



DEPARTMENT OF  
COUNSELOR EDUCATION  
STUDENT HANDBOOK

## **Quick Reference Guide**

### **Helpful Phone Numbers:**

#### **Department of Counselor Education**

201-200-3400

#### **University's Main Number**

201-200-2000

#### **Graduate Admission**

201-200-3409

#### **Graduate Studies Matriculation**

201-200-3306

#### **Graduate Graduation Clearance**

201-200-2085

#### **Bursar**

201-200-3045

#### **Financial Aid**

201-200-3173

#### **Library**

201-200-3030

#### **Registrar**

201-200-3333

#### **Security**

201-200-3128

#### **University Bookstore**

201-200-3503, 201-435-6607

For other telephone numbers, log onto the University Website, <http://www.njcu.edu/about/contact>

### **Counseling Program Web Pages**

NJCU MA in Counseling Education Program

<http://www.njcu.edu/department/counselor-education>

NJCU MA in Counseling, Clinical Mental Health Counseling

<http://www.njcu.edu/counselor-education/ma-counseling>

NJCU MA in Counseling, School Counseling

<http://www.njcu.edu/counselor-education/ma-school-counseling>

## **Welcome!**

Welcome to the Department of Counselor Education at New Jersey City University, a CACREP accredited counseling program. This manual contains important information that will help guide you through your program. Please take full advantage of the opportunities available at NJCU.

**\*\*It is required that you read the manual carefully before signing and returning the acknowledgement page provided during New Student Orientation or your first appointment with your faculty advisor to the Department Office Assistant by the first week of class.\*\***

The NJCU University Service Center (USC) serves as the "one-stop shop" for the University community. The USC was created to provide students a convenient location to submit documents, retrieve forms and brochures, and conduct general enrollment and auxiliary related business transactions. Among the services provided are university photo ID cards, parking, and shuttle information. Please become familiar with the Writing Center, Library, Computer Center, Counseling Center, and other special services.

Meeting regularly with your advisor and professors is essential. You are required to plan your program with your advisor during your first year of study. Department bulletin boards are located on the walls adjacent to Department office. These boards are used for conveying information such as policy changes, class offerings, registration announcements and student organization announcements. We encourage you to take part in special events through Chi Sigma Iota, the International Counseling Professional Honor Society, and other social and service projects.

We wish you success in your journey to becoming a counselor.

### **The Counseling Program Faculty:**

Dr. Jean Georgiou, Chair

Dr. Vaibhavee Agaskar

Dr. Victor Tuazon

Dr. Grace Wambu

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## **CHAPTER 1: THE NJCU COUNSELING PROGRAM**

### **Counseling Program Mission Statement**

The Counseling Program prepares exemplary counselors who are caring, reflective, and culturally sensitive. As counselors we empower individuals and families to make positive changes in their lives and resolve personal, educational, career, and relationship problems. Our program reflects the goals and needs of a highly diverse, multilingual, and urban community of learners. We are committed to social justice advocacy to remove barriers to education and promote equity and optimal development for all persons and groups in urban, suburban, and rural settings.

### **Counseling Program Values**

The faculty, students, and staff work together in our shared journey toward professional excellence, personal growth, life-long learning, and service to others. We value caring, collaboration, equity, integrity, advocacy, empathy, diversity, and community.

### **Counseling Professional Identity**

Our faculty and students identify strongly with the counseling profession through membership in both the American Counseling Association and the American School Counselor Association.

The ACA Code of Ethics and the ACA Multicultural Counseling Competencies and Standards are infused in all courses. Eligible students, faculty, and professional counselors may be inducted into Nu Eta Sigma, the NJCU Chapter of Chi Sigma Iota, International Counseling and Academic Honor Society.

### **NJCU Diversity Statement**

New Jersey City University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of all human potential. All candidates are expected to demonstrate recognition and valuing of culture, language, gender, socioeconomic status, age, race, ethnicity, sexual orientation, exceptionality, and other forms of difference as assets in teaching and learning.

### **CACREP Accreditation – What is CACREP Accreditation?**

CACREP (Council for Accreditation of Counseling and Related Educational Programs) was formed in 1981 in accordance to the standards of the American Counseling Association. This was completed to promote the advancement of quality educational programs in counselor training. In order for a program to receive accreditation, it hosts a CACREP team of counselor educators who reviews the program to see that it meets national standards in eight specific core areas of counseling. These eight areas are: human growth and development, social/cultural foundations, the helping relationship, group dynamics/counseling, career development, appraisal, research, and professional orientation/issues. In addition to the eight core areas, the CACREP survey team also review additional standards of instruction as well as supervised clinical experiences for the counseling specialty training offered by that program.

### **Faculty Advisors**

Each student is assigned a faculty advisor upon acceptance into the program. This will be indicated on their acceptance letter. Students should meet with their advisor to plan their program in the first semester and their program plan must be on file within the first year. Please make sure to reach out to your academic advisor to assist you in navigating through the program.

## Counseling Program Faculty and Staff and Making Advisement Appointments

Faculty/staff office hours are posted each semester on the Department office door and website. Faculty, staff and adjunct professors can be contacted by email to schedule an appointment. For further assistance students can contact the Office Assistant at 201-200-3400.

### Counseling Program Faculty

Name and Title	Email	Telephone Number
Jean Georgiou, EdD, LPC, NCC, ACS Associate Professor and Chair	<a href="mailto:jgeorgiou@njcu.edu">jgeorgiou@njcu.edu</a>	201-200-3400
Vaibhavee Agaskar, Ph.D., LPC, NCC Associate Professor	<a href="mailto:vagaskar@njcu.edu">vagaskar@njcu.edu</a>	201-200-3012
Victor Tuazon PhD, LPC, NCC Assistant Professor	<a href="mailto:vtuazon@njcu.edu">vtuazon@njcu.edu</a>	201-200-3197
Grace Wambu, EdD, LAC, NCC Associate Professor	<a href="mailto:gwambu@njcu.edu">gwambu@njcu.edu</a>	201-200-2454

### Counseling Program Staff

Anna Ivanova-Tatlici, MHC, NCC Clinical Coordinator	<a href="mailto:Aivanova@njcu.edu">Aivanova@njcu.edu</a>	201-200-2187
Norma McCloud Administrative Assistant	<a href="mailto:NDurant1@njcu.edu">NDurant1@njcu.edu</a>	201-200-3400

## Requirements for Admission to the Counseling Program

In addition to fulfilling the general graduate studies admission requirements, the admission and matriculation requirements for the Counseling Program consists of a two-level review. First is the application review process which is followed by an interview process, the latter which can result in an acceptance or denial. See below for details:

1. Have a baccalaureate degree with a preferred minimum 3.0 cumulative GPA; students with a GPA less than 3.0 cumulative may be considered for conditional admission status on an individual basis.
2. Complete a 500-word essay, reflective of the candidate's personal counseling philosophy and counselor dispositions, including the candidate's future role as a counseling professional in an urban environment.
3. Two Recommendation Forms and letters must be completed. One letter must be academic such as from your former professor, and one can be professional such as from your work supervisor; excluding letters from family, friends, and co-workers.

4. Submit a current CV or resume.
5. If an applicant meets all necessary requirements, they may be invited to participate in the interview process with a department faculty member.

After “successful” completion of the interview process, the candidate may be accepted for matriculation, conditional acceptance, or denied admission.

Please Note: The Counseling Faculty members will review only completed applications. Only those whose applications are evaluated as satisfactory will be invited to an admission interview.

\*Students accepted into the MA in Counseling Program may begin in the fall or spring semesters only. Newly admitted students may not begin their first semester in any of the summer semesters.

## **Our Program Overall**

We are pleased to announce that we are now a hybrid program. What this means to students is that 50% of our courses will be taught in-person and 50% will be taught online with a synchronous and/or asynchronous component. To streamline the format of the program, the in-person courses will be taught on Monday & Wednesday and the online courses on Tuesday & Thursday. We will however keep our convenient course schedule of classes offered at 4:25 and 7:00 pm.

\*Please note: Due to an experiential component of several courses, not all courses will be offered online. Students cannot complete their degree with all online courses or all in-person courses.

\*\*Not all courses are offered at 4:25 or 7:00.

## **Classrooms for Counseling Courses**

Most in-person classes are held in Rossey Hall or in Karnoutsos Hall. The Department of Counselor Education has several available rooms for counseling practice and supervision: a play therapy room and a sand tray therapy room. Individual counseling practice rooms are separated by a corridor from the lobby and have a separate entrance/exit.

## **Video/Audio Recording**

Student will be required to purchase Supervision Assist (SA), a HIPAA-secure cloud-based application that integrates tools for successful skill learning, practicum and internship training, evaluations, activity logs, requirements verification, live sessions, and digital records. Supervision Assist supports online sessions and evaluations, easy placement, accreditation, and CE courses for supervisors and trainees.

Students will purchase Supervision Assist while taking COUN 608 - Counseling Skills during their first year in the program. More information regarding the purchase of SA will be provided in COUN 608 - Counseling Skills.

## **Student Support Services**

### **Blackboard**

Both in-person and online courses use the Blackboard platform. Students can access Blackboard through their GothicNet account. Student Tutorials are available 24/7 through the Blackboard website. For additional assistance, students may contact the Information Technology (IT) Help Desk by calling 201-253-4357 or emailing [helpdesk@njcu.edu](mailto:helpdesk@njcu.edu)



## **Counseling Center**

The Counseling Center provides free, confidential counseling, support, and referral for students. If you experience personal problems, distress, or situational crises, you are encouraged to contact the Counseling Center in GSUB 308 or call the Center at 201-200-3165. After hours, contact Public Safety at 201-200-3128 or call 911 from off campus.

Stress, anxiety, depression, interpersonal issues, alcohol or sleep issues, and death of a loved one have been rated in the top 10 health problems affecting college performance. Students do not have to face problems alone. Individual and group counseling is provided free to students attending the university. Services for veterans are also offered through the Counseling Center.

### **Announcements about Counseling Services**

Students receive email announcements regarding services offered by the Counseling Center, the Health and Wellness Center, and the Division of Student Affairs such as programs or meetings for test anxiety, anger management, stress, and academic skills; LGBTQIA+ Support Group; and the Pathways to Wellness Series.

Counseling services and programs at area counseling and human service organizations are circulated by email and the bulletin board including Hudson Pride, Puerto Rican Family Institute, Hudson County Community College, Albert Ellis Institute, the Speicher-Rubin Women's Center on campus, the New Jersey Coalition Against Sexual Assault, and the Hudson County Rape Crisis Center. A Counselor Referral List for area counselors is provided upon request from the Counseling Program office and the faculty.

### **Opportunity Scholarship Program**

The Opportunity Success Program (OSP) provides counseling for graduate students who were in the OSP/EOF program as undergraduates or who qualify for services.

### **Career Planning and Placement Office**

The Career Planning and Placement Office provide counseling, testing, placements and consultation services, career counseling, resume writing, editing, and job search services to Counseling Program students. Other services include computerized career guidance and decision-making programs (SIGI 3) and job interview practice, and career fairs.

### **Office of Specialized Services for Special Needs Learners**

The Office of Specialized Services provides confidential counseling and advisement services and support for students with special needs and disabilities. If you have a special need for which you are or may be requesting an accommodation, you are encouraged to contact your instructor or assigned faculty advisor and the director from the Office of Specialized Services, Jennifer Aitken, as early as possible in the semester at 201-200-2091. They are located in Karnoutsos Hall, Room 102.

### **Writing Center – Known as the HUB/Centralized Tutoring Center**

The HUB is here to help any student develop long-term writing proficiency. Tutoring sessions involve active collaboration between tutors and students in examining students' writing processes. The HUB is in the Guarini Library, 1<sup>st</sup> floor, room 115A. Appointments are scheduled online: <http://www.njcu.edu/academics/writing-center/appointments>

### **Turnitin.com**

Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site. For further information about Turnitin, please visit: <http://www.turnitin.com>.

## **CHAPTER 2: COUNSELING PROGRAM OPTIONS**

New Jersey City University's Department of Counselor Education received Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation in 2014. Currently, CACREP has conferred accreditation on two master's programs: School Counseling (SC) and Clinical Mental Health Counseling programs (CMHC). The Department of Counselor Education also offers some non-CACREP accredited courses such as post-master's courses and registered play therapy certification courses.

CACREP accredited School Counseling (60 credits) and Clinical Mental Health Counseling (60 credits) are divided into three phases:

### **Phases I- Foundation (core classes in first year or first 15 credits)**

Students are strongly encouraged to take Phase I - foundation courses during the beginning of their coursework. Foundation courses are composed of eight common core areas which represent the foundational knowledge required of all entry-level counselor education graduate programs. Out of these eight common core courses, Department of Counselor Education mandates students to take four core courses in the first academic year (first two semesters). These core courses are COUN 601, COUN 605, COUN 607, and COUN 608.

### **Phases II – Advancement**

Students can take Phase II and Phase III courses concurrently but must pay attention to prerequisites when doing so. Advancement builds upon foundation courses to enhance students counseling knowledge and skills.

### **Phase III- Field experience**

Students can take Phase II and Phase III courses concurrently. Students are expected to take field experience coursework in a sequential order from COUN 690 to COUN 694 to COUN 695 in different semesters during the last stage of their program (i.e., last three semesters). Students will not be permitted to take any two field work courses together. For example: students are not permitted to take COUN 690 and COUN 694 in the same semester. Students will be also placed in the either school or clinical field coursework as required during phase III of the program.

## **School Counseling Option**

**60 credits**

The MA in Counseling with Specialization in School Counseling which leads to School Counseling Certificate from New Jersey Department of Education approved program. This program prepares culturally sensitive school counselors to provide professional counseling, consultation, collaboration, assessment, and referral services in comprehensive K-12 school counseling programs. School counselors work proactively as school leaders, change agents, and advocates for all students.

### **School Counseling Program Objectives**

1. Graduates will gain foundational knowledge and skills to become culturally and ethically competent school counselors.
2. Graduates will develop necessary counseling skills and techniques to work effectively with diverse students in individual, groups, and school counseling curriculum to meet students' diverse social emotional, academic, and career needs.

3. Graduates will demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.
4. Graduates will demonstrate knowledge and skills in developing, implementing, and evaluating a comprehensive developmental school counseling program for preK-12 to address students' academic, career, and social-emotional needs.
5. Graduates will develop skills and knowledge to effectively implement evidence-based interventions, consultation and collaboration, leadership, advocacy, and systemic change as well as ensure education equity.

## School Counseling Option

**60 Credits**

### **Phase I (24 credits)**

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COUN 601*	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Development Across the Lifespan	3
COUN 604	Appraisals and Assessment in Counseling	3
COUN 605*	Counseling Theories	3
COUN 606	Research and Program Evaluation	3
COUN 607*	Group Process	3
COUN 608*	Counseling Skills	3
COUN 616	Counseling, Consultation, Referral, and Resources in Schools	3

### **Phase II (15 credits)**

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COUN 627	Consultation and Management of Developmental School Counseling Programs	3
COUN 629	Multicultural Counseling	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3
COUN 640	Counseling Children and Adolescents	3
COUN 650	Foundations of Addictions Counseling	3
COUN 663	Career Counseling and Development	3
COUN TBD	College & other Post-secondary Career Counseling for School Counselors	3

### **Phase III (9 credits)**

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COUN 690	Practicum in Counseling	3
COUN 694	Internship I in Counseling	3
COUN 695	Internship II in Counseling	3
COUN ___	Counseling Elective	3

(COUN 609 Differential Diagnosis of Maladaptive Behavior for those students who wish to pursue licensure)

\*Students are required to take Core Courses during the first academic year (first two semesters)

## Clinical Mental Health Counseling Option

60 Credits

The M.A. in Counseling with specialization in Clinical Mental Health Counseling, prepares students for positions in mental health and human service agencies, schools, universities, hospitals, government, and private practice. It also provides academic eligibility for National Counselor Exam and state licensure as Licensed Associate and Licensed Professional Counselor.

### Clinical Mental Health Counseling Program Objectives

1. Graduates will gain foundational knowledge and skills to become culturally and ethically competent professional counselor.
2. Graduates will develop necessary counseling skills and techniques to work effectively with diverse clients in the formats of individual, couples, families, and group counseling to accomplish mental health, wellness, education, and career goals.
3. Graduates will demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.
4. Graduates will demonstrate knowledge and skills in evidence-based practices (EBPs) or best practices, including assessment, diagnosis, prevention and intervention treatment, for a wide range of mental health and substance use issues.
5. Graduates will demonstrate leadership and advocacy skills to promote social justice and support both individual and systemic change for the purpose of promoting clients' well-being.

## Clinical Mental Health Counseling Option

60 Credits

### Phase I (27 credits)

COUN 601*	Orientation to Professional Counseling and Ethics	3
COUN 603	Counseling and Development Across the Lifespan	3
COUN 604	Appraisal and Assessment in Counseling	3
COUN 605*	Counseling Theories	3
COUN 606	Research and Program Evaluation	3
COUN 607*	Group Process	3
COUN 608*	Counseling Skills	3
COUN 609	Differential Diagnosis of Maladaptive Behavior	3
COUN 610	Clinical Mental Health Counseling	3

### Phase II (18 credits)

COUN 629	Multicultural Counseling	3
COUN 632	Family and Couple Counseling	3
COUN 636	Group Counseling Theory and Practice	3

COUN 650	Foundations of Addictions Counseling	3
COUN 663	Career Counseling and Development	3
COUN 686	Case Conceptualization and Treatment Planning in Counseling	3

**Phase III (15 credits)**

COUN 690	Practicum in Counseling	3
COUN 694	Internship I	3
COUN 695	Internship II	3

**Electives**

COUN ____	Counseling Elective	3
COUN ____	Counseling Elective	

\*Students are required to take Core Courses during the first academic year (first two semesters)

**\*\*Students can take elective courses in Phase II and III to enhance their knowledge or skills to work with a particular client population or issue.**

**List of elective courses:**

Code	Course Title	Credit
COUN 613	Introduction to Sandtray	3
COUN 618	Integrated Health Care and Evidence-Based Best Practices for Working Across the Population	3
COUN 631	Psychopharmacology	3
COUN 642	Play Therapy	3
COUN 644	Parent and Child Play Therapy	3
COUN 652	Assessment, Treatment Planning, and Interventions in Addictions Counseling	3
COUN 654	Addictions Counseling: Prevention and Intervention Programs and Resources	3
COUN 658	Addictions Counseling Family Systems Assess & Treatment	3
COUN 680	Advanced Counseling Techniques	3
COUN 698	Disasters, Trauma, and Crisis Counseling (currently under development)	3

**Course Titles and Descriptions (Revised September 2020)**

**COUN 601 Orientation to Professional Counseling and Ethics** **3 credits**

This course provides an overview of the ethical and legal practices in the field of counseling. Particularly, ACA Code of Ethics, ASCA Ethical Standards, and ethical decision-making models will be discussed in detail. In addition, the roles of professional counselors and counselor professional identity will also be addressed.

**COUN 603 Counseling and Development Across the Lifespan** **3 credits**

This course provides an understanding of the development and needs of individuals in multicultural contexts through the lens of the counselor. Theories and concepts of cognitive, personality, and social development from conception through death are examined with an emphasis on wellness and optimal human development.  
(Prerequisites: COUN 601, 605, 607, & 608)

**COUN 604 Appraisal and Assessment in Counseling** **3 credits**

This course provides an introduction to using assessment in the counseling process. Students learn to select, administer, score, and interpret assessments and use results in the case conceptualization and treatment planning process. Psychometric and statistical concepts are introduced with attention to ethical, social, and cultural factors in the appraisal.  
(Prerequisites: COUN 601, 603, 605, 607, & 608)

**COUN 605 Counseling Theories** **3 credits**

This course provides a comprehensive study of the major counseling theories with emphasis on comparing and contrasting elements of each theory. A thorough understanding of theoretical approaches is considered a prerequisite to advanced study in the program. The class also focuses on developing a personal theoretical orientation.

**COUN 606 Research and Program Evaluation** **3 credits**

This course provides a comprehensive study of research methodology and program evaluation in counseling. Students learn how to examine research literature, evaluate outcome studies, and design research projects in order to improve counseling and program effectiveness. Ethical and cultural issues in conducting research in counseling settings are addressed.  
(Prerequisites: COUN 601, 604, 605, 607, & 608)

**COUN 607 Group Process** **3 credits**

This course provides an introduction to group work. Students learn the foundation of forming a group, group leadership skills, process & content, ethical and cultural issues, and groups for special populations. Students will participate in their own group process for a minimum of 10 clock hours as required by CACREP.

**COUN 608 Counseling Skills** **3 credits**

This course focuses on the development of effective counseling and interviewing skills and techniques that are essential to the therapeutic relationship. Attention is given to the development of self-awareness and the counselor's impact on clients, as well as professional boundaries, ethical issues, and basic crisis intervention skills.

**COUN 609 Differential Diagnosis of Maladaptive Behavior** **3 credits**

This course examines how psychopathologies affect children, adolescents, and adults focusing on emotional and behavioral disorders; history, etiology, and classification of psychopathologies; developmental, bioecological, and systems models; risk factors; ethical and legal issues. Emphasis is on the roles of communities, families, and culture and applying concepts to case studies.  
(Prerequisites: COUN 601, 603, 605, 607, & 608)

**COUN 610 Clinical Mental Health Counseling** **3 credits**

This course provides an overview of the history and practice of mental health counseling and an examination of prevention, intervention, and referral services in community agencies. Ethical issues regarding managed care, advocacy, public policy, service utilization, and program funding are addressed. Mental health counseling and crisis intervention skills are introduced.  
(Prerequisites: COUN 601, 605, 607, & 608)

**COUN 613 Sandtray** **3 credits**

This course provides students with the introductory knowledge, skills, and experience of sandtray therapy. Students will learn the fundamental knowledge and necessary tools to start sandtray therapy, unique benefits of sandtray therapy, and therapeutic/facilitating skills for processing sandtray with clients.  
(Prerequisites: COUN 601, 605, 607, & 608)

**COUN 616 Therapeutic Intervention Techniques: Consultation in Educational Settings 3 credits**

This course provides an overview of counseling, consultation, and referral skills in comprehensive school counseling programs. Developmental, ethical, legal, and cultural issues are addressed with an emphasis on the counselor as a leader, change agent, and advocate in urban schools. Data driven programs, accountability and student outcomes are examined.  
(Prerequisites: COUN 601, 605, 607, & 608)

**COUN 618 Integrated Health Care and Evidence-Based Best Practices for Working Across the Population 3 credits**

The goal of this course is to increase knowledge and skills therefore the ability, of students to participate more effectively in integrated behavioral health care settings. In addition, students will engage in a civic engagement component by assisting community organization/s in their outreach work on mental health needs and services.  
(Prerequisites: COUN 601, 605, 607, 608)

**COUN 627 Consultation and Management of Developmental School Counseling Programs 3 credits**

This course provides advanced training in the delivery of comprehensive school counseling programs and interventions. Students will learn how to select, design, deliver, and evaluate school counseling programs and interventions from a theoretical and evidence-based perspective.  
(Prerequisites: COUN 601, 605, 607, 608, & 616)

**COUN 629 Multicultural Counseling 3 credits**

This course provides experiential and clinical experiences to become culturally competent counselors and to understand individuals and families within their unique cultural, historical, and ethnic contexts. Emphasis is on personal development and applications of counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access. (Prerequisites: COUN 601, 605, 607, 608)

**COUN 631 Psychopharmacology 3 credits**

This is an introductory course in psychopharmacology in counseling. Agents to be covered include antidepressants, antipsychotics, anxiolytics (anti-anxiety agents), anticonvulsants, stimulants, narcotic analgesics (opiates), hallucinogens (psychedelics), sedatives and alcohol. (Prerequisites: COUN 601, 605, 607, 608)

**COUN 632 Family and Couple Counseling 3 credits**

This course is an introduction to the history, development, concepts, and practice of family systems therapy. Techniques, family assessment, and intervention are practiced. Special problems of family therapy are examined including feminist and multicultural issues, AIDS counseling, and family therapy with stepfamilies.  
(Prerequisite: COUN 601, 605, 607, & 608)

**COUN 636 Group Counseling Theory and Practice 3 credits**

This course focuses on students developing their own group leadership skills as needed in the clinical mental health and school settings. Students practice these skills in an experiential setting as group leaders. Clinical, ethical, and cultural dilemmas facing counselors of various counseling groups are explored and processed.  
(Prerequisites: COUN 601, 603, 605, 607, 608)

**COUN 640 Counseling Children and Adolescents****3 credits**

This course provides a comprehensive study of the history, theory, and practice of counseling children and adolescents. Individual counseling skills and expressive techniques are emphasized in counseling children with a range of emotional and behavioral problems. Clinical, developmental, ethical, and cultural issues are examined in case studies. (Prerequisites: COUN 601, 605, 607, 608)

**COUN 642 Play Therapy****3 credits**

This course provides an overview of the history, theories, and applications of play therapy. Play materials and toys are introduced and integrated into ethical and culturally sensitive counseling practice. Students will practice basic play therapy skills through watching videos, role playing and conducting mock sessions. (Prerequisites: COUN 601, 605, 607, & 608)

**COUN 644 Parent-Child Play Therapy****3 credits**

This course provides a comprehensive study of filial therapy. Students develop advanced child centered filial therapy and play therapy skills and learn to work with a child's system to facilitate relational and systemic change. Ethical, cultural, and clinical issues in parent child play therapy are examined. (Prerequisite: COUN 642)

**COUN 650 Foundations of Addictions Counseling****3 credits**

This course provides an introductory level survey of the assessment, prevention, diagnosis, and treatment of alcohol and substance use-related problems. The effects of substances and addiction on the individual, family, and society are presented. Basic knowledge and attitudes prerequisite to developing competency in addiction counseling are emphasized. (Prerequisites: COUN 601, 605, 607, 608)

**COUN 652 Assessment, Treatment Planning, and Interventions in Addictions Counseling****3 credits**

This course surveys the methods, interventions, and treatment paradigms currently employed in the counseling of children, adolescents, and their families with alcohol and/or substance abuse-related problems. A therapeutic skills approach to clinical assessment, treatment planning, counseling strategies implementation and techniques for alcohol/drug affected children and families.

**COUN 654 Addictions Counseling: Prevention and Intervention Programs and Resources****3 credits**

This course focuses on developing counseling and coordination skills essential for the delivery of alcohol, tobacco, and drug prevention and early intervention programs. Risk and protective factors, program policies, and practices are examined with emphasis on strategic prevention networks, community norms, parent involvement, social resistance training, and cultural competence.

**COUN 658 Addictions Counseling: Family Systems Assessment and Treatment****3 credits**

This course provides a skills approach to clinical assessment, treatment planning, and family counseling strategies for alcohol/drugs and other addictions impacting families and family systems.

**COUN 663 Career Counseling and Development****3 credits**

This course provides an overview of career counseling and development across the lifespan. Theories of career choice, career commitment, and life-course development are applied to research and practice in career counseling. Skills are developed in administering and interpreting career assessments and technology resources in a culturally appropriate and ethical manner. (Prerequisites: COUN 601, 605, 607, & 608)



**COUN 680 Advanced Counseling Techniques**

This course provides students with an in-depth study of advanced counseling techniques with an emphasis on developing their own proficiency. Students will learn theoretical perspectives, fundamental benefits, and common factors facilitating change in counseling. Through experiential components, students will practice techniques while applying cultural sensitivity and ethical values.

(Prerequisites: COUN 601, 605, 607, & 608)

**COUN 686 Case Conceptualization and Treatment Planning in Counseling****3 credits**

This course provides advanced study in case conceptualization and evidence-based treatment planning in counseling. Clinical, cultural, systemic, and, ethical issues are examined through case studies. Crisis intervention, trauma treatment, and psychopharmacological interventions are addressed.

(Prerequisite: COUN 601, 605, 607, 608, & 609)

**COUN 690 Practicum in Counseling****3 credits**

This course involves supervised application of counseling processes with clients. Students will be provided with an opportunity to observe and practice the roles and responsibilities inherent in the work of counselors at either school or clinical mental health setting. The class time includes weekly small group supervision.

(Prerequisites for Clinical Mental Health Students: 27 credits, COUN 601, 605, 607, 608, & 610; permission of the coordinator – Prerequisites for School Counseling Students: 21 credits, COUN 601, 605, 607, 608, & 616; permission from the coordinator)

\*Please note: School Counseling students beginning Fall 2023 and after, 27 credits will be required to begin Practicum.

**COUN 694 Internship I in Counseling****3 credits**

Internship I is a 300-hour counseling internship in a counseling setting. The requirements include 120 direct service and 180 indirect service clock hours including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and performance.

(Prerequisite: COUN 690 and permission of the Clinical Coordinator)

**COUN 695 Internship II in Counseling****3 credits**

Internship II is a 300-hour advanced counseling internship in a counseling setting. The requirement includes 120 direct service and 180 indirect service clock hours including video-recorded individual and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and performance.

(Prerequisite: COUN 694 and permission of the Clinical Coordinator)

**COUN 698 Disaster, Trauma, and Crisis Counseling****3 credits**

This course focuses on the foundation and skills counselors need to respond effectively in various crises and mass disasters including psychological first aid, crisis intervention, and disaster mental health. Ethical and cultural considerations as well as counseling options are examined in the treatment of posttraumatic stress, suicide, abuse, sudden loss, and mass trauma.

(Prerequisites: COUN 601, 605, 607, & 608)

**COUN 699 Counseling Supervision****3 credits**

This course provides intensive study and practice of counseling supervision and prepares advanced students to work as clinical supervisors in mental health and school counseling settings. Emphasis is on applying theoretical models to the supervisee's developmental stage and addressing supervisee dilemmas.

(Prerequisite: Permission of Chair)

**COUN 700 Internship III in Counseling (Courses only Students)**

**3 credits**

Internship is a field experience reflecting the comprehensive work experience of a professional counselor. Students complete 300 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and dispositions.

(Prerequisite: COUN 695 and Permission from the Clinical Coordinator)

**COUN 701 Internship IV in Counseling (Courses only Students)**

**3 credits**

Internship IV is an advanced field experience reflecting the work experience of a counselor. Students complete 300 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and dispositions.

(Prerequisite: COUN 700 and Permission from the Clinical Coordinator)

**COUN 703 Independent Study in Counseling**

**(1-3 credits)**

This is a specialization and research related course in counseling.

(Prerequisite: Permission of Chair)

**Prospective or Current students may request a copy of the syllabus from the Chair of the Department.**

## **ADDITIONAL CERTIFICATION ROUTES AND PROCESSES**

### **School Counselor Certification Application (Required for School Counselor practice)**

Graduates are responsible for completing the New Jersey Department of Education application for School Counselor Certification and submitting it the Center for Teacher Preparation and Placement after the final transcript documenting the master's degree is available. Regulations for School Counselor Certification follow the standards of the Council for Accreditation for Counseling and Related Education Programs (CACREP). Graduates of CACREP accredited programs are automatically qualified for School Counselor certification. Candidates are advised of procedures during Internship II but are responsible for completing the application process.

### **Licensed Associate Counselor (LAC)**

Graduates, who have met the requirements for Licensed Associate Counselor stated in the statute and regulations of the New Jersey Counseling Act, may apply for licensure on their own. Requirements include successful completion of the master's degree in counseling (60 credits), a passing score on the National Counselor Examination, and any other requirements listed in the state regulations. Students will be advised of procedures during Practicum and Internship or may check with their advisor.

### **New Jersey Licensed Professor Counselor (LPC)**

Upon successful completion of three years (4500 hours) of approved supervised hours after receiving the LAC, qualified graduates may apply for the LPC.

### **Licensed Clinical Alcohol and Drug Counselor (LCADC)**

Graduates who have completed state licensure requirements apply on their own.

COMING SOON: Qualified MA in counseling students may enroll in elective courses through the NJCU Program that partially fulfill the domains required for the LCADC. Students will develop a program plan with their faculty advisor. Students apply directly to the Certification Board of New Jersey.

Further information is available at the Certification Board website:

[http://certbd.org/site/wp-content/uploads/CADC\\_EducationalManual.pdf](http://certbd.org/site/wp-content/uploads/CADC_EducationalManual.pdf)

To view applications, go to:

<http://www.njconsumeraffairs.gov/adc/Pages/applications.aspx>

### **New Jersey Disaster Response Crisis Counselor (NJDRCC)**

Applicants complete 28 hours of required training through state sponsored training. Information and the application may be found at [www.njdrcc.org](http://www.njdrcc.org).

### **National Counselor Examination (NCE)**

Candidates for the MA in Counseling must complete all required core courses to take the examination in April or October at NJCU or within 1 year after graduation and/or post master's courses. The examination fee includes certification as a National Certified Counselor (NCC) which is not required for New Jersey licensure. Graduates may also apply for the LAC and permission to take the NCE together after meeting academic requirements for core areas and for 60 credits.

### **National Certified Counselor (NCC)**

NBCC is a private counselor certification body that administers the National Counselor Examination (NCE) required for licensure and for National Certified Counselor (NCC), National Certified School Counselor (NCSC), Clinical Mental Health Counselor (CMHC) and others. The NCC credential is not required for the LAC.

**Director of School Counseling Services Certification (DSCS)**

Three elective courses, including COUN 699 Counseling Supervision, are offered to meet the requirements for Director of School Counseling Services Certification. Students apply directly to the NJDOE for the endorsement. Three years of experience as a certified school counselor is required. Students must develop a program plan with their faculty advisor.

**Approved Clinical Supervisor Certification (ACS)**

Completion of COUN 699 Counseling Supervision meets the three-credit state requirement to supervise LACs and the academic requirement for Approved Clinical Supervisor (ACS) certification by the Center for Credentialing and Education (CCE). Graduates apply directly to the CCE for ACS certification. Students must develop a program plan with their faculty advisor.

**Registered Play Therapist Certification (RPT)**

Course electives COUN 642 Play Therapy and COUN 644 Parent-Child Play Therapy can meet the academic requirements in part for Registered Play Therapist certification issued by the Association of Play Therapy (APT). Candidates apply directly to the APT for certification. Students must develop a program plan with their faculty advisor.

<u>Play Therapy Courses</u>		<u>Credit</u>
<u>Code</u>	<u>Course Title</u>	
COUN 613	Introduction to Sandtray	3
COUN 642	Play Therapy	3
COUN 644	Parent and Child Play Therapy	3

## CHAPTER 3: PROGRAM PLANNING

The following section is designed to assist in helping you to understand steps required for program planning and registration once you have been accepted into the Counselor Educator Program.

### New Student Orientation

It is mandatory for all new students to attend the New Student Orientation during their first semester. The purpose of the orientation is to introduce students to the program format and regulations, meet the dean, faculty, and staff, and acquaint students with other new students. Our Administrative Assistant will reach out to new students via email with the information regarding necessary day/time and necessary instructions. You are expected to RSVP and attend this orientation which usually takes place during first two weeks of the new semester.

### Steps for Course Registration

1. Obtain your Gothic card, student email, Gothic Net ID # and password to register online for courses. Follow directions in your admission letter. The name of the first two courses you should take in stated in your acceptance letter.
2. Schedule an advisement appointment with you advisor by email so you can plan your program. You must complete your program plan with your faculty advisor before the end of your second semester. We encourage you to consult with your advisor on a yearly basis to plan your program.
3. The four departmental Core Courses should be taken as early as possible: COUN 601, COUN 605, COUN 607, and COUN 608. Students are required to take these four courses during the first academic year (the first two semesters).

Always check your NJCU email and the Counseling Program website regularly for program updates, registration dates, and schedule changes. The bulletin boards outside the Counseling Department also provide information about announcements, updates, and reminders. You can also reach out to the office administrator Norma McCloud at [NDurant1@njcu.edu](mailto:NDurant1@njcu.edu) or your academic advisor.

### Program Updates

Applicants and continuing students should be aware that programs may be revised in response to changes in certification, licensure, and accreditation. Applicants and students should refer to Counselor Education Department page on the NJCU website for updated program information: <http://www.njcu.edu/department/counselor-education>

### Course Load

Full time students take six or nine credits. Full time study is permitted for those students who are either not employed or employed not more than 20 hours per week. A student may not register for more than nine credits per semester. The maximum summer session course load is six credits per term. Graduate level courses require time and attention outside of the classroom which must be taken into consideration. We are not an accelerated program and strongly suggest that our students take their time learning and building a strong clinical foundation.

## **Repeating Courses**

For the Departmental Core Courses (COUN 601, 605, 607, and 608), and Field Experience Courses (i.e., Practicum and Internships) a passing grade is B or better. For all other courses passing grade is B- or better. Students with a grade of B or lower grade in the department Core Courses or B- or lower in any other course are required to repeat the course successfully the next semester and their progress will be reviewed according to the Student Professionalism Policy. If a student receives a B- or below in an elective course, they are permitted to take a different elective to replace the failed elective but must receive a B- or better in the replacement elective as required. All original grades remain on the transcript.

\*Please note that the four Core Courses are prerequisites to all other courses. Students are required to pass all four Core Courses before they can take any other courses.

## **Program Plan Form**

Students are required to complete a tentative Program Plan with their faculty advisor by the end of the second semester, preferably by the end of the first semester. Each option has a different Program Plan form. Please refer to Appendix A for School Counseling Program Plan and Appendix B for Clinical Mental Health Counseling Program Plan.

## Course Information

Course	Course Title	Course Prerequisites
COUN 601 *	Orientation to Professional Counseling and Ethic	This is a core course
COUN 603	Counseling and Development Across the Lifespan	
COUN 604	Appraisal and Assessment in Counseling	
COUN 605 *	Counseling Theories	This is a core course
COUN 606	Research and Program Evaluation	604
COUN 607 *	Group Process	This is a core course
COUN 608 *	Counseling Skills	This is a core course
COUN 609	Differential Diagnosis of Maladaptive Behavior	601, 603, 605, 607, 608
COUN 610	Clinical Mental Health Counseling	601, 605, 607, 608
COUN 616	Counseling, Consultation, Referral, and Resources in Schools	601, 603, 605, 608
COUN 618	Integrated Health Care and Evidence-Based Best Practices for Working with Children, Adolescent, and Transitional Youth	601, 605, 607, 608
COUN 627	Consultation and Mngmt. of Develop. School Counseling Pro.	601, 605, 607, 608, 616
COUN 629	Multicultural Counseling	601, 605, 607, 608
COUN 631	Psychopharmacology	601, 605, 607, 608, 609
COUN 632	Family and Couple Counseling	601, 603, 605, 607, 608
COUN 636	Group Counseling Theory and Practice	601, 603, 605, 607, 608
COUN 640	Counseling Children and Adolescents	603, 605, 608, 609
COUN 642	Play Therapy	601, 605, 607, 608
COUN 644	Parent-Child Play Therapy	642
COUN 650	Foundations of Addictions Counseling	605, 607, 608, 609
COUN 652	Assessment, Treatment Planning, and Interventions in Addictions Counseling	601, 605, 607, 608
COUN 654	Addictions Counseling: Prevention and Intervention Programs and Resources	601, 605, 607, 608
COUN 658	Addictions Counseling: Family Systems Assessment and Treatment	601, 605, 607, 608
COUN 663	Career Counseling and Development	601, 605, 607, 608
COUN 686	Case Conceptualization and Treatment Planning in Counseling	609
COUN 690	Practicum in Counseling (minimum <b>27 credits</b> )	601, 605, 607, 608, permission, 616 for SC; 609, 610 for CMH
COUN 691	Advanced Counseling Theory and Techniques	601,605, 607, 608
COUN 694	Internship I in Counseling	690, permission
COUN 695	Internship II in Counseling	694, permission
COUN 698	Disaster, Trauma, and Crisis Counseling	601, 605, 608, 609
COUN 699	Counseling Supervision	Master's Degree, permission
COUN 700	Internship III in Counseling	695, permission
COUN 701	Internship IV in Counseling	700, permission
COUN 703	Independent Study in Counseling	Permission

## Course Availability (subject to availability and subject to change)

Course #			Course Title	Fall	Spring	Summer
COUN 601	C	S	Orientation to Professional Counseling & Ethics	X	X	
COUN 603	C	S	Counseling and Development Across the Lifespan	X	X	
COUN 604	C	S	Appraisal and Assessment in Counseling	X	X	X
COUN 605	C	S	Counseling Theories	X	X	
COUN 606	C	S	Research and Program Evaluation		X	X
COUN 607	C	S	Group Process	X	X	
COUN 608	C	S	Counseling Skills	X	X	
COUN 609	C		Differential Diagnosis of Maladaptive Behavior	X	X	
COUN 610	C		Clinical Mental Health Counseling		X	X
COUN 613	E		Introduction to Sandtray			X
COUN 616		S	Counseling, Consultation, Referral, & Resources in Schools		X	
COUN 618	HRSA Course		Integrated Health Care and Evidence-Based Best Practices for Working Across the Population			X
COUN 627		S	Consultation and Management of Developmental School Counseling Programs	X		
COUN 629	C	S	Multicultural Counseling	X		X
COUN 631	E		Psychopharmacology	X		
COUN 632	C	S	Family and Couple Counseling		X	X
COUN 636	C	S	Group Counseling Theory and Practice	X	X	
COUN 642	E		Play Therapy			X
COUN 644	E		Parent Child Play Therapy		X	
COUN 650	C		Foundations of Addictions Counseling	X		
COUN 652	E		Assessment, Treatment Planning, and Interventions in Addictions Counseling		X	

**C = Clinical Mental Health Counseling   S = School Counseling   E = Elective**



**Continued**

Course #			Course Title	Fall	Spring	Summer
COUN 654	E		Addictions Counseling Prevention and Intervention Programs and Resources		X	
COUN 658	E		Addictions Counseling Family Systems Assess & Treatment			X
COUN 663	C	S	Career Counseling and Development		X	X
COUN 686	C		Case Conceptualization & Treatment Plan in Counseling		X	
COUN 690	C	S	Practicum in Counseling	X	X	
COUN 694	C	S	Internship I in Counseling	X	X	
COUN 695	C	S	Internship II in Counseling	X	X	
COUN 697	E		Advanced Counseling Techniques (temp. course – waiting permanent approval)	X		
COUN 700	C	S	Internship III in Counseling (as needed)	X	X	
COUN 701	C	S	Internship IV in Counseling (as needed)	X	X	
COUN 703	C	S	Independent Study in Counseling (as needed)	X	X	

**C = Clinical Mental Health Counseling S = School Counseling E = Elective**

**Membership of American Counseling Association or American School Counselor Association (ASCA)**

Students are expected to become student members of American Counseling Association (ACA) or American School Counselor Association (ASCA) for the duration of field experience courses (Practicum, Internship I and Internship II).

**Academic Integrity Policy of New Jersey City University of College of Education of New Jersey City University**

New Jersey City University (NJCU) is committed to nurturing the growth of intellectual reasoning, academic and professional values, individual ethics and social responsibility in its students. Academic integrity is central to this growth and is defined as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. Academic integrity is the obligation of all members of the NJCU community: students, faculty and administration.

For more information on the COE Academic Integrity Policy, including, but not limited to, plagiarism refer to the following file: [http://www.njcu.edu/sites/default/files/academic\\_integrity\\_policy\\_final\\_2-04.pdf](http://www.njcu.edu/sites/default/files/academic_integrity_policy_final_2-04.pdf)

## Definitions of Violations of Academic Integrity

**Cheating:** *Cheating* is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise.

**Examples of cheating include, but are not limited to the following:**

- Copying from another student's work.
- Allowing another student to copy your work.
- Using unauthorized materials such as a textbook or notebook during an examination.
- Using specifically prepared unauthorized materials such as notes written on clothing, formula lists, etc., during an examination.
- Unauthorized collaboration with another person during an examination or an academic exercise.
- Unauthorized access to or use of someone else's computer account or computer files, for any purpose, without the permission of the individual.
- Possessing or obtaining an examination without the professor's authority or prior knowledge.

**Plagiarism:** *Plagiarism* occurs when a person represents someone else's words, ideas, phrases, sentences or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete and accurate references. All verbatim statements must be acknowledged by means of quotation marks.

**Examples of plagiarism include, but are not limited to the following:**

- One person quoting another's words directly without acknowledging the source.
- Using another's ideas, opinions or theories without acknowledging the source, even if they have been completely paraphrased in one's own words.
- Using facts, statistics or other illustrative material taken from a source, without acknowledging the source, unless the information is common knowledge.
- Using words or work of others taken from the Internet without acknowledging the source(s).

**Fabrication:** *Fabrication* refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive.

**Examples of fabrication include, but are not limited to the following:**

- Citing of information not taken from the source indicated.
- Listing sources in a bibliography or other report not used in one's project.
- Fabricating data or source information in experiments, research projects or other academic exercises.
- Taking a test for another person or asking or allowing another to take a test for you.
- Misrepresenting one-self or providing misleading and false information in an attempt to access another user's computer account.

**Other Examples of Academic Misconduct include, but are not limited to the following:**

- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
- Stealing, buying, selling, giving away or otherwise obtaining all or part of any un-administered test/examination or entering any University office or building for the purpose of obtaining an un-administered test/examination.
- Submitting written work to fulfill the requirements of more than one course without the explicit permission of both instructors.
- Coercing any other person to obtain an un-administered test.
- Altering test answers and then claiming instructor inappropriately graded the examination.
- Unauthorized collaboration with any other person in preparing work offered for credit (e.g., purchased term papers).

## **Penalties for Violations for Academic Integrity**

Penalties are classified into three categories based on the level of seriousness of the behaviors:

### **Level I**

Level I penalty applies to circumstance involving ignorance or inexperience on the part of the person(s) committing the violation and ordinarily include a very minor portion of the course work. The imposition of these penalties is considered as academic issues and not disciplinary offenses.

*Example:* Improper documentation of sources or unauthorized collaboration on an academic exercise.

*Possible Penalties:* Make-up assignment or assignment of no-credit for the work in question; additional required assignment or preparation of term papers.

*These penalties are subject to the discretion of the instructor. Faculty will meet with the student offender to discuss the allegation and possible penalties. No record of this event will be reported to a dean, department chair or other officer of the university.*

### **Level II**

Level II penalties involve incidents of a more serious nature and affect a significant aspect or portion of the course.

*Example:* Copying from or giving assistance to others on a mid-term, final or other examination; plagiarizing major portions of an assignment; using unauthorized material on an examination; or altering a graded examination for the purposes of re-grading.

*Possible penalties:* A failing grade on the assignment and/or in the course.

A failing grade on the assignment and/or in the course may be given subject to the discretion of the instructor. Violations at this level will be reported to the department chair and the academic dean (for major courses, the report will be made to the corresponding dean, for general studies courses, the report will be made to the Dean of Arts and Sciences). A notation of plagiarism shall be placed in the student's record following this offense, and the student will not be allowed to expunge the grade of F from his/her GPA should he or she re-take the course (grade re-computation will be disallowed.)

A copy of the report will also be sent to the Vice President for Academic Affairs and the Dean of Students (for undergraduates) or the Dean of Graduate Studies and the Dean of Students (for graduates) for record keeping purposes and for centralized coordination between the different colleges. Should the Vice President for Academic Affairs or the Dean of Graduate Studies discover, upon receipt of a report of plagiarism, that a student has a prior record of plagiarism, the offense will be upgraded to level III, and the Vice President for Academic Affairs will notify the instructor, the chair and the academic dean so that appropriate action can be taken.

### **Level III**

Level III penalties apply to offenses that are even more serious in nature and involve dishonesty on a more significant portion of course work, such as a major paper, mid-term, final exam or other examination. Any violation that involves repeat offenses at level two is considered a level three violation.

*Example:* Using a purchased term paper presenting the work of another as one's own; having a substitute take an examination; or possessing or obtaining an examination without the professor's authority or prior knowledge.

*Possible Penalties:* A failing grade on the assignment and/or in the course may be given subject to the discretion of the instructor. Violations at this level will be reported to the department chair and the academic dean (for major courses, the report will be made to the corresponding dean, for general studies courses, the report will be made to

the Dean of Arts and Sciences). A notation of plagiarism shall be placed in the student's record following this offense, and the student will not be allowed to expunge the grade of F from his/her GPA should he or she re-take the course (grade re-computation will be disallowed.) A copy of the report will also be sent to the Vice President for Academic Affairs and the Dean of Students (for undergraduates) or the Dean of Graduate Studies and the Dean of Students (for graduates) for record keeping purposes and for centralized coordination between the different colleges. Should the Vice President for Academic Affairs or the Dean of Graduate Studies discover, upon receipt of a report of plagiarism, that a student has a prior record of plagiarism, the Vice President for Academic Affairs or the Dean of Graduate Studies will notify the instructor, the chair and the academic dean so that appropriate action can be taken.

In the event the instructor determines that the violation is severe, s/he may recommend to the department chair/academic dean that the student be placed on probation, suspension, and expulsion for one or more semesters with a notation of "disciplinary suspension" indicated on the student's record, or that the student be permanently dismissed (expulsion) from the University in case of repeat offenses. The academic dean, in consultation with the instructor, will be responsible for deciding the additional penalty.

## **Counseling Program Professionalism, Retention and Remediation Policy**

The American Counseling Association (ACA) Code of Ethics defines the principles and best practices for counselors and counseling students. Students are expected to maintain the highest standards of professional and ethical counseling behavior with clients, supervisors, faculty, peers, students, and other individuals in class, in supervision, in meetings, on site, at the university, and other places. Students will progress through the program in a timely and professional manner, ensuring that their program plans and behavior comply with the ACA Code of Ethics and divisional ethical codes, Standards of the Council for Accreditation of Counseling and Related Education Programs (CACREP), The NJCU Diversity Statement, and all university and program policies and procedures. "All candidates are expected to demonstrate recognition and valuing of culture, language, gender, socioeconomic status, age, race, ethnicity, sexual orientation, exceptionality, and other forms of difference as assets in teaching and learning" (Diversity Statement).

In addition to the university Academic Integrity Policy, the Academic Grievance/Appeals Policy, and other related university policies, and the General Statement on Students' Rights and Responsibilities, students comply with specific Counseling Program policies and procedures. The Student Professionalism and Remediation Policy describe specific program procedures used with university and college procedures to identify deficiencies and to assist the student in remediation. The faculty committee will respond by identifying and documenting the disposition, behavior or problem; collecting evaluations, observations, and information (such as dates, times, persons involved, records, previous concerns, or prior remediation) and meeting with the student. Information includes but is not limited to grades, tests, assignments, site evaluations, observations, statements, core reviews, practicum and internship midterm and final evaluations, logs, progress notes, video recorded sessions. or personal or other concern that may not require Professionalism and Remediation Policy review.

All program candidates and students are expected to be knowledgeable regarding the statute and regulations of the New Jersey Counseling Act that defines the procedures and qualifications for Licensed Associate Counselors and Licensed Professional Counselors, and the New Jersey Department of Education regulations that defines the procedures and qualifications for School Counselor and related certifications.

### **Retention and Remediation Policy**

#### **I. The Primary Areas for Review**

Students' performance is holistically evaluated in the following areas:

## **1. Academic Performance**

### **a) Academic Courses**

The first time a concern is documented about a student's academic performance; the Faculty Advisor and Department Chair will meet with student and discuss and develop a remediation plan.

Students must (1) complete academic courses while maintaining a 3.0 GPA in the program; (2) satisfactory performance on the signature assignments in the core and specialization courses; (3) abide by the College of Education Academic Integrity Policies; and (3) participate fully in learning experiences. If a student fails to maintain a 3.0 GPA, the student will meet with her/his Faculty Advisor and/or the Department Chair to discuss a plan to improve the student's GPA. The student will be given one semester to meet the required 3.0 GPA in the program. A student who receives a grade of B- or below in the 4 core courses (COUN 601, COUN 605, COUN 607, and COUN 608) must repeat the course to earn a grade of B or better.

### **b) Field Experience Courses (COUN 690, COUN 694, and COUN 695)**

Students must earn a grade of B or better in all field experience courses. Any student who receives a grade of B- or below in any of the field experience courses (COUN 690, COUN694, and COUN 695); must repeat the field experience course the following semester.

The first time a concern is documented about a student's field experience; the Clinical Coordinator, the Instructor of the field experience course, and the Site Supervisor will meet and develop a remediation plan.

If a student's site terminates their contract in the middle of a semester due to unprofessional and/or unethical conduct, the student may be given a chance to repeat the course the following semester (it must be at a new site) however, it is possible, depending on the degree of the conduct, the student can be dismissed from the program.

If a student's contract is terminated twice in total during field experience courses due to unprofessional and/or unethical conduct or because of specific personal disposition deficits as documented by site supervisor or Practicum/Internship professor, the student will be dismissed from the program.

\*Please note, in either case, there will be a review conducted by any number of the counseling faculty, the Clinical Coordinator, and/or the Department Chair.

## **2. Counseling Skills and Counseling Dispositions**

The first time a concern about a student's counseling skills and/or counseling dispositions are documented; the Faculty Advisor and Department Chair/Counseling Program Clinical Coordinator will meet and develop a remediation plan.

The sequence of clinical skills, including, but not limited to COUN 607, COUN 608, COUN 690, COUN 694, and COUN 695, involves the demonstration of increasingly complex counseling skills competencies. Professional behaviors and dispositions influence one's ability to provide ethical and effective services. Students must adhere to all aspects of the American Counseling Association *Code of Ethics* (2014), demonstrate multicultural competence and accept and implement feedback from supervisors.

Students should also demonstrate openness to new experiences and different values, tolerance of ambiguity, patience, creativity, self-awareness, maturity, flexibility, ability to express feelings appropriately, acceptance of his/her own limitation, and integrity.

### **I. Assessment Points**

Students' performance evaluation is an ongoing process while students are in the Counseling Program. However, more thorough assessment of the students' performance is conducted at the following points:

1. Admission Interview
2. Initial and ongoing Advisement Meetings with Faculty Advisor
3. Completion of 4 Core Courses and Core Reviews (PDCA-R)
4. Satisfactory performance on the signature assignments in the core and specialization courses
5. Practicum Application Process
6. Successful Completion of Practicum, Internship I and Internship II:
  - a. Mid-Term Evaluation
  - b. Final Evaluation
  - c. Site Evaluation
  - d. Professional Dispositions PDCA-R
7. Completion of Internship II (readiness for graduation):
  - a. E-Portfolio
  - b. Counseling Skills and Counseling Dispositions demonstrated through the use of videotaping individual and group sessions and presentation of case study in field experience courses

### **II. Remediation Steps**

1. In addition to the aforementioned assessment points, a faculty member may bring up a student whom the faculty member has concerns about during any program meeting. Concerns may be experienced by the faculty member directly or reported by adjunct professor, staff members, site supervisors, and/or peers.
2. The first time a student fails to maintain a 3.0 GPA, receives the first unsatisfactory grade for any clinical course or when the student fails to demonstrate the graduate level of academic performance, professional and counseling skills and counseling dispositions delineated in Section I; the full-time faculty members will review the information, collect supportive evidence and explore the possible course of actions to be taken. Documentation of these occurrences is kept in the student's file.
3. An initial meeting with the student will be conducted with the faculty member and may include other relevant parties such the Faculty Advisor and the Department Chair/Counseling Program Clinical Coordinator.
4. During the initial meeting, the faculty members and the student collaboratively develop a *Remediation Plan* (appendix Q) in which the concern(s) are identified, and a plan is set to rectify the concern(s) are presented.
5. If the student agrees with the Remediation Plan and decides to follow it, then the student, Faculty Advisor, and the Department Chair/Counseling Program Clinical Coordinator will sign the form to indicate adheres to the Remediation Plan. The student is expected to meet with his/her Faculty Advisor once per semester to evaluate the student's progress with the goals and objectives of the Remediation Plan.
6. If the student disagrees with the Remediation Plan; the student will be provided with instructions to appeal the process and will be given the contact information of the College of Education Assistant Dean's Office to submit an official appeal.

Please also review Retention and Remediation Plan attached to Appendix E.

## **Endorsement Policy**

Endorsement includes a faculty member's willingness to provide a reference for employment, to note program completion, and to provide a letter of support for licensure. Typically, the department chair serves as the contact person for certification and licensure endorsement. However, any faculty member can serve as a reference for employment. Student endorsement is based on performance during their program of study, including a commitment to professional dispositions and academic performance in the classroom.

The faculty adheres to a policy of formal endorsement of students completing programs for professional credentials who have met the following conditions:

1. Admitted to the Graduate School and the department.
2. Evidence of proficiency in the credentialing area for which the endorsement is sought.
3. Completion of appropriate coursework for the desired credential.
4. Completion and appropriate performance in supervised practicum and internships.
5. School Counseling Students: Completion of the New Jersey Department of Education application for School Counselor Certification



## CHAPTER 4: PRACTICUM/INTERNSHIP OVERVIEW

More detailed information is available on the department website at <https://njcu.edu/counselor-education/practicum-and-internship>:

1. Practicum Application Procedures
2. Practicum Application Packet
3. Field Experience Manual
4. Practicum Orientation Presentation

### Practicum Orientation Meeting

If you plan to begin Practicum in the next 2 semesters, you must attend the Practicum Orientation the semester/year before the Practicum. Some sites require your Request for Placement (RFP) one year in advance. Practicum Orientation is generally conducted in the second month of the semester. It is a mandatory orientation, and you will not start practicum without attending this orientation.

### Course and Credit Requirements

Students are required to complete between 21 (School Counseling Students) and 27 credits (Clinical Mental Health Students) including the four core courses (COUN 601, COUN 605, COUN 607, and COUN 608 and COUN 616 for SC; COUN 609, COUN 610 for CMH) with a B or higher before beginning Practicum.

\*Please note: School Counseling students beginning Fall 2023 and after, 27 credits will be required to begin Practicum.

No student will be permitted to be on site in Practicum and Internship without an approved criminal history check including fingerprinting and other program specific requirements including HIPAA agreement (CMHC) or substitute teacher or appropriate NJDOE license (SC).

### Start Early

Do your research early. To make an informed decision, start now!

- Research potential sites online
- Talk with interns
- Visit sites
- Network
- Schedule informational interviews
- Speak with site representatives about site availability
- Your site must permit videotaping or a second site may be needed to videotape

Begin working on the paper work now before the Practicum Orientation.

### Deadlines

The deadline for submitting the required “**Completed**” Practicum Application and the “**Original**” Practicum Agreement (contract) to the Clinical Coordinator will be discussed during the “**Mandatory**” Practicum Orientation.

Begin to conduct your site research and gather documents after attending the Practicum orientation. Schedule your Practicum appointment with the Clinical Coordinator by email well in advance of the deadline. The Clinical Coordinator will review and approve your Practicum application at your scheduled meeting. **You must receive an approval of your Practicum application before proceeding to complete the RFP, Site Placement Contact, and Site Supervisor Information.**

### **Finding Your Site**

You are responsible for finding and securing your site and you will list your preferred site on your Practicum Proposal. You do not need to have a firm commitment from the site to list it but you should be communicating with the site. Faculty members can provide site suggestions based on our site agreements and student placements. Site placements are competitive, and some sites have additional requirements. Mental health sites **may** require COUN 686, a two-semester commitment, and submission of the application a year in advance.

Certain sites require that your Practicum application be submitted directly from the university (e.g., Jersey City Board of Education, Jersey City Medical Center). Please read the manual thoroughly, investigate potential sites, and speak with your advisor or the clinical coordinator if you have questions.

### **Site Supervisors**

Site Supervisors are required to have two years of experience in the program area (i.e., School Counseling or Clinical Mental Health Counseling) and the required license or certification (e.g. School Counselor Certificate, or LPC, LCSW, LCADC, LMFT, licensed Psychologist or Psychiatrist, or nurse with advanced training as a psychiatric nurse or in addictions), and have a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled in. Your site and site supervisor must be approved, and some sites require a non-standard contract. Site supervisors may not be a relative or close friend.

### **Core Course Review Forms (PDCA-R)**

Professional Disposition Competence Assessment (PDCA-R) is used to assess, monitor, and evaluate student's progress in dispositional issues throughout the program. PDCA-R has ten domains: (a) Conscientiousness, (b) Emotional Stability, (c) Self-Awareness, (d) Interpersonal Skills, (e) Cooperativeness, (f) Coping and Self-Care, (g) Honesty, (h) Openness, (i) Cultural Sensitivity, and (j) Ethical Behavior. The counselor education faculty will complete PDCA-R in four core courses (COUN 601; COUN605; COUN 607; COUN 608) and the field coursework. Students will also be given the opportunity to self-evaluate on PDCA-R before they apply for practicum. Faculty may also complete the PDCA-R in any given class when disposition concerns arise. Please review PDCA-R in APPENDIX D.

### **Internship**

To begin Internship I, it is highly recommended students have completed certain preparatory coursework. School Counseling students must have completed Practicum. Clinical Mental Health students must have completed Practicum, COUN 650, and 686 prior to Internship I (COUN 650 and COUN 686 may be taken concurrently with Internship I).

### **Internship Contracts**

Students can request a contract with multiple semesters, e.g. one contract for Practicum, Internship I, and/or Internship 2 at the same site. If you change your site, a new contract is required. Check each semester to assure that your contract is current and there are no changes needed.

**Please Note: If you are unable to get a contract for multiple semesters then it is your responsibility to make sure you check each semester to assure that your contract is current and there are no changes.**

### **Termination of Practicum/Internship Contract and Dismissal from the Program**

If a student's site terminates their contract in the middle of a semester due to unprofessional and/or unethical conduct, the student may be given a chance to repeat the course the following semester (it must be at a new site) however, it is possible, depending on the degree of the conduct, the student can be dismissed from the program.

If the student's contract is terminated twice in total during field experience courses due to their unprofessional and/or unethical conduct or because of specific personal disposition deficits as documented by their site supervisor or Practicum/Internship professor, they will be dismissed from the program.

\*Please note, in either case, there will be a review conducted by any number of the counseling faculty, the Clinical Coordinator, and/or the Department Chair.

## Practicum and Internship Standards and Expectations

Practicum and Internship provide an opportunity for you to perform a variety of counseling activities that a professional counselor is expected to perform and to develop and refine your individual and group counseling skills while under the supervision of an experienced professional. Clinical experiences provide opportunities for you to counsel clients who represent the ethnic and demographic diversity of their communities. As gatekeepers of the profession, the faculty is responsible for developing counselors-in-training and ensuring quality client care. To fulfill these dual responsibilities, faculty continuously evaluates your academic, professional, and personal qualities. Thus, all candidates shall...

- Demonstrate professional counseling knowledge, skills, and personal dispositions including warmth, genuineness, respect, integrity, unconditional positive regard, and empathy in interactions with clients, classmates, staff, faculty, and others.
- Demonstrate the ability to accept and integrate feedback and express feelings effectively and appropriately.
- Be aware of your impact on others and accept personal responsibility for your knowledge, behavior, and attitudes.
- Demonstrate knowledge of and compliance with the ACA Code of Ethics and other relevant divisional ethical codes, regulations, and standards of conduct and continuously monitor your own performances accordingly.
- Consult immediately with your on-site supervisor, instructor, and Clinical Coordinator if you have an ethical concern or dilemma on site.
- Report any serious or potentially serious issue (e.g. suicide ideation, threat, neglect, abuse) immediately to your site supervisor/designee, instructor, and/or director of the program and follow institutional policy.
- Always behave as a professional counselor, graduate student, and representative of NJCU, as well as a volunteer worker and guest at the field site.
- Each student may be provided up to **two opportunities** to successfully complete all field experience course requirements (COUN 690, COUN 694, and COUN 695). If a student is terminated from a site placement, due to unprofessional and/or unethical behavior or disposition deficits as documented by the site supervisor, the student may be given a chance to repeat the course the following semester (it must be at a new site) however, it is possible, depending on the degree of the conduct, the student can be dismissed from the program.
- **If a student is given a second chance, and is unsuccessful, after the two attempts**, the student will be evaluated by the Counseling Program Faculty to determine his/her suitability in continuing the program (Refer to the Remediation Policy included in this Handbook and the Field Experience Manual).

## Practicum Requirements

1. School Counseling students are required to complete 21 credits while Clinical Mental Health students are required to complete 27 credits with a B or higher including the four core courses, COUN 601,

COUN 605, COUN 607, and COUN 608. Clinical Mental Health Counseling students are recommended to take COUN 603, 604, 609, 610, 629, 636, and 663 prior to practicum while School Counseling Students are also recommended to take COUN 616.

\*Please note: School Counseling students beginning Fall 2023 and after, 27 credits will be required to begin Practicum.

2. Clinical Mental Health Counseling students need COUN 609. COUN 686 can be taken concurrently with Practicum for some sites. School Counseling students need COUN 616 and COUN 636, COUN 663 and must complete the courses before or concurrently with Practicum and prior to Internship.
3. A minimum GPA of 3.0 with no incomplete grades or grades below a B-.
4. Acceptable core reviews (PDCA-R) from the instructor of COUN 601, COUN 605, COUN 607, and COUN 608 or from another faculty member approved by the Clinical Coordinator if the faculty member is not available.
5. Satisfactory knowledge, skills, and dispositions determined by the Faculty Committee.
6. Current American Counseling Association (ACA) student membership for the duration of your field experience courses (Practicum, Internship I and Internship II).
7. Time and availability to complete 40 hours of direct service, 60 hours of indirect service on a regular basis throughout semester and attendance at the weekly class.
8. Demonstrated ability and commitment to accepting feedback and complying with directions, rules, ethics, and standards of the Counseling Program and field site institutions. No remediation plan.
9. For Practicum or Internship students who will be in a school site and who are not currently certified teachers: a copy of their substitute license/criminal background check must be submitted to the Center for Teacher Preparation and Partnerships, P203A one month prior to the start of the field experience.

## Practicum Application Procedures

Steps	Procedures
Step 1	Students must attend a <b>“Mandatory”</b> Practicum Orientation Session, if expected to enter Practicum for the Fall/Spring semester.
Step 2	Practicum Orientation: <ul style="list-style-type: none"> <li>• Students will be provided with the Practicum Application Packet and the Field Experience Manual; which can also be located on the NJCU Website (<a href="http://www.njcu.edu/department/counselor-education">http://www.njcu.edu/department/counselor-education</a>)</li> <li>• Power Point presentation describing the Practicum application process will be provided</li> <li>• To retrieve the Counseling Student Handbook go to the Website above</li> </ul>
Step 3	Students are expected to schedule an advisement meeting with the Clinical Coordinator: <ul style="list-style-type: none"> <li>• Mrs. Anna Ivanova-Tatlici (AIvanova@njcu.edu)</li> </ul>

<b>Step 4</b>	Students are expected to complete and submit their “ <b>Completed</b> ” Practicum Application by <u>see website for details</u> .
<b>Step 5</b>	Students are expected to submit the following clearance paperwork: <ul style="list-style-type: none"> <li>• Substitute License (<b>School Counseling only</b>)</li> <li>• Approved Fingerprints and Background Check (<b>Clinical Mental Health Counseling only &amp; if requested by the Site</b>)</li> </ul>
<b>Step 6</b>	Upon signature approval from the Clinical Coordinator, student can proceed to submit the Request for Placement Form (RFP) to the appropriate site (if needed, student can work with the Clinical Coordinator to select a site).
<b>Step 7</b>	Upon receipt of the signed RFP, Site Supervisor Data Form and the signed Contract and all from are given to the Clinical Coordinator, students are able to request a permission number by email from the department’s Office Assistant to enroll into a Practicum course.  Please keep in mind that all of these forms should not be handwritten. Go to the NJCU Website ( <a href="http://www.njcu.edu/department/counselor-education">http://www.njcu.edu/department/counselor-education</a> ), download the file and fill in the designated areas.
<b>Step 8</b>	Students must have a valid “ <b>Original</b> ” Practicum Agreement (contract) submitted to the department by <u>see website for details</u> .

## Internship Requirements

1. Completion of COUN 690 Practicum with a B or higher.
2. Clinical Mental Health Interns: Completion of COUN 629, 636, 663, and 686 (may be taken simultaneously with Internship I).
3. School Counseling Interns: Completion of COUN 616, 627, 629, 636, and 663.
4. Minimum GPA of 3.0
5. No incomplete grades or grades below a B-.
6. Satisfactory knowledge, skills, and professional dispositions, clinical progress, and competency as determined by the Faculty Committee and Practicum Site Supervisor and Instructor.
7. Demonstrated ability and commitment to accepting feedback and complying with directions, rules, ethics, and standards of the Counseling Program and field site institutions. No remediation plan.
8. Students applying to a different site for Internship must submit the request for placement, contract, and site supervisor form. If the site supervisor has supervised an NCJU counseling student, check that the form is on file and a new form is not needed.
9. Students must complete the previous field experience with a grade of B or higher and be recommended by the Faculty Committee.
10. Students may request a permission number after they have submitted the signed contract, request for

placement and site supervisor form.

## Internship Planning Timeline

Steps	Procedures
Step 1	Check NJCU email every day for updates or forward NJCU email to personal email.
Step 2	If you plan to remain at your current site, check the expiration date of your current contract and submit a new contract if needed.
Step 3	If you plan to change sites, read and review the Field Experience Manual and the Practicum/Internship Packet located on the website.
Step 4	Notify the Clinical Coordinator that you plan to find a new site for Internship.
Step 5	Research and select your first and second choice site. Early research is highly recommended.
Step 6	Make an appointment with the Clinical Coordinator to review appropriate paperwork before application deadline (see website for details).
Step 7	Submit the signed original Request For Placement, Site Supervisor Form and the Contract Agreement to the Clinical Coordinator.
Step 8	If needed, obtain criminal check, fingerprints, and substitute teacher license (SC only). Deliver copy of substitute teacher license to CTPP office.
Step 9	Deliver a copy of the fully signed Contract Agreement to your Site Supervisor.
Step 10	Obtain a permission number from the Office Assistant for the Practicum/Internship course.
Step 11	Complete only if required: BOE resolution, physical, Mantoux test \$2/\$4M policy, nonstandard contract, site training, or other site requirement.
Step 12	Complete Site Clearance by the Clinical Coordinator and deliver Site Supervisor's Welcome Packet prior to beginning site work.

## Internship Policy

CACREP Accreditation requires that candidates complete 600 total hours including at least 240 hours of direct service to clients during internship coursework. The NJCU Counselor Education program provides three internship courses within which students can complete the required coursework (6 credits of internship are the minimum requirement) as well as the hours requirements. These courses are Internship I, Internship II, and an extension of internship coursework (register as Internship V for 1-3 credits). The preferred sequence of coursework is that counselors-in-training complete 6 credits (Internship I and II) while meeting the 600-hour requirement within two semesters.



Circumstances may arise when students do not complete 300 total hours/ 120 direct hours within Internship I or reach 600 total hours/ 240 direct hours upon completion of Internship II therefore a policy is required to ensure fairness to students and completion of course requirements.

**Hour Accrual Policy:** Students will receive credit for up to 450 total hours/ 180 direct logged hours accrued during internship coursework including hours that exceed the number required in any given semester. For example, a student who logs 325 total hours/ 140 direct service hours during Internship I (exceeding the requirement of 300 total hours/ 120 direct service hours) will have the additional hours (25 total hours/ 20 direct service hours) credited for Internship II.

**Ethical Responsibility:** Students are ethically mandated (ACA Code of Ethics 2014) to meet the commitment made to internship placements including working and seeing clients through the end of the academic semester even after they have met their hour requirements.

**Internship I:** Students enrolled in Internship I are expected to complete 300 total hours/ 120 direct service hours within the semester they are enrolled in Internship I. This is required to pass the course with an A grade (but other course requirements also factor into grading). Circumstances sometimes prevent students from completing this requirement. In these cases, students who complete a least 240 total hours/ 100 direct service hours within the semester may receive at most an A- grade in the course (if other course requirements are met) and enroll in Internship II the following semester. Students will be required to still meet the total hours requirement to pass Internship II within the parameters described in paragraph seven (internship II section) of this policy.

Students who do not complete at least 240 total hours/ 100 direct service hours will fail Internship I and must retake Internship I as a 3-credit course. In this case, students will retain credit for the hours accrued during initial enrollment in Internship I and these will count towards the 300 total hours/ 120 direct service hours requirement for Internship I and the 600 hours/ 240 direct service hours requirement for Internship II and graduation from the program.

**Internship II:** Students enrolled in Internship II are expected to have accrued 600 total hours/ 240 direct service hours during enrollment in Internship I and II by the end of the semester they are enrolled in Internship II. This is required to pass the course with an A grade (but other course requirements also factor into grading) and to graduate. Circumstances sometimes prevent students from completing this requirement. In these cases, students who complete at least 480 total hours/ 200 direct service hours by the end-of-semester may receive at most an A- grade in the course (if other course requirements are met) and enroll in the extension of Internship (register as Internship V) the following semester. Students will be required to still meet the total hours requirement to pass the extension of Internship and be eligible for graduation.

## **CHAPTER 5: CANDIDATE ASSESSMENT AND EVALUATION**

### **Systematic Candidate Assessment Plan**

Candidate assessment plan starts from the admission process. When candidates submit application materials, Counselor Education faculty first review and evaluate the materials. Qualified candidates will be invited to a group interview conducted by two faculty members. The two faculty members then rate candidates' performance and dispositions during the interview. The material and interview evaluations are combined for the final admission decision.

During the program, students receive feedback from professors in each course, and at pivotal review points in the program in three areas: knowledge, skills, and dispositions. Students are required to meet standards at each assessment point. The assessment plan is listed in the following table. In addition to demonstrating knowledge and skills, counselors-in-training should closely follow ethical standards published by counseling professional organizations, such as American Counseling Association and American School Counselor Association. Competent counselors-in-training also exhibit characteristics including openness, flexibility, and ability to establish cooperative relationships with others, willingness to accept and implement feedback, awareness of one's impact on others, ability to deal with conflict effectively, appropriate expression of feelings, maturity, empathy, capacity to manage stress, tolerance for differences, integrity, and professional responsibility. A commitment to advocacy and social justice is an important part of counseling.

Part of the coursework addresses personal and professional development and experiential learning. This includes a willingness to engage in process of self-exploration, self-awareness, and self-reflection is required for experiential learning and professional development. In many courses, students are also encouraged to share their learning experience including both professional and personal growth.

The Systematic Student Assessment Plan is designed around pivotal review points as the student progresses through the program. The Counseling Student Concern Note and the Counseling Student Professionalism and Remediation Policy are integral parts of the Systematic Student Assessment Plan and are used for remediation of a student's academic performance, professional development, and experiential learning.

### **Systematic Candidate Assessment Progress Points E-Portfolio**

Students in Counselor Education Department are required to collect documents of their learning experiences, preparation, and assessments throughout their Clinical Mental Health Counseling or School Counseling Program and compile all documents into an Electronic Portfolio (E-Portfolio). The presentation of E-Portfolio in Internship II course is a capstone project that progressively demonstrates each individual student's academic performance and professional development (may include personal growth) during the program.

The E-Portfolio chart (See the following tables) helps students organize materials for the final document. However, students are highly recommended to save other documents that may not be part of the E-Portfolio, including syllabi, research papers, presentations, exams, application forms, resumes, etc. Be certain to delete or redact identifying information that may appear in cases and reports and avoid using confidential information. A syllabus or an internship log may be required for a licensure review or application for a certification. When an assignment or record is submitted for a course requirement, students should always make a personal copy or scan in the document as a record.

## Systematic Candidate/Student Progress Assessment

Assessment Plan	Timeline	Person(s) Responsible
1. Program Admission and Matriculation Review	After application material review and admission interview	All faculty members
2. Conditionally admitted students only	By the end of the first semester or after the required first 6 credits	Department Chair & Advisor
3. Core Course Review (PDCA-R)	After completion of core courses: COUN 601, COUN 605, COUN 607, COUN 608, and all fieldwork courses	Core Course Faculty complete the core review (PDCA-R) form at the end of the course and place in the student's file.
4. Course Assessments and Student Learning Outcomes	On-going in each course	Course Instructor
5. Practicum Eligibility	Practicum application	Clinical Coordinator / Advisor
6. Internship I Eligibility	8 <sup>th</sup> and 14 <sup>th</sup> weeks of Practicum	Practicum Site Supervisor, Practicum Instructor, Clinical Coordinator
7. Internship II Eligibility	8 <sup>th</sup> and 14 <sup>th</sup> weeks of Internship I	Site Supervisor, Internship I Instructor, Clinical Coordinator
8. E-Portfolio Presentation	Presentation scheduled during Internship II course (usually towards the end of the semester).	Class Instructor and department faculty
9. Graduation	During the student's final semester	Department Chair

Please review the following tables on Signature Assignments of the core, specialty, and fieldwork experience courses.

### Signature Assignments of Core Courses

CACREP Core Areas	Course Number	Course Name	Signature Assignment	Responsible Person
Professional Counseling Orientation and Ethical Practice	COUN 601	Orientation to Professional Counseling and Ethics	Ethical Analysis Paper/ Professional Disposition (PDCA-R)	I/ CC/CL
Human Growth and Development	COUN 603	Counseling and Development Across the Lifespan	Integrated Development Paper	I/CL

Assessment and Testing	COUN 604	Appraisals and Assessment in Counseling	Assessment Evaluation Project	I/CL
Counseling and Helping Relationships	COUN 605	Counseling Theories	Case Application/ Professional Disposition (PDCA-R)	I/ CC/CL
	COUN 608	Counseling Skills	Video Tape Critique #3/ Professional Disposition (PDCA-R)	I/ CC/CL
Research and Program Evaluation	COUN 606	Research and Program Evaluation	Appraising Evidence-Based Practice (EBP)/Research Proposal	I/CL
Group Counseling and Group Work	COUN 607	Group Process	Final Examination/ Professional Disposition (PDCA-R)	I/ CC/CL
	COUN 636	Group Counseling Theory and Practice	Essay	I/CL
Social and Cultural Diversity	COUN 629	Multicultural Counseling	Cultural Research Group Project	I/CL
Career Development	COUN 663	Career Counseling and Development	Career Counseling Project	I/CL

### Signature Assignments for CMHC Specialization

Course Number	Course Name	Signature Assignment	Responsible Person
COUN 609	Differential Diagnosis of Maladaptive Behavior	Final Examination	I/CL
COUN 610	Clinical Mental Health Counseling	Becoming CMHC Counselor	I/CL
COUN 686	Case Conceptualization and Treatment Planning in Counseling	Case Conceptualization and Treatment Planning	I/CL

### Signature Assignments for SC Specialization

Course Number	Course Name	Signature Assignment	Responsible Person
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COUN 616	Counseling, Consultation, Referral, and Resources in Schools	Special Topic Research	I/CL
COUN 627	Consultation and Management of Developmental School Counseling Programs	Special Population Research Paper	I/CL

### Signature Assignments for Fieldwork Courses

Course Number	Course Name	Signature Assignment	Responsible Person
COUN 690	Practicum in Counseling	Video Presentation/ Professional Disposition (PDCA-R)	I/ CC/CL
COUN 694	Internship I	Case Study/Professional Disposition (PDCA-R)	I/ CC/CL
COUN 695	Internship II	E-portfolio (Capstone Project)/ Professional Disposition (PDCA-R)	I/ CC/CL

**Key:** I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison; -SLO measuring skills of the students

### E-Portfolio

The electronic portfolio provides evidence of systematic learning experiences, preparation, and assessments throughout the MA in Counseling Program. The presentation of E-Portfolio is a capstone project that provides evidence of academic performance, professional development, and personal development progressively through the program.

Preparing the E-Portfolio begins with the student's first course. New candidates enroll in COUN 601 in their first nine credits and preferably in their first semester to prepare their Professional Plan. Case studies are integrated throughout the program and evaluated by the course instructor. The E-Portfolio is part of the capstone project in Internship II. It can be used in interviews for practicum and internships, jobs, and doctoral programs. The records maintained in the e-portfolio will be helpful in completing licensure applications.

The E-Portfolio chart helps students organize materials for the final document. However other documents should be saved that may not be part of the final E-Portfolio. Students should save program materials including syllabi, research, papers, presentations, exams, application forms, resumes, etc. Be certain to delete or redact identifying information that may appear in cases and reports and avoid using confidential information. A syllabus or an internship log may be required for a licensure review or application for a certification. When an assignment or record is submitted for a course requirement, students should always make a personal copy or scan in the document as a record.

## E-Portfolio Components

-Portfolio/Capstone Project Grading Rubric: Total Points =15

<i>E-Portfolio Grading Criteria</i>	<i>3.0 points Proficient</i>	<i>2 points Meet the expectations</i>	<i>1 point Below expectations</i>
<p><b>Section I: Personal Profile</b>            Resume (<i>Updated</i>) with            References (<i>3 Names &amp; Contact            Information</i>)            Testimonials (<i>2- from people            outside of NJCU</i>)            Transcripts (<i>unofficial</i>)</p>	<p>Well written            resume            showcasing            educational and            professional            experiences            including            voluntary work;            3.5 and above            GPA; and a            strong support            letters</p>	<p>Adequately            written            resume with            some            educational            and            professional            experiences            including            voluntary            work; 3.0 to            3.50 GPA; a            mediocre            support letter</p>	<p>Poorly written            resume with no            educational and            professional            experience; below            3.00 GPA; weak            support letter</p>

<p><b>Section II: Academics Profile</b></p> <p>Personal Counseling Theory from COUN 605 (<i>Revised- in Internship II</i>)</p> <p><i>My counseling Philosophy</i></p> <p><i>Core Signature Assignments (Tk20)</i></p> <p><i>Choose the best two.</i></p>	<p>Addressed the consistency between your guiding theory and your belief about human being and counseling clearly and logically</p> <p>Your explanation for change (or no change) of your guiding theory was insightful and demonstrate growth in understanding human behavior and counseling profession</p>	<p>Little consistency between your guiding theory and your belief about human being and counseling</p> <p>Your explanation for change (or no change) of your guiding theory has some insight and demonstrate sufficient growth in understanding human behavior and counseling profession.</p>	<p>Choice of your guiding theory does not make sense based on the stated belief about human being and counseling</p> <p>Your explanation for change (or no change) of your guiding theory lacks insight and demonstrate no growth in understanding human behavior and counseling profession.</p>
<p><b>Section III Professional Development</b></p> <p>Training/awards/diploma/Certificates of membership to Associations</p> <p><i>(Include all)</i></p>	<p>Sufficient evidence of Professional development as demonstrated by professional membership to associations,</p>	<p>Adequate evidence of Professional development as demonstrated by professional membership</p>	<p>Lacks evidence of Professional development as demonstrated by professional membership to associations, training, and presentations</p>

	training, and presentations	to associations, training, and presentations	
<p><b>*Section IV: Field Experience Work</b></p> <p>Reflection Papers (3) (<i>Final reflection from practicum, Internship I &amp; II</i>)</p> <p>Case Study Presentations (2) (<i>From Internship I &amp; II</i>)</p> <p>Video Tape Critiques (3) (<i>One from each level that shows the most growth</i>)</p> <p>*Refer to your syllabus for the rubric on reflection papers, case-study presentation, and video tape critique and grading will be based on your course grade for that paper</p>	<p>Demonstrates sufficient growth in skill level, use of techniques, case conceptualization, and self-awareness.</p> <p>Presents well organized and professionally written reflection paper, case study and tape critiques.</p>	<p><i>Demonstrates average growth</i> in skill level, use of techniques, case conceptualization, and self-awareness.</p> <p><i>Presents papers which are less organized with minimal professionalism</i></p>	<p>Demonstrates below average growth level in skills, use of techniques, case conceptualization, self-awareness.</p> <p>Presents papers that are poorly written and lacks professionalism.</p>
<p><b>Section V: Clinical Documentation Practicum, Internship I and II</b></p> <p>Total Hours Sheets (3) (<i>One for each</i>)</p> <p>Mid-Term/Final Evaluations (<i>Site Supervisors</i>)</p> <p>Site Placement Contracts (<i>From each level in case of different sites</i>)</p>	<p>Meet the paperwork requirement proficiently</p>	<p>Meet the paperwork requirement adequately</p>	<p>Meet the paperwork requirement inadequately</p>

### Student Evaluation of the Counselor Education Faculty

At the end of each semester, all students get an opportunity to formally evaluate counselor education program faculty. NJCU utilizes [IDEA](#) course evaluations to provide faculty with student feedback on instruction. Students complete the online evaluations near the end of each fall, spring, and summer semester. Students and faculty access course evaluations through GothicNet (NJCU's portal). Students can find additional information on the IDEA at [NJCU's Department of Institutional Effectiveness](#) website.



## CHAPTER 6: PROFESSIONAL COUNSELOR INVOLVEMENT

### Developing Your Professional Counselor Identity and Getting Involved

#### Nu Eta Sigma Chapter, Chi Sigma Iota (CSI) Counseling and Academic and Professional Honor Society International

The NJCU chapter, Nu Eta Sigma, of Chi Sigma Iota conducts a number of activities throughout the academic year including an induction ceremony, professional seminars and workshops, and social events. Chi Sigma Iota was established for counselors-in-training, counselor educators, and professional counselors whose career commitment is research and service through professional counseling. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling, for more information go to <http://www.csi-net.org>. Our chapter webpage is <http://www.csi-net.org/members/group.aspx?id=111501>.

Requirements for invitation to membership include a minimum of 9 credits (one full time semester or combination of semesters) completed, a 3.5 GPA, matriculation, and evidence of scholarship and counseling professionalism is required. Students, faculty, and professional counselors who meet the requirements are invited to join. The induction ceremony is held once per year. CSI members are eligible for scholarships, grants, and other professional benefits and may wear the blue and white honor cords at commencement. If you are interested in more information, contact the CSI Executive Board officials.

#### Opportunities for Professional Involvement

Among the opportunities for candidates to become involved in the counseling profession are the following:

- Join the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA) as a student member, read *Counseling Today*, the *Journal of Counseling and Development*, and view the website for current activities.
- Attend the ACA conference in March.
- Volunteer at the ACA conference with reduced registration.
- Enter the ACA Foundation Essay Contests and ACA Graduate Student Ethics Competition.
- Submit a Chi Sigma Iota poster proposal or conference session proposal for the ACA Conference.
- Be considered for nominations for Chi Sigma Iota, ACA, and division student awards.
- Volunteer at the New Jersey Counseling Association Conference with reduced registration.
- Volunteer at the New Jersey School Counseling Association Conference with reduced registration.
- Submit a poster proposal for the Graduate Student Poster Session at the NJCA Conference.
- Serve as a student representative to the NJSCA Executive Board.
- Attend state conferences such as NJCA in Spring, and its division conferences.
- Become eligible for nomination for membership in Nu Eta Sigma Chapter of Chi Sigma Iota and volunteering for CSI activities.
- Volunteer at the Association for Play Therapy Annual Conference with reduced registration.
- Attend Chi Sigma Iota activities such as the fall professional development activity or site supervisor and student workshop.
- Attend the New Jersey Association for College Admission Counseling (NJACAC) conference in June.
- Attend the NJACAC Summer Basics of College Admission Workshop in the summer.

- Attend counseling conferences at neighboring counseling programs such as Montclair State University, Kean University, Rutgers University, Monmouth University, and William Paterson University.

## **Counseling Professional Organizations and Listserv**

### **American Counseling Association (ACA)**

Student members of ACA receive free liability insurance; *Counseling Today*, its monthly magazine; the *Journal of Counseling and Development*; as well as opportunities for awards and scholarships to the annual conference. Students are encouraged to enter the ACA Graduate Student Essay Contest held twice a year. ACA division information such as the American School Counselor Association and others can be found at <http://www.counseling.org>.

### **American School Counselor Association (ASCA)**

Students in the school counseling track will find very useful information and resources that they can use in their day-to-day work with students. By becoming a member of ASCA, you will get free liability insurance, in addition to accessing the Professional School Counseling Journal, ASCA school counselor magazine, discounted prices on textbooks; participate in professional development activities, as well as access a variety of other resources. ASCA also holds an annual conference in the Month of June of July. Information about ASCA can be found at <https://www.schoolcounselor.org/>

### **New Jersey School Counselor Association**

NJSCA provides a fall and spring conference and a newsletter. Members can also access *The New Jersey School Counseling Initiative: A Framework for Developing Your Comprehensive School Counseling Program* on the website, <http://www.njsca.org>.

### **Association for Play Therapy (APT)**

The Association for Play Therapy (APT) is a national professional society established in 1982 to foster contact among mental health professionals interested in exploring and, when developmentally appropriate, applying the therapeutic power of play to communicate with and treat clients, particularly children. Information about APT can be found at [www.a4pt.org](http://www.a4pt.org)

### **Counseling Student Listserv**

COUNSGRADS has been developed to help graduate students from across the country to communicate with one another. To sign up for the listserv, send an email to [listserv@lists.acs.ohio-state.edu](mailto:listserv@lists.acs.ohio-state.edu) with the following in the body of the message: subscribe COUNSGRADS (first name) (last name).

### **Diversegrad-L**

Diversegrad-L is an Internet mailing list providing a forum to discuss multicultural, cross cultural, and diversity issues in the counseling profession and society at large. To subscribe to this listserv, send an e-mail to [Listserv@listserv.AMERICAN.EDU](mailto:Listserv@listserv.AMERICAN.EDU) with the message: SUBSCRIBE DIVERSEGRAD-L.

### **National Association for College Admission Counseling**

NACAC advances the work of counseling and enrollment professionals as they help all students realize their full educational potential with particular emphasis on the transition to postsecondary education, for further information, see <http://www.nacacnet.org>.

## **New Jersey Counseling Association**

NJCA is the state branch of ACA. Students can attend conferences at a reduced rate if they volunteer at the conference, and also receive newsletters and journals, network with professionals, and be eligible for consideration for the NJCA Graduate Counselor Student Award, for further information, see <http://www.njcounseling.org>.

## **CHAPTER 7: UNIVERSITY POLICIES AND INFORMATION**

### **Technology and Academic Computing Services**

Ongoing technical support for students is provided through the Help Desk, 201-200-4357 (HELP).

For web enhanced (Blackboard is used as an enhancement to an in-person course) or blended courses (a combination in-person and online) students should become familiar to logging in and using Blackboard.

### **Blackboard Course Access**

If you do not see your course listed when you log into Blackboard CE, it may be due to the fact that the semester has not yet begun. Access to your course will be available at 12:00 noon on the first official day of the semester.

### **Classes and Training**

Special technological skills and Blackboard training are conducted through classes and online through Information Technology Services x. 2335. Production and equipment services include copying CD and DVDs, editing videos, converting video to digital format, editing, and transferring audio, printing, videotaping, scanning and other services.

### **Institutional Research**

The Office of Institutional Research provides data for grant applications and projects and consults departments and programs conducting research and statistical analysis.

### **Institutional Review Board**

The Institutional Review Board receives applications through the Office of the Grants and Sponsored Programs.

### **Technology in Classrooms**

Smart classrooms with Internet connections are available in all instructional buildings. Document scanners and readers are available in special classrooms in Karnoutsos Hall SPSS software is available in the Academic Computing Center in the Professional Studies Building and special lab classes on SPSS can be conducted in Computer Lab D in the Professional Studies Building. Practicum and Internship classes are assigned to seminar rooms in Karnoutsos Hall with Internet, LCD, DVD connections, and screens. IT consultants are on call and available to come to classrooms during evening classroom hours for troubleshooting.

### **Library**

The Congressman Frank J. Guarini Library provides an Online Resource Subject Guide for Counseling on the home page and is also accessed directly on Blackboard. Use the link for counseling journals, resources and books. The library provides extensive support to faculty and students for research and learning. Workshops are conducted each semester on information literacy and bibliographic instruction. The library staff provides assistance for developing and reserving course materials, searching databases, interlibrary loan, and scheduling orientation classes.

Librarian assistance is available by phone, via email, and in person. Online library information is available 24 hours per day. Comprehensive special subject-oriented indexes and abstracts are available. Extensive education collections include the curriculum, juvenile, and text collections and the M. Jerry Weiss Center for the Children’s and Young Adult Literature. Extended library hours are available during examination periods. See below the library’s service hours; which may vary depending on library needs during regular semesters, summers, or intersessions:

Fall/Spring Semester			
Monday – Thursday	Friday	Saturday	Sunday
7:30 AM - 10:00 PM	7:30 AM - 5:00 PM	9:00 AM - 5:00 PM	11:00 AM - 5:00 PM
Summer Sessions			
Monday – Thursday	Friday	Saturday	Sunday
7:30 AM - 9:00 PM	Closed	Closed	11:00 AM - 5:00 PM
Intersession Hours			
Monday – Thursday	Friday	Saturday	Sunday
8:30 AM - 4:30 PM	8:30 AM - 4:30 PM	Closed	Closed
<b>The Library is closed on all major holidays.</b>			

Among the resources in the library reference areas are:

The ACA Encyclopedia of Counseling  
 Contemporary Issues in Counseling  
 The Counseling Dictionary  
 Counseling High School Students; Special Problems and Approaches  
 Counseling Strategies That Work: Evidence-Based Interventions for School Counselors  
 Culture-Centered Counseling and Interviewing Skills: a Practical Guide  
 Educators Guide to Free Guidance Materials  
 Encyclopedia of Counseling  
 Ethics Desk Reference for Counselors  
 Foundations for Mental Health and Community and Community Counseling: An Introduction to the Profession  
 Handbook for Counseling and Psychotherapy with Lesbian, Gay, Bisexual and Transgender Clients  
 Handbook for School Counseling  
 Handbook of Family Therapy  
 Handbook of Innovative Psychotherapies  
 Handbook of LGBT Affirmative Couple and Family Therapy (in process)  
 Handbook of Psychotherapy and Behavior Change; an Empirical Analysis  
 The International Handbook of Group Psychotherapy  
 Interviewing Clients Across Cultures: a Practitioner’s Guide  
 Online Counseling; a Handbook for Mental Health Professionals  
 Practicum and Internship for School Counselors-in-Training  
 The Professional Counselor’s Desk Reference  
 The SAGE Handbook of Counselling and Psychotherapy (in process)  
 School Counseling for the Twenty-first Century  
 The Therapist’s Handbook: Treatment Methods of Mental Disorders  
 Using Technology to Improve Counseling Practice: a Primer for the 21<sup>st</sup> Century  
 The World of the Counselor: an Introduction to the Counseling Profession

## **Financial Aid and Graduate Assistantships**

### **Graduate Assistantships**

A limited number of graduate assistantships are available each year to highly qualified graduate students. The graduate assistantship covers tuition and fees for full-time study (9-15 credits per semester). Graduate assistants are required to work in a university department or office for 16-20 hours each week, for which they receive a stipend of \$3,500 over the academic year (\$1,750 per semester). Graduate assistants may not hold a full-time job either inside or outside the University, and they may not be Graduate assistants during a semester when they are student teaching. Graduate assistants may also apply for Federal Student Loans to assist with costs related to full-time graduate study.

For the full year, the initial application deadline for graduate assistantships is April 1; most appointments are made by June 30. For the very limited, spring semester assistantships only, the deadline is December 1. To be eligible, a student must be matriculated in a degree program.

In addition to matriculation requirements, applicants must submit a resume and write a letter to the Dean of Graduate Studies. The letter should discuss the educational goals of your assistantship and full-time degree study, and should include prior work experience, skills, and academic background. If you have already begun graduate studies at NJCU, you should discuss your initial progress. Applicants may apply for a graduate assistantship when they apply for graduate admission and matriculation, but they will not become eligible until their department has approved their matriculation. The applicant may specify an office or department that would be of particular interest for employment, but this is neither required nor guaranteed. Graduate assistants are assigned by the Dean of Graduate Studies. A student may be assigned to an office or department unrelated to their area of study.

### **NJCU Stimulus Scholarship**

NJCU is currently offering a Stimulus Scholarship that provides up to \$400 for new graduate students who are admitted for a degree or certification program, and who enroll in their first graduate class at NJCU in either the fall or spring semester.

### **Tuition Waiver**

NJCU participates in the state tuition waiver program for public employees who have lost their jobs.

### **Study Abroad Opportunities**

NJCU offers study abroad opportunities for a semester, summer, or academic year in nearly 50 countries around the world. Studying abroad is a profound, life-changing experience that is both fun and exciting and will help you grow academically and personally while preparing you for a career. All NJCU students are eligible to apply for **SGO Scholarship** starting at \$500 for short term programs and increasing depending on the cost and duration of your purposed study abroad program.

For more information visit: <http://njcu.edu/academics/sgo-scholarship>

## Student Loans

Graduate students who are matriculated in a degree or certification program may be eligible for federal loans. To be eligible for a Direct Federal Student Loan, a graduate student must either be matriculated in a degree program or enrolled in a certificate program by the first day of the term in which they intend to use their student aid and must be enrolled for at least six credits. In addition, a student seeking a Direct Federal Loan for a summer term must have received such student aid in either the prior spring or fall term. They must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for Direct Stafford Loans.

Non-matriculated students are not eligible to receive federal or state financial aid or loans but may apply for certain private education student loans. Please contact the Office of Financial Aid for additional information at (201) 200-3173 or [financialaid@njcu.edu](mailto:financialaid@njcu.edu).

## General Statement on Students' Responsibilities

In accepting admission to graduate study at New Jersey City University, a public institution of higher learning, students assume the responsibilities and behavior patterns stipulated by the University. Graduate students at the University are expected to have a serious interest in their intellectual growth. Students are expected to meet problems with intelligence and resourcefulness and to have respect for the rights of others. Students are expected to comply with federal laws and ordinances of the State, county, and city, as well as the regulations of the University. Any student who commits a breach of State, county or city law or ordinance or university regulation shall be subject to such reasonable disciplinary action as deemed appropriate by the University. This may include suspension, dismissal or expulsion (see Student Code of Conduct online at, [http://njcu.edu/sites/default/files/code\\_of\\_conduct.final.3.08.pdf](http://njcu.edu/sites/default/files/code_of_conduct.final.3.08.pdf)

## NJCU Academic Grievance/Appeal Procedures

The following procedure is available to resolve grievances regarding grading, course requirements, attendance, academic integrity, and other academically related complaints:

**Step 1.** Meeting and discussion with the faculty member involved to resolve the situation in question must take place within forty-five (45) days of the last day of the semester on which the grievance is based. At the conclusion of the meeting the faculty member will inform the student of a decision.

**Step 2.** The student may initiate a written appeal with the faculty member within ten (10) calendar days of notification of the decision of the faculty member; the faculty member will respond in writing within ten (10) calendar days of the date of receipt of the written appeal. Should the faculty member fail to respond within ten (10) calendar days, the student may present his/her written appeal to the next level of review, the department chairperson, within ten (10) calendar days.

**Step 3.** Written appeal to the appropriate department chairperson within ten (10) calendar days of notification of a decision pursuant to the previous step or upon failure of the faculty member to respond within the prescribed ten (10) calendar days.

**Step 4.** Written appeal to the appropriate Academic Dean within ten (10) calendar days of notification of a decision pursuant to the previous step. The appropriate dean shall provide the student with a written decision within ten (10) calendar days of receipt of the appeal from Step 3.

**Step 5.** Written appeal to the University Senate Student Affairs Committee within ten (10) calendar days of notification of a decision pursuant to the previous step. Grievances that are not resolved at the Dean's level may be referred to the Student Affairs Committee of the University Senate for review and decision, which will be forwarded to the Vice President for Academic Affairs for final decision.

The Student Affairs Committee of the University Senate shall deal with grievances involving grading, course requirements, attendance, academic integrity, and other academically related complaints after Steps 1-4 above have been exhausted. The committee shall include at least one faculty or professional staff member from each of the Colleges and one student. The Vice President for Student Affairs or Associate Vice President for Student Affairs will serve as a nonvoting, ex-officio member of this Committee. The Student Affairs Committee shall deal with grievances initiated by students. The Committee may choose to invite parties involved to meet with the committee to present their positions or to proceed on the written record generated from the appeal process detailed above.

Within (20) twenty days of receipt of a written appeal from a student, the committee shall (a) determine that the appeal has basis in fact; (b) inform the complainant of the legal and administrative limitations of the committee in resolving grievances; and (c) determine that all normal avenues of appeal resolution, between the parties involved, and the applicable department chair and dean, have been exhausted. It shall provide notice of its decision, made on a review and advise basis, to the Vice President for Academic Affairs, who renders a final decision within thirty (30) calendar days of receiving the Student Affairs Committee's recommendation.



## CHAPTER 8: FREQUENTLY ASKED QUESTIONS

### **The Counseling Program**

#### ***What options are in the program?***

The M.A. in Counseling Program has two options: School Counseling (60 credits) and Clinical Mental Health Counseling (60 credits). Elective courses are offered to meet academic requirements for the Licensed Associate and Licensed Professional Counselor (LPC) Substance Awareness Coordinator certificate, Registered Play Therapist (RPT), and Approved Clinical Supervisor (ACS), and Director of School Counseling. Graduates apply on their own for the LAC, LPC, School Counseling, SAC, RPT, ASC, and Director of School Counseling credentials.

\*Please note: As of July 2023, the School Counseling program moved from 48 to 60 credits.

#### ***What areas does the program address?***

The program emphasizes three core areas of counselor training: knowledge (content), skills (practice), and dispositions (personal and professional awareness and development).

#### ***What are the differences among social workers, counselors, and counseling psychologists?***

All are mental health professionals with specialized training and clinical preparation at the graduate level. Social Work and Counseling are 60 credit training programs at the master's degree level leading to licensure. Counseling Psychology requires the doctoral degree before licensure eligibility.

The curriculum of each discipline is based on professional standards and grounded in the historical development of the profession, its training philosophy and practice. Social Work programs follow the National Association of Social Workers (NASW) standards and a Social Work curriculum with a foundation in case management and client advocacy. Counseling programs follow the CACREP standards with a foundation in counseling and the therapeutic relationship and focus on both wellness and positive growth and diagnosis and treatment planning of mental health problems. Counseling psychology follows the American Psychological Association (APA) standards with a foundation in testing and diagnosis of mental health disorders.

#### ***How long will it take to complete the program?***

Program completion depends on each candidate's program plan and decision to take courses full time or part time, or in the summer. Candidates generally take two courses (part-time) or three courses (full-time) per semester. Full-time candidates may complete the program in 2.5 to 3 years (full time with two summers) or 3 to 4 years (part-time or with summers) depending on course availability, sequence, and internships. Regular enrollment and progress toward the degree are required. Candidates taking a leave of absence must submit a Leave of Absence request in advance.

Full time candidates take 9 credits. Full time study is permitted for the student who is either not employed or employed not more than 20 hours per week. Any candidate employed full time will be permitted to enroll for not more than 6 credits per semester. The maximum summer session course load is 6 graduate credits per term. A candidate may not register for credits in excess of those mentioned except with the approval of their advisor; the chair and the Dean of Graduate Studies (Please see Graduate Catalog for policy statement).

#### ***Why do I need to take the four core courses early in the program?***

The first program progress review takes place after completion of the four Program Core Courses. Candidates must complete these courses successfully with a B or higher. They are the prerequisites to all other program courses.

#### ***Where is the program office?***

The Department of Counselor Education is located in Rossey Hall Room 536.

***Where do I find my faculty advisor?***

All faculty members are located in Rossey 536. Candidates should meet with their advisor for individual or group advisement each semester. Office hours are located online or on the department door. Students can schedule appointments by email with their assigned advisor.

***When can I begin taking courses after receiving my admission letter?***

Once a candidate has been accepted, they can begin courses after attending the New Student Orientation. They can also register for the courses advised to them in their acceptance letter. Candidates enrolled in the master's program may begin in Fall or Spring semesters only. Register early for the best choices. Matriculated candidates may enroll earlier than students who are conditionally admitted or have non-degree graduate status. Fall and Summer enrollment begins in March, and Spring begins in October.

***Where will I find updates to the program?***

Applicants and continuing candidates should be aware that the program may be revised in response to changes in certification, licensure, or accreditation. Applicants and candidates should refer to the Counseling program page on the NJCU website, <http://www.njcu.edu/departments/counselor-education> for updated program information.

***How do I matriculate if I am conditionally admitted?***

Conditionally admitted students must follow the conditions written in their admission letter. Upon completion of conditions, students may apply for matriculation using the matriculation request form. Students should check with their advisor at least one semester before matriculation must be completed.

***Can I join Chi Sigma Iota?***

Qualified students are invited to be inducted into Chi Sigma Iota. Qualifications include a 3.5 GPA or higher, a minimum of 9 credits, and exemplary character. Invitations are extended in the winter prior to the April Initiation Ceremony.

**Practicum and Internship**

***What is Practicum?***

Practicum is an intensive individual and group counseling field experience. The general purposes of Practicum are to improve counseling skills and to become oriented to professional practice through an introductory experience on site. Candidates will also conduct consultation, assessment, and classroom counseling. Candidates will video-record individual and group counseling sessions with client and/or parent permission.

The assigned site supervisor is responsible for client care, as well as the candidate's ethical and professional conduct as a Practicum student. Students must be well prepared and committed to doing their best work. By working at the site for a semester or more, students will have the opportunity to build therapeutic relationships and respond to the needs of the clients they see and learn from professional counselors and mental health professionals.

***Can I take Practicum and Internship together?***

One field experience may be taken each semester. Students are not permitted to take more than one field experience in any given semester.

***What field experiences are required?***

Candidates complete three semester field experiences: a 100-hour practicum (40 direct hours and 60 indirect hours for a total of 100 hours) and two 300-hour semester internships (120 direct hours and 180 indirect hours).

School counselor candidates must complete two internships in a school under the supervision of a certified school counselor with two years of experience. School counseling candidates may complete the Practicum in a mental health or school setting. In many cases, teachers complete the field experiences in their school with additional hours before and after the school day.

### ***How do I find a field site?***

Candidates are responsible for finding sites that meet their needs and schedule. The program provides support through interns' and faculty recommendations regarding previous sites, the Field Experience Manual, the Practicum Orientation Meeting, and the Clinical Coordinator. Some sites have formal agreements with NJCU for Practicum and Internship Placements. Candidates receive detailed information at the Practicum Orientation and in the Field Experience Manual. Counseling candidates who complete field experiences in NJCU settings do not counsel students or their relatives or close friends enrolled in the Counseling Program. Counseling candidates do not perform field experiences at the University Counseling Center.

### ***When can I begin Practicum?***

Candidates may apply two semesters before they plan to start Practicum. To apply, they must have successfully completed or will complete 27 credits including the four core courses prior to the beginning of Practicum. They must attend a Practicum Orientation a semester before they intend to begin or under a year.

### ***After practicum, do I stay in the same site for Internship?***

Choice of sites depends on the student's goals and needs as well as the site's needs and availability. Some students change sites to have new experiences and challenges; others remain at the same site for two or three semesters. Many clinical mental health counseling sites require a year's commitment. Candidates are strongly encouraged to complete a minimum of two semesters at one site.

### ***What hours will I work?***

Practicum students spend a minimum of 1½ to 2 days or 10-12 hours each week of the semester at their Practicum site during spring or fall. Hours include both direct and indirect services. The schedule is determined by the site supervisor and the student and established for the semester. Students must be on site throughout the semester even if they complete the minimum number of hours before the semester ends. Some sites require more hours for Practicum students. Internship students complete a minimum of 3 days or nights or 18-24 hours each week. Both direct and indirect hours are required.

### ***What are direct services?***

Direct services are face-to-face clinical work with clients. Practicum requires a minimum of four clients whom the candidate counsels regularly for several weeks. Candidates will lead at least one counseling group for a minimum of 5 sessions. In Internship, the number of clients will be much higher to complete 120 hours in direct services on site and 180 hours of indirect services. In Internship a minimum of 2 long-term groups are conducted and group work should constitute 30% to 50% of the direct hours.

### ***What kind of supervision will I have?***

In Practicum and Internship candidates will meet for individual supervision with their assigned site supervisor. Students will attend group supervision in class at NJCU one night each week during the semester in Practicum and Internship for 2.5 hours. These hours are counted as indirect services.

### ***What are indirect services?***

Students log indirect hours for work that supports their counseling experiences such as observation, case conferences, individual supervision, training, completing logs, progress notes, and client records, professional

development, meetings, consultation, and presentations. Students may not count hours for non-counseling duties such as lunchroom, filing, or clerical paperwork or duties that do not directly support their counseling.

### ***What is Internship?***

After Practicum, students complete two semesters of Internship doing the work of a professional counselor in their chosen area. Each semester of Internship requires 300 hours and is not merely an accumulation of hours. Students will develop a broad range of skills expected of a counselor in the program area over the two semesters. Students remain on site for the full semester. More information will be provided in classes, in the Practicum and Internship Manual, and the course syllabi.

### ***How many hours are required for both internship courses?***

A minimum of 120 direct service hours and 180 indirect hours must be completed. Indirect services hours must be in support of direct client work.

### ***When should I plan for practicum?***

To begin Practicum or Internship, candidates must submit all required signed paperwork at least 3 months before their planned start date. As candidates plan their program, they should allow several months to search for a site and secure their site contract. Sites are competitive and many students begin the application and placement process 1 year in advance. Students receive a permission number to register for the class after their signed contract is submitted with all required documentation.

As students plan their program, they should think about the following questions:

- 1) When do I plan to graduate?
- 2) Do I plan to study in summer?
- 3) Will I be employed while I am in practicum or internship?
- 4) What other work or personal responsibilities will I have in my schedule?
- 5) How will I provide for transportation to and from the site?
- 6) When is a site supervisor available at the site?
- 7) Can I video record sessions at the site? (Videotaping is a requirement)
- 8) What is the time commitment required by the site?

Candidates make an appointment with the Clinical Coordinator to have their application reviewed and approved well in advance of the due dates. Late applications may not be processed. Once the Clinical Coordinator signs and approves the Practicum/Internship Application Process. The students can then move onto securing a site and obtaining the Request for Placement, Site Supervisor Form and the contract from the site.

Students should check with their Clinical Coordinator about requirements and procedures for specific sites. For example, some sites require that the Request for Placement be submitted only by the university to the site.

### ***Is video recording required in practicum and internship?***

Yes, candidates must video record themselves and show their recordings in group supervision. **New sites should understand the videotaping requirement prior to signing the contract. Written permission of the client and parents (if needed) is required. If the site does not permit video recording, students must find a second site that permits videotaping.** Viewing video recorded sessions provides excellent feedback to improve skills and is an essential component of the student assessment system. Permission forms and letters explaining video procedures and confidentiality are provided after the practicum application is approved.

### ***Can I split internships between school counseling and mental health counseling?***

For school counselor certification two 300-hour internships must be completed in a school. Candidates may enroll in additional elective internships to gain experience in another setting. School counseling candidates may

do Practicum in a mental health setting provided they have taken COUN 609 and COUN 686. COUN 686 may be taken concurrently with Practicum.

### ***Can I choose the clients I counsel?***

According to the NJCU Diversity Statement, New Jersey City University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of all human potential. All candidates are expected to demonstrate recognition and valuing of culture, language, gender, socioeconomic status, age, race, ethnicity, sexual orientation, exceptionality, and other forms of difference as assets in teaching and learning.” Students may not refer or decline to counsel clients in classes, Practicum, or Internship, field experiences, or other counseling experiences. Students will abide by NJCU Diversity Statement ACA Code of Ethics, the School Counseling Code of Ethics, and the ACA Multicultural Counseling Competencies and Standards that are infused in all courses and field experiences.

## **LAC and LPC Preparation**

### ***What is counselor licensure?***

The purpose of state licensure is to protect the public. Counselors must be licensed in New Jersey to perform the work of a counselor in for-profit settings including the independent practice of counseling or private practice. Unlicensed counselors may work in non-profit or exempt settings (e.g. hospitals, community agencies, schools); however, many non-profit sites also require the LPC. Graduates first seek licensure as an Associate Counselor (LAC) under the supervision of a qualified counselor with training in supervision for three years. They then apply for the Professional Counselor (LPC).

### ***What is the New Jersey Professional Counselor Examiners Committee?***

The LPC and LAC requirements are administered by the Professional Counselor Examiners Committee, State Board of Marriage and Family Therapy Examiners, which is under the Department of Consumer Affairs and the Office of the Attorney General.

### ***When should I take the National Counselor Examination?***

Under the NBCC Graduation Student Administration (GSA), qualified candidates planning to apply for the LAC in the future may take the National Counselor Examination at NJCU in April or October before graduation or up to one year after graduation after they have completed the core requirements and are approved by the faculty. The examination fee includes the fee for certification as a National Certified Counselor (NCC). The NCC credential is not required for licensure in New Jersey.

Graduates of the MA in Counseling who do not meet the GSA requirements may apply to the New Jersey Professional Counselor Examiners Committee for the LAC and for permission to take the NCE on the same application after they have met the academic requirements for core areas and for 60 credits.

### ***What are the requirements for licensed associate counselor?***

Upon successful completion of the following requirements, applicants may be eligible for the Licensed Associate Counselor:

- Counseling master’s degree
- 60 credits in state approved courses in 9 designated core areas
- Passing score on the National Counselor Examination (NCE)
- LAC application including the Supervision Application
- Criminal history check and fingerprints

### ***How do I practice as an LAC?***

The LAC may practice with a state approved Supervision Plan under the supervision of a licensed practitioner who has a minimum of two years of experience and a credential (such as the Approved Clinical Supervisor, or similar supervisor's credential, or a graduate course in clinical supervision, or 30 continuing education units, and a current mental health license). The supervisor must be licensed (LPC, LCSW, LMFT, Psychologist, Psychiatrist, LCADC, or other mental health licensee). Signed records of hours are required. Regulations specify requirements for the conduct of supervision and records. LACs may not collect fees and must provide written disclosure of their license status to clients. LACs must know and fulfill the statute and regulations of the Professional Counselor Licensing Act. New LACs are expected to understand and comply with the statute and regulations at <http://www.nj.gov/oag/ca/laws/pcregs.pdf#page=22>.

### ***What are the requirements for Licensed Professional Counselor?***

Once the LAC has successfully completed all the requirements including three years of approved supervised experience as an LAC working directly under an Approved Supervision Plan, the applicant may submit their application to become fully licensed. Please note however, that the LAC must complete 3 years of (1500 hours per year) of supervised experience or 6 years of part-time experience for the LPC.

Up to one year (1500 hours, direct and indirect services) may be accrued through Practicum and Internship provided the direct hours are considered counseling services by the licensure board and the applicant does not list Practicum and Internship in the core course distribution.

### ***What are the post-master's requirements for licensure?***

Graduates of the 48-credit Counseling program generally need 12-15 credits depending on the courses taken to meet the course distribution requirements. Courses such as COUN 609, 610, 650, 686, and a Mental Health Counseling Internship are strongly recommended for clinical preparation.

The state regulations do not cite specific courses for the electives. The licensing board can specify scope of practice and limit the licensee's practice based on preparation. Specific courses depend upon the student's prior coursework and training and must be selected in a planned program under advisement. The New Jersey Professional Counselor Examiners Committee evaluates and approves coursework listed on the candidate's application for licensure.

### ***Can I take courses in the Master's Degree program or after the Master's Degree for licensure?***

The Counseling program offers the master's degree in counseling with an option in Clinical Mental Health Counseling to meet the 60-credit requirement for the LAC application, as well as post-master's courses. Graduates must be accepted as a Non-Degree Graduate to take licensure electives.

### ***What coursework is required for licensure?***

Applicants must list state board approved courses on the application with 45 credits of courses distributed over 8 of 9 core areas (Students should follow the sample course distribution form of courses). Candidates should check with their advisors regarding new courses or course changes. Applicants do not list Practicum and Internship in the 45 credits if they plan to apply the supervised hours to the first year of the 3 required years of experience. The licensing board will evaluate the transcript and use the courses not listed on the 45-credit distribution toward the 60 credits total. Students do not need to list course electives in addition to the 45 hours on the distribution page.

### ***Can I count Practicum and Internship hours for the LPC?***

Yes, if applicants plan to apply Practicum and Internship hours toward the first year of the three-year supervised experience, they do not list these courses on the course distribution page. Practicum and Internship cannot be counted as a credit requirement on the course distribution form and also be counted as supervised hours. The hours must meet the definition of counseling in the licensing board's regulations, and appropriate client records

must be maintained as stipulated in the regulations. The licensing board will see the elective courses to complete the 60 credits on the applicant's transcript. Electives beyond the 45 credits are not required to be listed.

The regulations allow up to one year or 1500 supervised hours from Practicum and Internship before the awarding of the master's degree. Only counseling hours as defined in the regulations can count.

The site supervisor must hold a current mental health license with two years of experience (LPC, LCSW, LCADC, LMFT, Psychologist, Psychiatrist, LCADC, or other mental health licensee). It is the applicant's responsibility to comply with the licensing board's regulations for site supervision.

The scope of practice of the LAC and LPC is defined in the regulations and a licensee's scope of practice may be restricted to areas of preparation and supervised experience, e.g. a school counselor who has worked only with children may not have the requisite training and experience to work with adults without additional supervised experience. The university's role is limited to verification of Practicum and Internship hours and only the licensing board can make decisions in relation to the regulations.

## **School Counselor Certificate**

### ***Can I obtain a School Counselor Certificate at NJCU?***

The MA in Counseling program with an option in School Counseling (or Counseling with School Counselor Certificate) is a New Jersey Department of Education approved program. Upon successful completion of the school counseling option, candidates are recommended for School Counselor Certificate.

### ***How do I apply for my school counselor certificate?***

After they graduate and the final transcript is issued, students apply for certification through the NJCU Teacher Preparation and Placement Office (CTPP).

### ***What do School Counselors do?***

According to the NJDOE administrative code, "The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of pupils with respect to their status, abilities, interest, and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in grades preschool through 12." (6A: 9-13.8)

## **Supervision Certification: Approved Clinical Supervisor (ACS)**

### ***Can I take a counseling supervision course to become eligible as a supervisor for LACs under the state regulations?***

Yes, the course COUN 699 Counseling Supervision is offered that meets the academic requirement. Two years of licensed counseling experience is also required. This course also meets the academic requirement for Approved Clinical Supervisor (ACS). Please check the state regulations and contact your faculty advisor for more information.

## **Supervision Certification: Director of School Counseling**

### ***Can I complete the Director of School Counseling requirements for certification?***

Candidates and graduates can take the 3 required courses at NJCU. Applicants require School Counselor certification and 3 years of experience as a school counselor. Please contact a faculty advisor to develop a planned program.

## **Substance Awareness Coordinator Certification**

### ***Can I complete the Substance Awareness Coordinator (SAC) requirements for certification?***

Degree candidates and graduates who hold a master's degree and an NJDOE School Counselor, School Psychologist, School Social Worker, or School Nurse certificate, can enroll in four electives that meet the requirements for SAC. Graduates apply on their own for certification.

Graduates with an LCADC or Certified Prevention Specialist (CPS) license should check the specific requirements on the NJDOE website. Graduates with an instructional certificate or bachelor's degree require 27 or more credits of specified courses. Information about the SAC courses is listed earlier in this handbook. For further information, contact the program office at 201.200.3400.

### ***What is a SAC qualified to do?***

According to the NJDOE, the SAC is qualified to:

1. Assisting with the in-service training of school staff concerning substance abuse and related issues and with the district program to combat substance abuse;
2. Serving as an information resource for substance abuse prevention, curriculum development and instruction;
3. Assisting the district in revising and implementing substance abuse and related policies and procedures;
4. Developing and administering substance abuse and related intervention services in the district;
5. Providing counseling and referral services to students regarding substance abuse and related problems; and
6. Cooperating with community service providers or other officials in the rendering of substance abuse and related treatment services.

## **Licensed Clinical Alcohol and Drug Counselor**

### ***Can I complete the LCADC requirements?***

Degree candidates and graduates can enroll in electives to meet the domains required. Information about the LCADC domains is listed earlier in this handbook. Graduates apply for licensure on their own. For further information contact the program office at 201-200-3400.



# APPENDICES

**APPENDIX A  
SCHOOL COUNSELING PROGRAM PLAN**

Name: \_\_\_\_\_ Matric. Date: \_\_\_\_\_ Gothic ID: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Advisor: \_\_\_\_\_

<b>Course #</b>	<b>Course Title</b>	<b>Credit</b>	<b>Semester/Grade</b>	<b>Comments</b>
COUN 601	Orientation to Professional Counseling & Ethics	3.0		
COUN 603	Counseling and Development Across the Lifespan	3.0		
COUN 604	Appraisal and Assessment in Counseling	3.0		
COUN 605	Counseling Theories	3.0		
COUN 606	Research Methodology & Program Evaluation	3.0		
COUN 607	Group Process	3.0		
COUN 608	Counseling Skills	3.0		
COUN 616	Therapeutic Intervention Techniques: Consultation in Educational Settings	3.0		
COUN 627	Consultation and Management of Developmental School Counseling Programs	3.0		
COUN TBD	College & Other Postsecondary Career Counseling for School Counselors	3.0		
COUN 629	Multicultural Counseling	3.0		
COUN 632	Family and Couple Counseling	3.0		
COUN 636	Group Counseling Theory and Practice	3.0		
COUN 640	Counseling Children & Adolescents	3.0		
COUN 650	Foundations of Addictions Counseling	3.0		
COUN 663	Career Counseling and Development	3.0		
COUN 690	Practicum in Counseling	3.0		
COUN 694	Internship I in Counseling	3.0		
COUN 695	Internship II in Counseling	3.0		
COUN	Counseling Elective	3.0		
	Total Credits	60.0		

**APPENDIX B**  
**CLINICAL MENTAL HEALTH COUNSELING PROGRAM PLAN**

Name: \_\_\_\_\_ Matric. Date: \_\_\_\_\_ Gothic ID: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Advisor: \_\_\_\_\_

Course #	Course Title	Credit	Semester/Grade	Comments
COUN 601	Orientation to Professional Counseling & Ethics	3.0		
COUN 603	Counseling and Development Across the Lifespan	3.0		
COUN 604	Appraisal and Assessment in Counseling	3.0		
COUN 605	Counseling Theories	3.0		
COUN 606	Research Methodology & Program Evaluation	3.0		
COUN 607	Group Process	3.0		
COUN 608	Counseling Skills	3.0		
COUN 609	Differential Diagnosis of Maladaptive Behavior	3.0		
COUN 610	Clinical Mental Health Counseling	3.0		
COUN 629	Multicultural Counseling	3.0		
COUN 632	Family and Couple Counseling	3.0		
COUN 636	Group Counseling Theory and Practice	3.0		
COUN 650	Foundations of Addictions Counseling	3.0		
COUN 663	Career Counseling and Development	3.0		
COUN 686	Case Conceptualization and Treatment Planning in Counseling	3.0		
COUN 690	Practicum in Counseling	3.0		
COUN 694	Internship I in Counseling	3.0		
COUN 695	Internship II in Counseling	3.0		
COUN	Counseling Elective	3.0		
COUN	Counseling Elective	3.0		
	Total Credits	60.0		

**APPENDIX C**  
**Courses Meeting Core Area Requirement for NJ Licensure**

<b>Core area,</b> Must list 45 credits in 8 of 9 core areas	<b>NJCU Revised Course Title/Number,</b> May need more than 1 course to address a core area	<b>NJCU Former Course Title/Number,</b> May need more than 1 course to address a core area	<b>Course</b>
Counseling theory and practice	605 Counseling Theories* 632 Family Therapy 691 Advanced Counseling Theory 642 Play Therapy 652 Assessment, Treatment, Planning, & Interventions in Addictions Counseling	605 Introduction to Counseling* 632 Family Therapy & Referral Networks 691 Advanced Counseling Theory 642 Play Therapy 615 Therapeutic Intervention Techniques: Alcohol & Substance Abuse Assessment	
The helping relationship	608 Counseling Skills* 640 Counseling Children & Adolescents 616 Counseling, Consultation, Referral, & Resources in Schools 698 Disaster & Crisis Counseling 699 Counseling Supervision 654 Addictions Prevention Programs 658 Addictions and Family	608 Interviewing and Counseling Skills* 696 Counseling Children & Adolescents 616 Therapeutic Intervention Techniques: Consultation in School Settings 698 Disaster & Crisis Counseling 699 Counseling Supervision 654 Addictions Prevention Programs 658 Addictions and Family	
Human growth & development & maladaptive behavior	603 Counseling and Development Across the Lifespan* <u>and</u> 609 Differential Diagnosis of Maladaptive Behavior* 631 Psychopharmacology	603 Developmental Psychology* <u>and</u> 609 Personality Maladjustments of Children and Adolescents* 631 Psychopharmacology	
Lifestyle and career development	663 Career Counseling and Development	663 Career Counseling and Development*	
Group dynamics, processing, counseling, and consulting	607 Group Process* 636 Group Counseling Theory and Practice*	625 Group Process and Procedures* 636 Advanced Group Counseling*	
Appraisal of individuals	604 Appraisal and Assessment in Counseling* 686 Counseling Case Studies*	604 Tests and Measurements*	
Social and cultural foundations	629 Multicultural Counseling*	629 Multicultural Counseling*	
Research and evaluation	606 Research and Program Evaluation*	606 Research Methodology and Applications*	
The counseling profession (Ethics course must be after 2005 for revised ACA Code of Ethics)	601 Orientation to Professional Counseling and Ethics* 610 Clinical Mental Health Counseling 703 I.S in Counseling (reviewed by Board)	626 Ethical, Legal and Professional Issues in Counseling* 610 Clinical Mental Health Counseling 703 I.S in Counseling (reviewed by Board)	
	Total 60 credits	Total 60 credits	
* State approved course(s) for the core areas			

Some areas require two courses. Course title may not be sufficient to describe core area; course description and syllabus may be required.

Additional electives for 60 credits must be in a planned program with advisement. Electives must be in core areas.

Do not list Practicum and Internship on core distribution page if you plan to count hours toward LPC. Transcript will show other counseling electives including 690, 694, and 695. You cannot use fieldwork for both a core area and for hours toward LPC.

**Applicants are required to be knowledgeable regarding current New Jersey statute and regulations**

## APPENDIX D

### Professional Dispositions Competency Assessment—Revised (PDCA-R) Non-Admissions Form

Person Being Rated:	Rater:	Date Range for Observation:		
	<b>Below Expectation SCORE: 1</b>	<b>Meets Expectation SCORE: 3</b>	<b>Above Expectation SCORE: 5</b>	<b>SCORE</b>
<b>Con scie ntio usn ess</b>	A generally consistent pattern of behaviors such as: difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
<b>Emo tion al Stab ility</b>	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
<b>Sel f- Aw are ne ss</b>	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	
<b>In te rp er s o n al S ki ll s</b>	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	

<b>Cooperativeness</b>	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and "easy to get along with;" highly sought after for service on teams, groups, and committees. Seeks "win-win" solutions to conflicts.
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<b>Coping and Self-Care</b>	Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: well groomed; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended.
<b>Honesty</b>	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent.
<b>Openness</b>	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.
<b>Cultural Sensitivity</b>	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one's own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a "one size fits all" model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; comfortable with differences; aware of one's own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual's identity and how those influence the counseling process; aware of one's own heritage and engages in ongoing self-discovery; creates opportunities to learn about and appropriately engage in the cultures of others.
<b>Ethical Behavior</b>	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.
<b>TOTAL SCORE:</b>			

DISPOSITION QUOTIENT (TOTAL SCORE /10)	
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**APPENDIX E**  
**New Jersey City University**  
**College of Education**  
**Department of Counselor Education**

**Retention /Remediation Plan**

Date of Meeting:	
Student's Name:	Student's Gothic ID#:
Attended Faculty Members/Site Supervisor:	
Reported Concern:	



## Remediation Plan

Area of Concern	Remediation Goal	Target Date

Student Signature and Date

Faculty Advisor Signature and Date

Department Chair/Counseling Program Clinical Coordinator Signature and Date

Follow Up Meeting Date/Signatures	Student's Progress
