	**10.6**
SPRING 2024				
Full-time Faculty with Instructional Load Credits	**Part-time FTE Faculty**	**FTE Faculty**	**FTE Students**	**Ratio of Students and FTE Faculty**
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5.0	**2.75**	**7.75**	**79.9**	**10.3**
FALL 2024				
Full-time Faculty with Instructional Load Credits	**Part-time FTE Faculty**	**FTE Faculty**	**FTE Students**	**Ratio of Students and FTE Faculty**
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5.0	**2.75**	**7.75**	**94.8**	**12.2**
SPRING 2025				
Full-time Faculty with Instructional Load Credits	**Part-time FTE Faculty**	**FTE Faculty**	**FTE Students**	**Ratio of Students and FTE Faculty**
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
6.0	**3.25**	**9.25**	**98**	**10.6**
FALL 2025				
Full-time Faculty with Instructional Load Credits	**Part-time FTE Faculty**	**FTE Faculty**	**FTE Students**	**Ratio of Students and FTE Faculty**
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5.0	**3.25**	**8.25**	**102.5**	**12.4**

Data Source: *OIRA Course Census File*

PROFESSIONAL DISPOSITIONS

COUNSELOR-IN-TRAINING SKILLS & COMPETENCIES CHECKLIST

Faculty complete an assessment instrument known as the *Counselor-in-Training Skills and Competencies Checklist* (C^3). Because **CNSL 500** (The Dynamics of Group Behavior) and **CNSL 501** (Theories and Techniques in Counseling) and are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure, the C^3 is completed on all enrolled students. Because the C^3 evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a

future professional counselor. In addition to these academic courses, Part II and Part III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and as needed by any instructor in any course while enrolled in the program (including field placement courses).

RESULTS

Database: Experiential Learning Cloud (ELC)
Year: 2025 (1st year data available since implementing the ELC)
Number of Students Assessed: 129
Benchmark Score/Threshold: 80% (proficient/exemplary combined)

CRITERIA LEVEL COUNTS

Criteria	Exemplary 4	Proficient 3	Developing 2	Unsatisfactory 1	Mean	Mode	Stdev
Essential Interviewing Skills 1 2016 - 2.F.5.g, 2024 - 3.E.9	30	84	0	0	3.26	3	0.44
Essential Counseling Skills 2 2016 - 2.F.5.g, 2016 - 2.F.3.i, 2016 - 2.F.1.e, 2024 - 3.E.9	19	88	7	0	3.11	3	0.47
SELF AWARENESS 3 2016 - 2.F.2.d, 2024 - 3.E.8	85	77	6	1	3.46	4	0.60
SELF MANAGEMENT 4 2016 - 2.F.1.l, 2016 - 2.F.3.i, 2024 - 3.E.8	83	76	10	0	3.43	4	0.60
SOCIAL AWARENESS 5 2016 - 2.F.6.b, 2016 - 2.F.4.b, 2016 - 2.F.2.d, 2024 - 3.E.8	86	81	1	1	3.49	4	0.55
RELATIONSHIP SKILLS 6 2016 - 2.F.6.b, 2016 - 2.F.2.d, 2016 - 2.F.3.i, 2024 - 3.E.8	93	70	6	0	3.51	4	0.57
RESPONSIBLE DECISION MAKING 7 2016 - 2.F.6.b, 2016 - 2.F.3.i, 2016 - 2.F.2.h, 2016 - 2.F.7.e, 2016 - 2.F.7.i, 2024 - 3.E.8	94	70	5	0	3.53	4	0.56
GLOBAL RATING 8	59	109	0	1	3.34	3	0.51

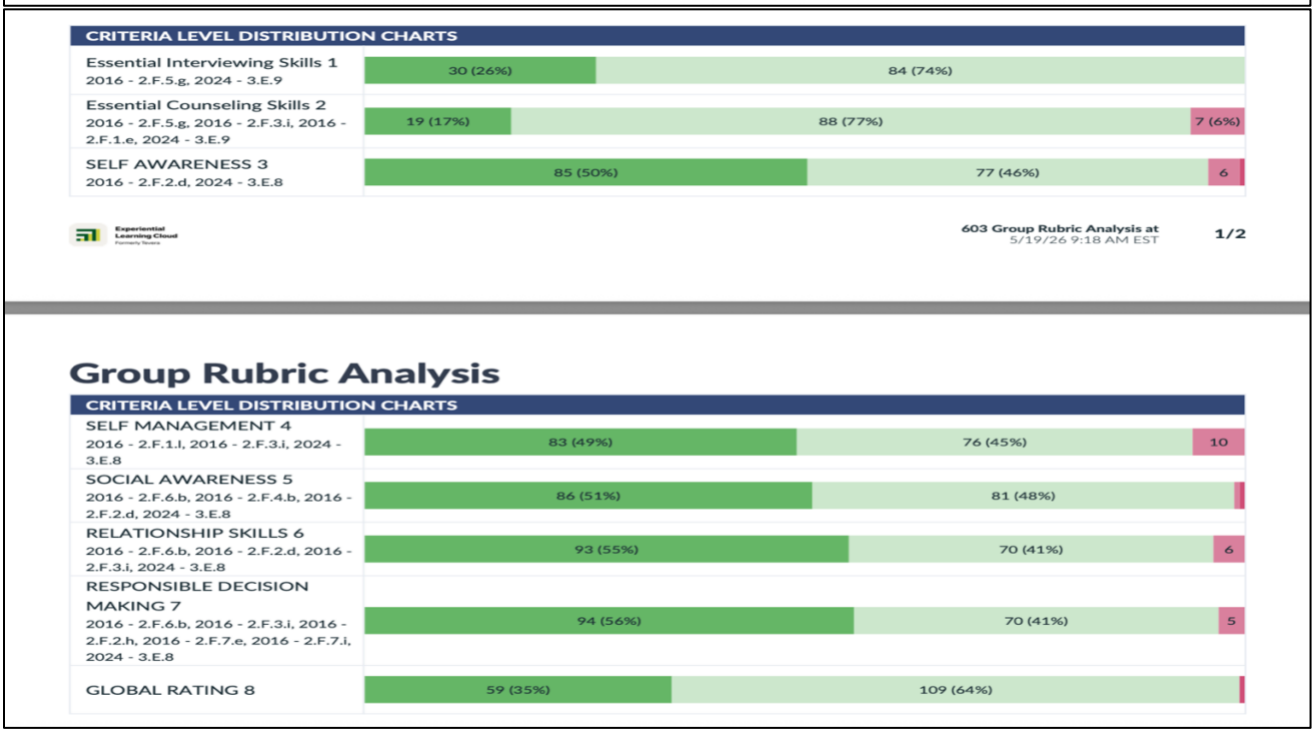


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FIELDWORK PLACEMENT RATES

The following information identifies the number of students approved to enroll in the CNSL 503 Supervised Clinical Professional Counseling Practicum (scheduled each spring semester) and the CNSL 594 Supervised Clinical Professional Counseling Internship (available the following academic year upon successful completion of the practicum training). When removing those students who were approved but chose to defer their field training coursework until the next available semester/academic year for various individual reasons (e.g., financial resources, work-life-academic balance prioritization), all students who started the course were successfully placed.

Benchmark Score/Threshold: 100%

FIELDWORK TYPE / SEMESTER			
CNSL 503 Supervised Clinical Professional Counseling **PRACTICUM**	Spring 2024	Spring 2025	Spring 2026
Student Applicants (pre-approvals)	16	25	35
Student Withdrawal (pre-semester)	-	(3)	(5)
Student Withdrawal (post-semester)	-	-	-
Student Placement (final)	**16 (100%)**	**22 (100%)**	**30 (100%)**
CNSL 594 Supervised Clinical Professional Counseling **INTERNSHIP**	Fall 2023	Fall 2024	Fall 2025
Student Applicants (pre-approvals)	12	17	25
Student Withdrawal (pre-semester)	3	(2)	-
Student Withdrawal (post-semester)	(1)	-	(3)
Student Placement (final)	**12 (100%)**	**15 (100%)**	**25 (100%)**

KEY STAKEHOLDER SURVEYS

Starting with the 2021-2022 academic year, the Counselor Education programs—which consist of the Master of Science in Counselor Education with a specialization in (a) Clinical Professional Counseling or (b) School Counseling—developed a schedule wherein key stakeholders will be surveyed on a rotating basis (i.e., every 3 years) as follows:

- Year 1: Employer
  - (2021-2022); (2024-2025); (2027-2028)
- Year 2: Site Supervisor
  - (2022-2023); (2025-2026); (2028-2029)
- Year 3: Alumni
  - (2023-2024); (2026-2027); (2029-2030)

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For each survey, the respective stakeholders are asked to rate the professional competencies, professional dispositions, academic training, and practical application of counseling skills for students trained in Central's Counselor Education programs; they are also asked to qualitatively identify and describe program strengths as well as areas of improvement. For each annual assessment, only those key stakeholder surveys administered in the past 3 years will be included on the most recently published annual report.

ALUMNI SURVEY

DESCRIPTION

Administered during the 2023-2024 academic year, the alumni survey was emailed to counselor education students who graduated from CCSU with a Master of Science in Counselor Education with a specialization in Clinical Professional Counseling or School Counseling. Multiple outreach attempts made to increase return rates asking alumni to rate how well they believed CCSU's counselor education programs academically and professionally prepared them to enter the counseling profession.

Like previous Employer and Site Supervisor Surveys, alumni were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Alumni evaluated the counselor education program on a Likert-type scale choosing from responses such as *not prepared*, *not competent*, *poor*, *very prepared*, *very competent*, and *excellent.* Overall, most alumni believe they were prepared or very prepared to enter to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Survey Form Builder: SelectSurvey.Net
Year: 2023-2024
Number of Invited Participants: 44
Number of Total Respondents: 18 (41%)
Benchmark Score/Threshold: 80% (prepared/very prep; competent/very comp; good/excellent comb.)

1. Program Type			
Program	**Response Rate**	**Response Total**	**Response Percent**
Clinical Professional Counseling (CMHC/Clinical Rehab/Addiction)		9	50%
School Counseling		9	50%
Total Respondents		**18**	**100%**
(skipped this question)		26	

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2. Professional Competencies											
Category	**Not Prepared**	**N**	**Somewhat Prepared**	**N**	**Prepared**	**N**	**Very Prepared**	**N**	**Not Applicable**	**N**	**Response Total**
Professional Counseling Orientation and Ethical/Legal Practice	0%	0	5.56%	1	55.56%	10	38.89%	7	0%	0	18
Social and Cultural Diversity	0%	0	16.67%	3	38.89%	7	44.44%	8	0%	0	18
Human Growth and Development	0%	0	11.11%	2	44.44%	8	44.44%	8	0%	0	18
Career Development	0%	0	16.67%	3	55.56%	10	27.78%	5	0%	0	18
Counseling Skills and Helping Relationships	0%	0	5.56%	1	38.89%	7	58.56%	10	0%	0	18
Group Counseling and Group Work	5.56%	1	22.22%	4	38.89%	7	33.33%	6	0%	0	18
Assessment and Testing	16.67%	3	27.78%	5	33.33%	6	22.22%	4	0%	0	18
Research and Program Evaluation	0%	0	44.44%	8	38.89%	7	16.67%	3	0%	0	18
Trauma-Informed Counseling and/or Crisis Management	5.56%	1	22.22%	4	44.44%	8	27.78%	5	0%	0	18
Total Respondents											**18**
(skipped this question)											26

3. Professional Dispositions									
Disposition	**Not Competent**	**N**	**Somewhat Competent**	**N**	**Competent**	**N**	**Very Competent**	**N**	**Response Total**

Self-Awareness	0%	0	0%	0	44.44%	8	55.56%	10	18
Self-Management	0%	0	0%	0	61.11%	11	38.39%	7	18
Social Awareness	0%	0	0%	0	50%	9	50%	9	18
Relationship Skills	0%	0	0%	0	47.06%	8	52.94%	9	18
Responsible Decision Making	0%	0	5.56%	1	38.39%	7	55.56%	10	18
Total Respondents									**18**
(skipped this question)									26

4. Academic Training of Counseling Skills									
Academic Training	**Poor**	**N**	**Fair**	**N**	**Good**	**N**	**Excellent**	**N**	**Response Total**
Counseling Skills	0%	0	5.56%	1	38.39%	7	55.56%	10	18
Total Respondents									**18**
(skipped this question)									26

5. Practical Application of Counseling Skills									
Counseling Skills	**Poor**	**N**	**Fair**	**N**	**Good**	**N**	**Excellent**	**N**	**Response Total**
Practical Application	18	0	11.11%	2	33.33%	6	55.56%	10	18
Total Respondents									**18**
(skipped this question)									26

EMPLOYER SURVEY

DESCRIPTION

The employer survey is designed to determine employer perceptions regarding students employed following graduation from CCSU with a Master of Science in Counselor Education with a specialization in Clinical Professional Counseling.

Administered during the 2024-2025 academic year, the Employer Survey was *revised to only collect data specific to the Clinical Professional Counseling program as well as integrate the eight foundational counseling curriculum areas identified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, 2024, Section 3.A.-3.H.). The survey was emailed in Spring 2025 to employers of clinical professional counseling program graduates with multiple outreach attempts made to increase return rates. Employers were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Employers evaluated students on a Likert-type scale choosing from responses such as *unsatisfactory*, *developing, proficient, exemplary,* and *unknown/not observed.* Overall, most employers believe program graduates are proficient or exemplary employees; however, counselor education faculty recognize the small sample size limits generalizing the results.

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RESULTS

Survey Form Builder: SelectSurvey.Net
Year: 2024-2025
Number of Invited Participants: 23
Number of Total Respondents: 4 (17%)
Benchmark Score/Threshold: 80% (proficient/exemplary combined)

1. Professional Competencies											
Curriculum Area	**Unsatisfactory**	**N**	**Developing**	**N**	**Proficient**	**N**	**Exemplary**	**N**	**Unknown/Not Observed**	**N**	**Response Total**
Research & Program Evaluation	0%	0	25%	1	50%	2	0%	0	25%	1	4
Assessment & Diagnostic Processes	0%	0	0%	0	50%	2	50%	2	0%	0	4
Group Counseling & Group Work	0%	0	0%	0	50%	2	25%	1	25%	1	4
Counseling Practices & Relationships	0%	0	0%	0	50%	2	50%	2	0%	0	4
Career Development	0%	0	0%	0	25%	1	25%	1	50%	2	4
Lifespan Development	0%	0	0%	0	50%	2	25%	1	25%	1	4
Social & Cultural Identities & Experiences	0%	0	0%	0	75%	3	25%	1	0%	0	4
Professional Counseling Orientation & Ethical/Legal Practice	0%	0	0%	0	25%	1	75%	3	0%	0	4
Total Respondents											4
(skipped this question)											19

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2. Professional Dispositions										
Disposition	**Unsatisfactory**	**N**	**Developing**	**N**	**Proficient**	**N**	**Exemplary**	**N**	**Unknown/Not Observed**	**N**	**Response Total**
Self-Awareness	0%	0	0%	0	0%	0	100%	4	0%	0	4
Self-Management	0%	0	0%	0	0%	0	100%	4	0%	0	4
Social Awareness	0%	0	0%	0	25%	1	75%	3	0%	0	4
Relationship Skills	0%	0	0%	0	25%	1	75%	3	0%	0	4
Responsible Decision Making	0%	0	0%	0	0%	0	100%	4	0%	0	4
Total Respondents											4
(skipped this question)											19

3. Academic Training of Counseling Skills										
Disposition	**Unsatisfactory**	**N**	**Developing**	**N**	**Proficient**	**N**	**Exemplary**	**N**	**Unknown/Not Observed**	**N**	**Response Total**
Academic Training (CCSU Counselor Education Program Compared to Other Universities)	0%	0	0%	0	25%	1	75%	3	0%	0	4
Total Respondents											4
(skipped this question)											19

4. Practical Application of Counseling Skills										
Disposition	**Unsatisfactory**	**N**	**Developing**	**N**	**Proficient**	**N**	**Exemplary**	**N**	**Unknown/Not Observed**	**N**	**Response Total**
Practical Application of Counseling Skills (CCSU Counselor	0%	0	0%	0	25%	1	75%	3	0%	0	4

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Education Program Compared to Other Universities)											
Total Respondents											4
(skipped this question)											19

SITE SUPERVISOR SURVEY

DESCRIPTION

Administered during the 2025-2026 academic year, the Site Supervisor Survey was emailed to clinical professional counseling site supervisors who previously (or currently) hosted practicum and internship students. Multiple outreach attempts made to increase return rates asking site supervisors to rate how well they believed CCSU's counselor education programs academically and professionally prepared field training students to enter the counseling practicum/internship experience.

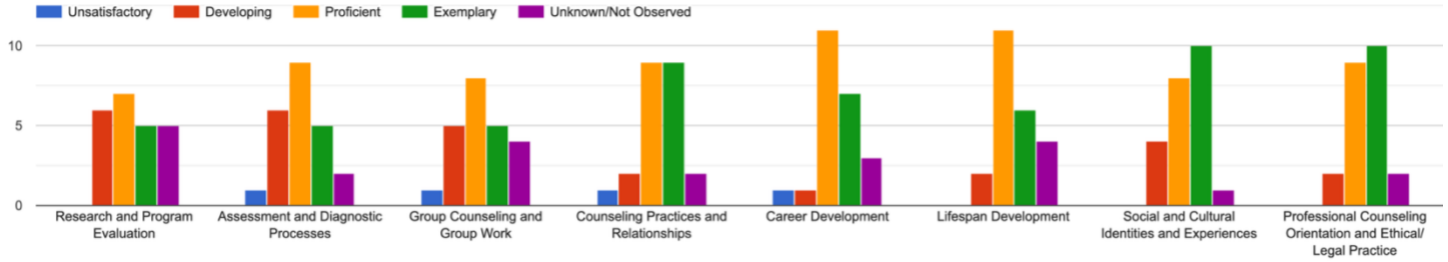
Like the revised Employer Survey in 2024-2025, the Site Supervisor Survey was revised to only collect data specific to the Clinical Professional Counseling program as well as integrate the eight foundational counseling curriculum areas identified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, 2024, Section 3.A.-3.H.). The survey was emailed in Spring 2026 to clinical professional counseling site supervisors with multiple outreach attempts made to increase return rates. Site supervisors were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Employers evaluated students on a Likert-type scale choosing from responses such as *unsatisfactory*, *developing, proficient, exemplary,* and *unknown/not observed.* Overall, most site supervisors believe program students are primarily proficiently and/or exemplarily counselors-in-training who are prepared to eventually enter the counseling profession; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Survey Form Builder: *Google Forms
Year: 2025-2026
Number of Invited Participants: 84
Number of Total Respondents: 23 (27%)
Benchmark Score/Threshold: 80% (proficient/exemplary combined)
**Effective Spring 2025-2026, Google Forms was used to create the survey and collect data.*

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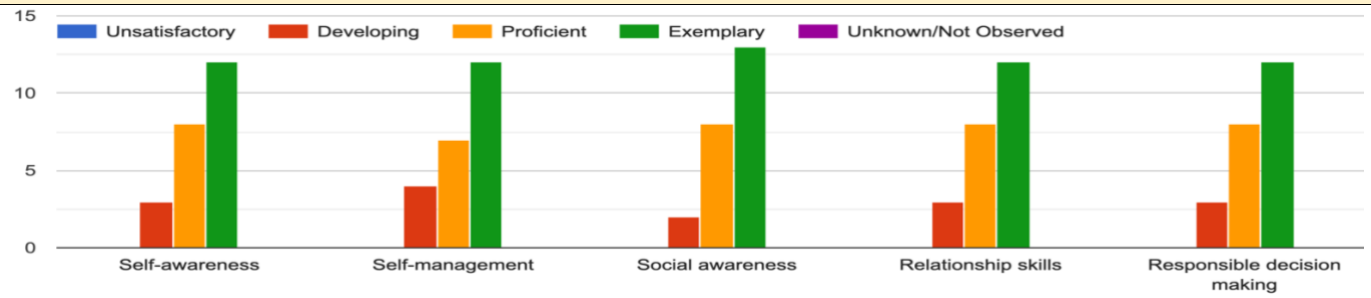
1. Professional Competencies



Curriculum Area	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Research & Program Evaluation	0%	0	26%	6	30%	7	22%	5	22%	5	23
Assessment & Diagnostic Processes	4.5%	1	26%	6	39%	9	22%	5	9%	2	23
Group Counseling & Group Work	4.5%	1	22%	5	35%	8	22%	5	17%	4	23
Counseling Practices & Relationships	4.5%	1	9%	2	39%	9	39%	9	9%	2	23
Career Development	4.5%	1	4.5%	1	48%	11	30%	7	13%	3	23
Lifespan Development	0%	0	9%	2	48%	11	26%	6	17%	4	23
Social & Cultural Identities & Experiences	0%	0	17%	4	35%	8	43%	10	4.5%	1	23
Professional Counseling Orientation & Ethical/Legal Practice	0%	0	9%	2	39%	9	43%	10	9%	2	23
Total Respondents											23

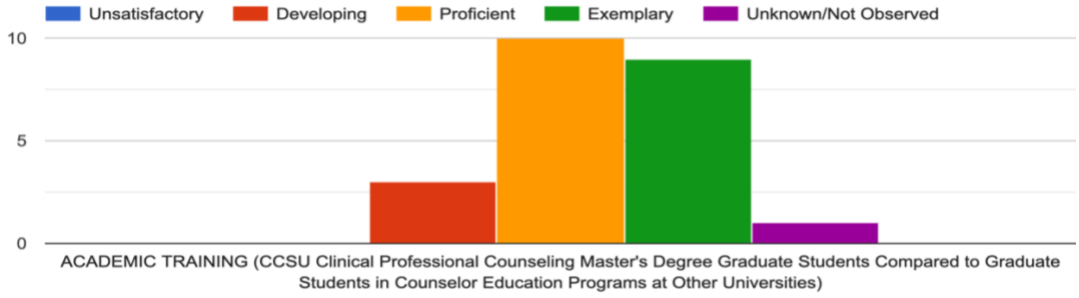
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2. Professional Dispositions



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Self-Awareness	0%	0	13%	3	35%	8	52%	12	0%	0	23
Self-Management	0%	0	17%	4	30%	7	52%	12	0%	0	23
Social Awareness	0%	0	9%	2	35%	8	56%	13	0%	0	23
Relationship Skills	0%	0	13%	3	35%	8	52%	12	0%	0	23
Responsible Decision Making	0%	0	13%	3	35%	8	52%	12	0%	0	23
Total Respondents											23

3. Academic Training of Counseling Skills

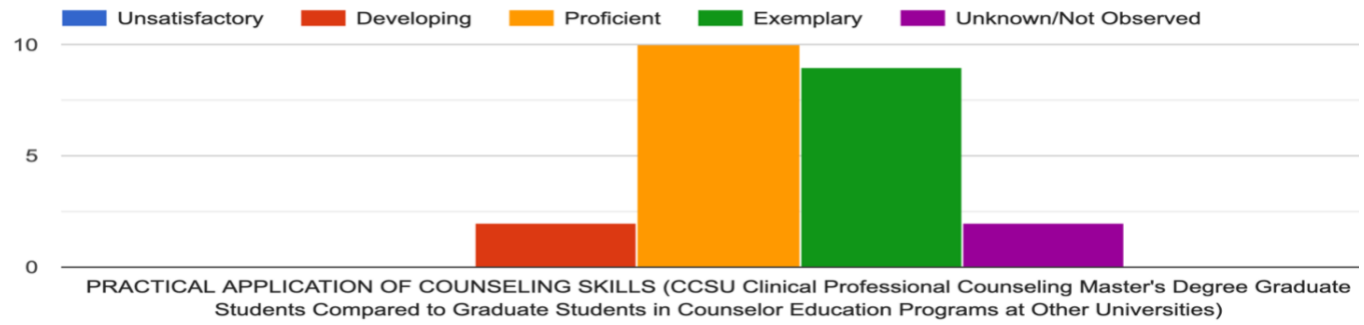


Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Academic Training (CCSU Counselor Education Program Compared to	0%	0	13%	3	43%	10	39%	9	4.5%	1	23

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Other Universities)											
Total Respondents											23

4. Practical Application of Counseling Skills



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Practical Application of Counseling Skills (CCSU Counselor Education Program Compared to Other Universities)	0%	0	9%	2	43%	10	39%	9	9%	2	23
Total Respondents											23

COUNSELOR EDUCATION INTERNSHIP STUDENT SURVEY

DESCRIPTION

In Spring 2024, an "end of program" pilot survey was disseminated to students who were completing their internship training and preparing for graduation with a Master of Science in Counselor Education with a specialization in Clinical Professional Counseling or School Counseling. This information provided aggregate data between both counselor education programs.

In Spring 2026, the survey was revised with each counselor education specialty program (i.e., Clinical Professional Counseling and School Counseling) completing their own survey with their respective students; thereby, disaggregated data was collected by each counselor education specialty program. Another revision

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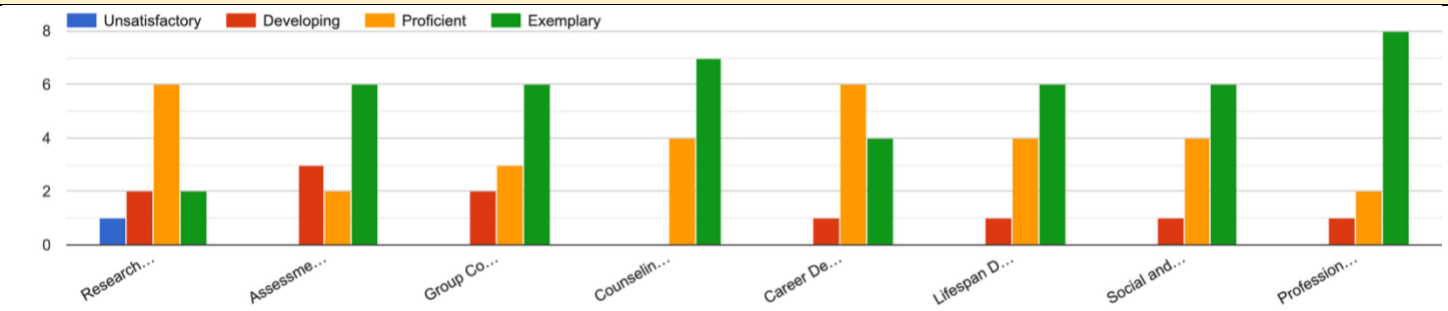
involved the CPC program incorporating survey items that align with the **foundational counseling curriculum domains** for obtaining the essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities (CACREP, 2024).

For the Clinical Professional Counseling (CPC) program, a revised **"Clinical Professional Counseling Internship Student Survey"** was conducted via Google Forms and sent to 19 CPC interns expected to graduate with their M.S. degree at the end of the Spring 2026 semester. Multiple outreach attempts were made, as well as internship course instructors were asked to dedicate time in class, to increase return rates. CPC student interns were asked to rate how well they believed CCSU's counselor education programs academically and professionally prepared graduate students to enter the counseling profession. Like other stakeholder surveys, the CPC students were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Students evaluated the counselor education program on a Likert-type scale choosing from responses such as *unsatisfactory*, *developing, proficient, exemplary,* and *unknown/not observed.* Overall, most students believe they were prepared to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results. Regardless, faculty will review the feedback and integrate changes where/when possible.

RESULTS

Survey Form Builder: Google Forms
Year: Spring 2026
Number of Invited Participants: 19
Number of Total Respondents: 11 (56%)
Benchmark Score/Threshold: 80% (proficient/exemplary combined)
**Effective Spring 2026, Google Forms was used to create the survey and collect data.*

1. Professional Competencies

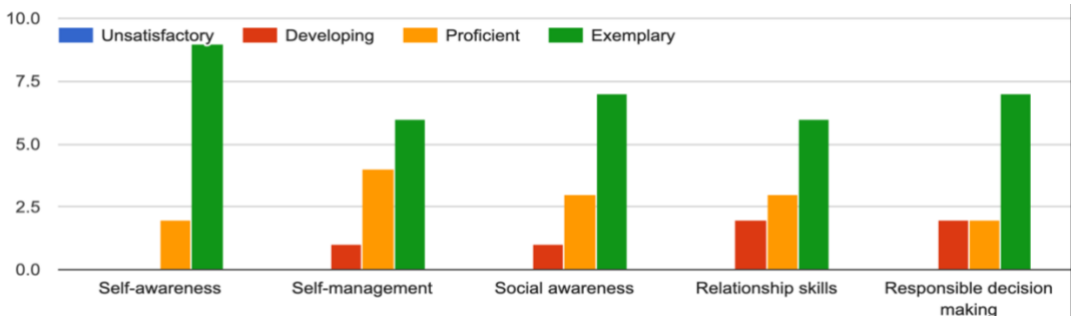


Curriculum Area	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Research & Program Evaluation	9%	1	18%	2	55%	6	18%	2	N/A	-	11

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Assessment & Diagnostic Processes	0%	0	27%	3	18%	2	55%	6	N/A	-	11
Group Counseling & Group Work	0%	0	18%	2	27%	3	55%	6	N/A	-	11
Counseling Practices & Relationships	0%	0	0%	0	36%	4	64%	7	N/A	-	11
Career Development	0%	0	9%	1	55%	6	36%	4	N/A	-	11
Lifespan Development	0%	0	9%	1	36%	4	55%	6	N/A	-	11
Social & Cultural Identities & Experiences	0%	0	9%	1	36%	4	55%	6	N/A	-	11
Professional Counseling Orientation & Ethical/Legal Practice	0%	0	9%	1	18%	2	73%	8	N/A	-	11
Total Respondents											11

2. Professional Dispositions

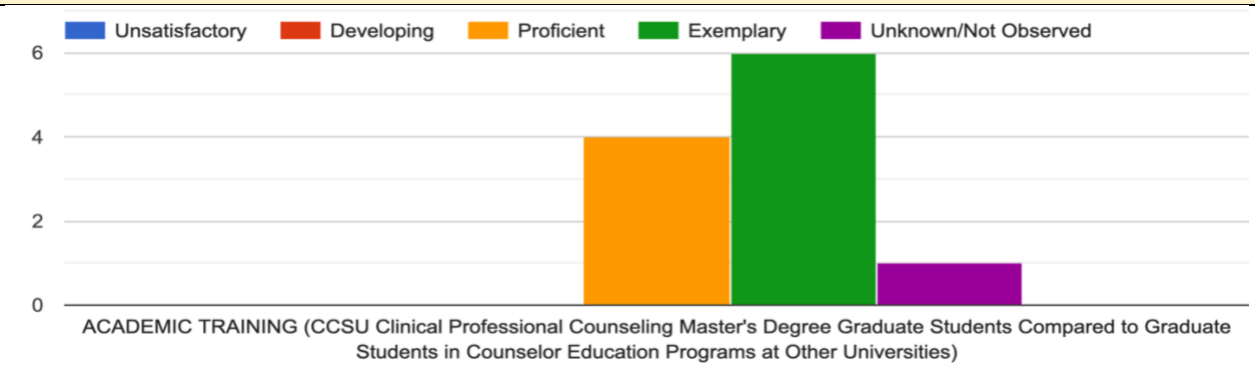


Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Self-Awareness	0%	0	0%	0	18%	2	82%	9	N/A	-	11
Self-Management	0%	0	9%	1	36%	4	55%	6	N/A	-	11

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Social Awareness	0%	0	9%	1	27%	3	64%	7	N/A	-	11
Relationship Skills	0%	0	18%	2	27%	3	55%	6	N/A	-	11
Responsible Decision Making	0%	0	18%	2	18%	2	64%	7	N/A	-	211
Total Respondents											11

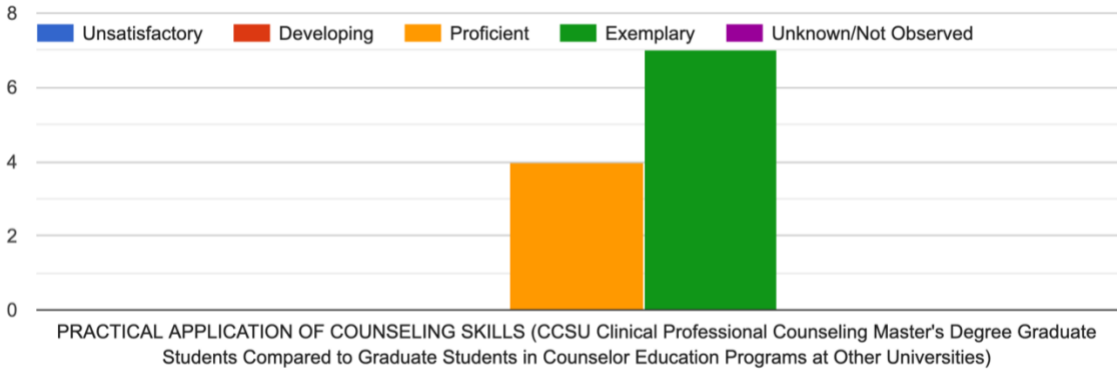
3. Academic Training of Counseling Skills



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Academic Training (CCSU Counselor Education Program Compared to Other Universities)	0%	0	0%	0	36%	4	55%	6	9%	1	11
Total Respondents											11

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4. Practical Application of Counseling Skills



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Practical Application of Counseling Skills (CCSU Counselor Education Program Compared to Other Universities)	0%	0	0%	0	36%	4	64%	7	0%	0	11
Total Respondents											11

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

To fulfill graduation requirements, all graduate students admitted to the Clinical Professional Counseling and program is required to take the **Counselor Preparation Comprehensive Examination (CPCE)** in the fall semester of their internship field experience. The CPCE is based on the foundational content domains for professional counseling licensure as well as the eight foundational counseling curriculum areas identified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, 2024, Section 3.A.-3.H.). The *textbook written by Rosenthal (2024) is the recommended **CPCE preparation study guide**; however, students are advised to utilize **other resources** while studying for the CPCE exam. Practicum students are strongly encouraged to utilize CPCE preparation study guides far in advance of beginning the internship course: this allows them to independently study in the months leading up to taking the CPCE, which will occur while enrolled in the fall semester of the internship course.

*Rosenthal, H. (2024). *Encyclopedia of counseling* (4th ed.). Routledge.

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RESULTS

Year-over-year, the CPCE mean and standard deviation scores of CCSU counselor education students were within range of other counselor education students across the nation who took the CPCE within the same timeframe. In fact, when comparing CCSU's clinical professional counseling student performance with other counseling students across the nation who took the CPCE within the same examination cycle, they **exceeded the national average** when reviewing the total score.

In January 2025, the Center for Credentialing & Education (CCE) began releasing "University Program Reports" wherein the scores of all students within a university's counselor education program who took the CPCE in the fall semester were compared again the national average within that same data collection timeframe. Since this report has been provided by CCE, **100%** of CCSU's CPC program students scored at the **proficient or advanced knowledge level** compared to 90.4% and 89% of other counseling students at the national level in Fall 2024 and Fall 2025, respectively.

CPCE EXAMINATION CYCLE: FALL 2023							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	9	11.0	2.2	964	10.6	2.3
C2: Social & Cultural Foundations	17	9	10.7	1.1	964	10.0	2.5
C3: Human Growth & Development	17	9	11.7	1.6	964	11.6	2.4
C4: Career Development	17	9	10.4	2.3	964	10.0	2.6
C5: Counseling & Helping Relationships	17	9	9.2	1.6	964	9.6	2.5
C6: Group Counseling & Group Work	17	9	10.2	2.0	964	11.1	2.6
C7: Assessment & Testing	17	9	9.1	1.4	964	9.0	2.2
C8: Research & Program Evaluation	17	9	10.7	2.6	964	10.2	2.7
Total	**136**	9	**83.0**	**7.3**	**964**	**82.0**	**14.2**

CCSU Counselor Education Program Benchmark Score/Threshold: 72.0

→ **Data Source:** *Center for Credentialing & Education, Inc. (CCE) Monthly Report (October 2023)*

CPCE EXAMINATION CYCLE: FALL 2024							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	13	13.1	1.1	4238	12.3	1.9
C2: Social & Cultural Foundations	17	13	11.1	1.8	4238	10.7	2.1
C3: Human Growth & Development	17	13	12.1	2.0	4238	11.7	2.2
C4: Career Development	17	13	14.2	1.7	4238	12.8	2.1
C5: Counseling & Helping Relationships	17	13	11.4	1.9	4238	11.2	2.1
C6: Group Counseling & Group Work	17	13	13.8	1.9	4238	12.8	2.2
C7: Assessment & Testing	17	13	12.0	2.5	4238	11.8	2.2
C8: Research & Program Evaluation	17	13	12.4	1.7	4238	12.4	2.6

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Total	**136**	13	**100.1**	**9.2**	4238	**95.7**	**11.8**

CCSU Counselor Education Program Benchmark Score/Threshold: 83.2

→ **Data Source:** *Center for Credentialing & Education, Inc. (CCE) University Program Report (Fall 2024)*

CPCE EXAMINATION CYCLE: FALL 2025 (CCE AGGREGATE REPORT)							
CACREP CONTENT AREAS		**CCSU**			**NATIONAL**		
Section	**Items**	**N**	**Mean**	**SD**	**N**	**Mean**	**SD**
C1: Professional Orientation & Ethical Practice	17	17	10.88	2.18	4,549	11.31	2.02
C2: Social & Cultural Foundations	17	17	10.29	1.57	4,549	10.35	2.42
C3: Human Growth & Development	17	17	12.18	2.38	4,549	11.65	2.55
C4: Career Development	17	17	11.24	2.61	4,549	10.86	2.43
C5: Counseling & Helping Relationships	17	17	10.59	1.66	4,549	11.11	2.63
C6: Group Counseling & Group Work	17	17	11.47	2.50	4,549	11.58	2.65
C7: Assessment & Testing	17	17	9.94	2.22	4,549	9.92	2.72
C8: Research & Program Evaluation	17	17	11.12	1.83	4,549	10.54	2.64
Total	**136**		**87.71**	**11.69**	4,549	**87.31**	**14.78**

CCSU Counselor Education Program Benchmark Score/Threshold: 73.0

→ **Data Source:** *Center for Credentialing & Education, Inc. (CCE) University Program Report (Fall 2025)*

GRADUATE OUTCOMES / EMPLOYMENT / PROFESSIONAL CREDENTIALING

NATIONAL COUNSELOR EXAM (NCE) / NATIONAL CLINICAL MENTAL HEALTH COUNSELOR EXAM (NCMHCE)

The National Board for Certified Counselors (NBCC) prepares statistics on students' results from the most recent administration of the National Counselor Examination (NCE) and National Clinical Mental Health Counseling Examination (NCMHCE) from 1/1/2026 through 6/30/2026.

CCSU		NATIONAL	
Student passing percentage	**100%**	National passing rate	89%
Student mean	111.7	National mean	111.5
Student standard deviation	13.6	National standard deviation	16.2

The next reports will be available in mid-January 2027 and will include information on exams taken between 7/1/2026 and 12/31/2026.

COUNSELOR EDUCATION ALUMNI DATA

A pilot survey of CCSU counselor education program alumni was conducted in Spring 2024. Survey items included asking about employment in the counseling profession, national counselor examinations (i.e., NCE, NCMHCE, CRC), and applying for licensure and certification credentials (i.e., LCPA, LPC, CRC).

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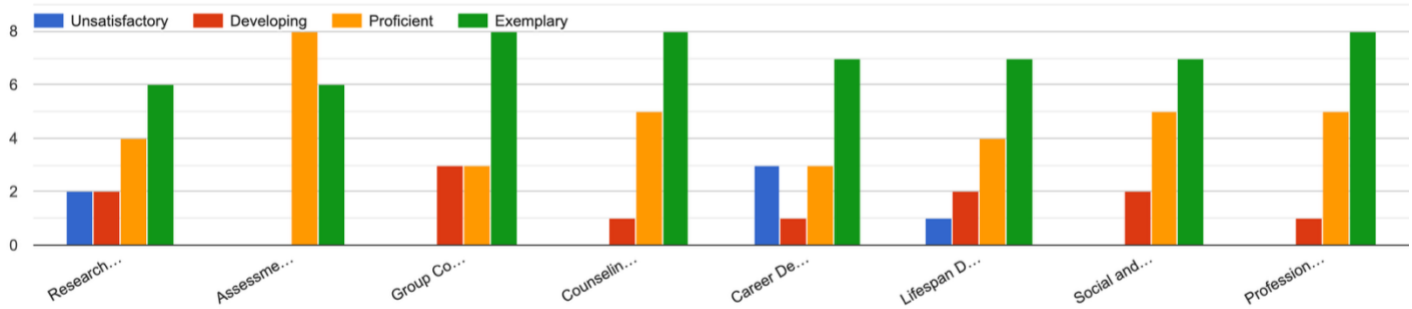
In Spring 2026, the survey was revised with each counselor education specialty program (i.e., Clinical Professional Counseling and School Counseling) completing their own survey with their respective students; thereby, disaggregated data was collected by each counselor education specialty program. Another revision involved the CPC program incorporating survey items that align with the **foundational counseling curriculum domains** for obtaining the essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities (CACREP, 2024).

For the Clinical Professional Counseling (CPC) program, a revised **"Clinical Professional Counseling Program Alumni Survey"** was conducted via Google Forms and **sent to 100 alumni who graduated between 2020-2025**. Despite email reminders to increase return rates, only 14 alumni responded. CPC program alumni were asked to rate how well they believed CCSU's counselor education programs academically and professionally prepared them to enter the counseling profession. Like other stakeholder surveys, the CPC program alumni were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Alumni evaluated the counselor education program on a Likert-type scale choosing from responses such as *unsatisfactory*, *developing, proficient, exemplary,* and *unknown/not observed.* Alumni were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Of the alumni who responded, the majority believe they were prepared to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results. Regardless, faculty will review the feedback and integrate changes where/when possible.

PROGRAM OUTCOME RESULTS

Survey Form Builder: Google Forms
Number of Invited Participants: 100 (program graduates between 2020 and 2025)
Benchmark Score/Threshold: 80% (proficient/exemplary combined)
Number of Total Respondents: 14 (14%)
Year: Spring 2026
***Effective Spring 2026, Google Forms was used to create the survey and collect data.**

1. Professional Competencies

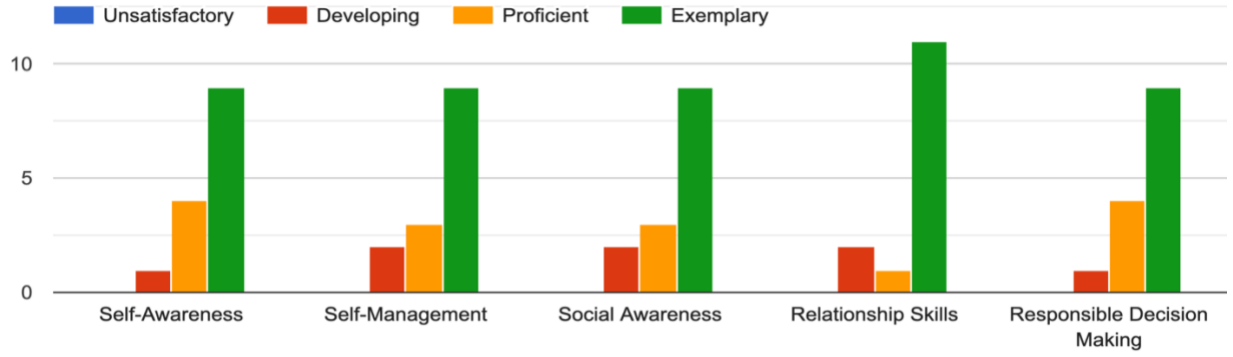


Curriculum Area	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total

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Research & Program Evaluation	14%	2	14%	2	29%	4	43%	6	N/A	-	14
Assessment & Diagnostic Processes	0%	0	0%	0	57%	8	43%	6	N/A	-	14
Group Counseling & Group Work	0%	0	21%	3	21%	3	57%	8	N/A	-	14
Counseling Practices & Relationships	0%	0	7%	1	36%	5	57%	8	N/A	-	14
Career Development	21%	3	7%	1	21%	3	50%	7	N/A	-	14
Lifespan Development	7%	1	14%	2	29%	4	50%	7	N/A	-	14
Social & Cultural Identities & Experiences	0%	0	14%	2	36%	5	50%	7	N/A	-	14
Professional Counseling Orientation & Ethical/Legal Practice	0%	0	7%	1	36%	5	57%	8	N/A	-	14
Total Respondents											14

2. Professional Dispositions

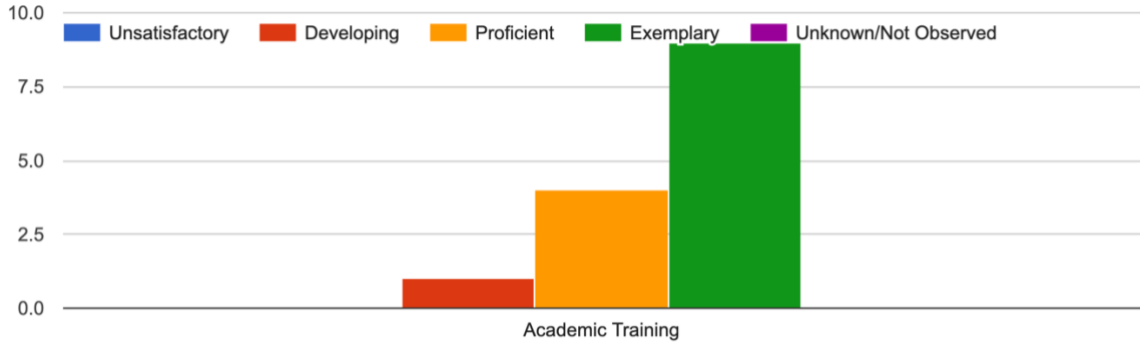


Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Self-Awareness	0%	0	7%	1	29%	4	64%	9	N/A	-	14

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Self-Management	0%	0	14%	2	21%	3	64%	9	N/A	-	14
Social Awareness	0%	0	14%	2	21%	3	64%	9	N/A	-	14
Relationship Skills	0%	0	14%	2	7%	1	79%	11	N/A	-	14
Responsible Decision Making	0%	0	7%	1	29%	4	64%	9	N/A	-	14
Total Respondents											14

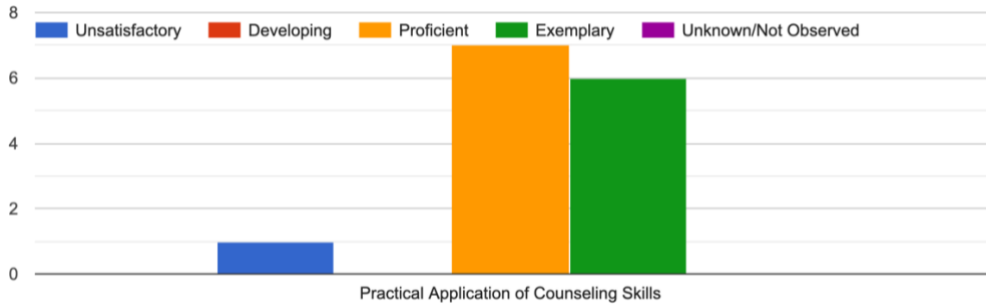
3. Academic Training of Counseling Skills



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Academic Training (CCSU Counselor Education Program Compared to Other Universities)	0%	0	7%	1	29%	4	64%	9	0%	0	14
Total Respondents											14

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4. Practical Application of Counseling Skills



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Practical Application of Counseling Skills (CCSU Counselor Education Program Compared to Other Universities)	7%	1	0%	0	50%	7	43%	6	0%	0	14
Total Respondents											14

ALUMNI EMPLOYMENT & PROFESSIONAL CREDENTIALING SURVEY RESULTS

Because 86 (86%) of invited participants did not respond, the following data only identifies the percentage of alumni (14%) who answered each item; therefore, the results are limited and difficult to generalize.

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EMPLOYMENT RATES

Please identify the length of time taken to obtain employment in the counseling profession after graduating from CCSU's counselor education program.

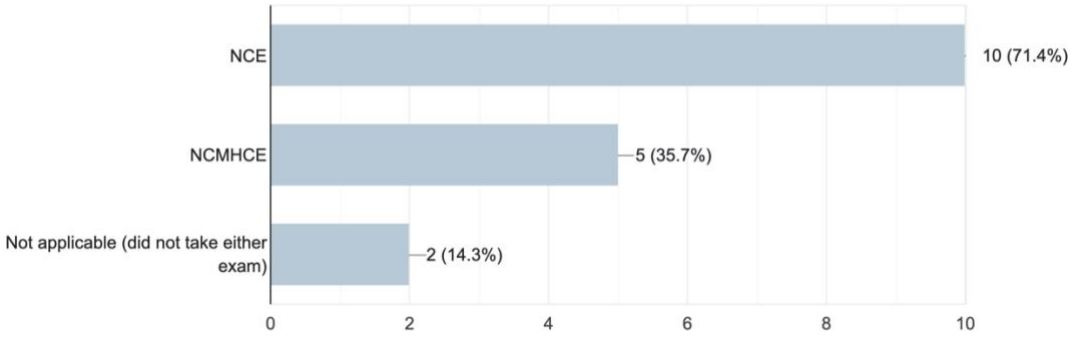
14 responses



NCE/NCMHE ATTEMPTS

Please identify if you took the National Counselor Examination (NCE) and/or the National Clinical Mental Health Counselor Examination (NCMHCE) (check all that apply).

14 responses



NCE/NCMHE RESULTS

If you took the NCE and/or the NCMHCE, please indicate the result.

14 responses

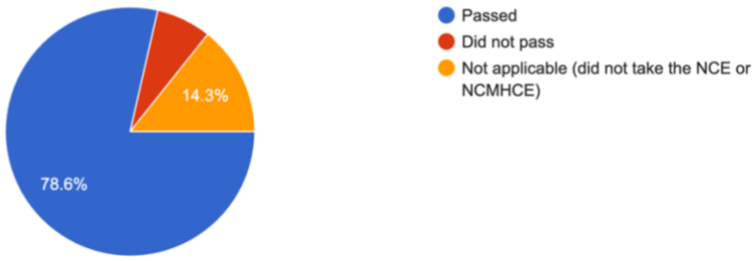
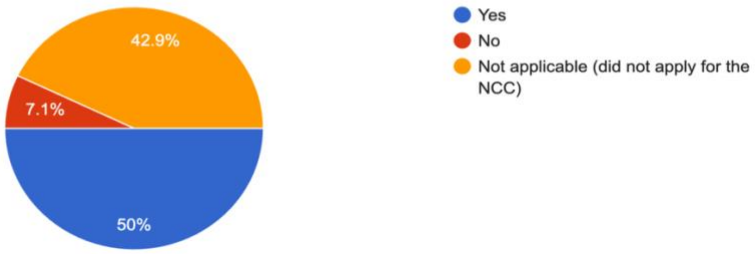


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NCC CREDENTIAL STATUS

If you took and passed the NCE or the NCMHCE, please identify if you obtained the National Certified Counselor (NCC) credential through the National Board of Certified Counselors (NBCC).

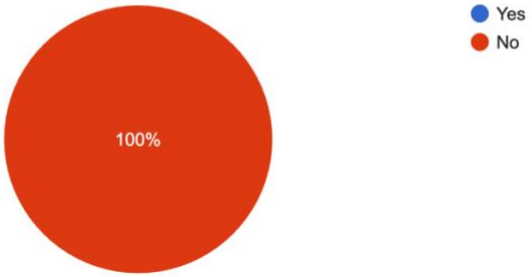
14 responses



CRC EXAM ATTEMPTS

Please identify if you took the Certified Rehabilitation Counselor (CRC) examination through the Commission on Rehabilitation Counselor Certification (CRCC).

14 responses



CRC EXAM RESULTS

If you took the CRC examination, please indicate the result.

14 responses

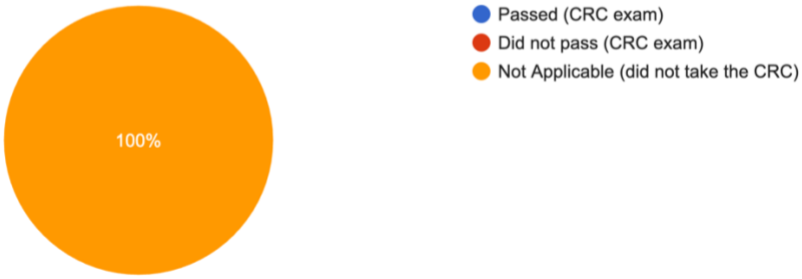


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CRC CREDENTIAL STATUS

If you took the CRC and passed, please identify if you obtained the Certified Rehabilitation Counselor (CRC) credential through the Commissio...cation (CRCC) after completing your M.S. degree.

14 responses



LPC-A CREDENTIAL STATUS

Please identify if you obtained the Connecticut Department of Public Health's (DPH) Licensed Professional Counselor Associate (LPCA) credential...nother state) after completing your M.S. degree.

14 responses

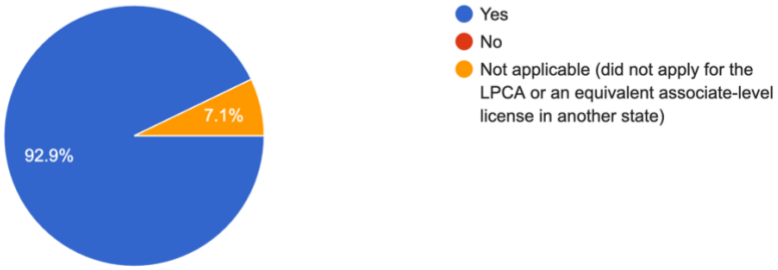


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LPC CREDENTIAL STATUS

Please identify if you obtained the Connecticut Department of Public Health's (DPH) Licensed Professional Counselor (LPC) credential (or an equi...another state) after completing your M.S. degree.

14 responses



ADC EXAMINATION ATTEMPTS

Please identify if you took the International Certification Examination for Alcohol and other Drug Abuse Counselors (IC&RC ADC exam) administered b...uivalent addiction counselor certification exam.

14 responses



LADC/CAC/MAC CREDENTIAL STATUS

Please identify if you obtained the Connecticut Department of Public Health's (DPH) Licensed Alcohol & Drug Counselor (LADC), the CT Certificati...ompleting your M.S. degree (check all that apply).

14 responses

