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A. GENERAL INFORMATION

Welcome

Purpose of this Handbook

New Student Orientation

Department Office Location/Information

Faculty and Staff

Faculty Advisors

Adjunct/Affiliate Faculty

Statement on Professionalism

Chi Sigma Iota

Financial Aid and Graduate Assistantships

Organization of Department in School/College

WELCOME

Welcome to the Department of Counselor Education! You have chosen a counseling program for a select group of students designed to develop understanding and skills beyond the basic program level. We pledge to work with you to help you become the best counselor you can be. Together, we can serve the people in need of our services. Your commitment to helping others and to the experiences provided in our counseling program is appreciated.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide you with (a) general information about the department, (b) your program of study, (c) policies and regulations and (d) professional activities in which you might become involved.

Periodically updates to this manual will be made. These updates will be made available in your classes and will be posted on the department bulletin boards and website, which is [HTTP://WWW.TCNJ.EDU/%7EEDUCAT/CPSINDEX.HTM](http://www.tcnj.edu/%7EEDUCAT/CPSINDEX.HTM). It is the students' responsibility to maintain an updated student handbook. An updated master copy of the manual will be kept in the department office files for student review. Changes to this manual will be identified by colored paper and an index will be provided to track the changes.

NEW STUDENT ORIENTATION

The department holds a new student orientation meeting prior to each academic term in which students are admitted to programs in the department. Typically, this meeting is scheduled for the day of registration for classes for the academic term. The primary purposes of this meeting are to:

1. Acquaint new students with the department faculty members and staff.
2. Provide information essential to new students to begin their respective programs.
3. Inform new students of their (initially) assigned faculty advisors.
4. Assist new students with course registrations appropriate for their first terms of enrollment in their respective programs.
5. Respond to questions new students may have about the department and its operations.
6. Distribute copies of this handbook.

The department believes this meeting is extremely valuable and, therefore, strongly encourages attendance by all new students. New students who are unable to attend this meeting should contact the department as soon as possible after the meeting to determine their respective faculty advisor and to arrange to obtain and/or provide the information covered and/or requested during the meeting.

Please note that failure to attend this meeting does NOT absolve students from responsibility for obtaining this handbook or adhering to the regulations and policies proscribed herein. It is the students' responsibility to obtain a copy of this handbook and to abide by it.

DEPARTMENT OFFICE LOCATION/INFORMATION

The Department office/reception area is located in Forcina Hall room 337. Students seeking information or appointments with department faculty members should contact the staff in the office or by calling 609-771-2119. The office is staffed between the hours of 8:30 a.m. and 4:30 p.m.

Faculty offices are located adjacent to this reception area on the interior hallway (left hand side). This area is entered through the reception room or, when the reception room is not staffed, through a doorway further down the main corridor. This entrance is not labeled. When you face the door to the reception room this entrance will be located down the hallway to the left. Normally this is the entrance to use when the office/reception area is closed.

Faculty receive telephone and written messages and mail through the department office. Faculty also have individual office telephone numbers that may be dialed directly. Each faculty member has a "drop off" box located near her/his office door. You may leave messages or projects with the office staff for delivery to a faculty member or you may deposit the information in their individual box. As a rule, information gets to the faculty member more quickly if left with the office staff, because they call the faculty member when information is urgent.

Department bulletin boards are located on the walls adjacent to faculty offices. These boards are used for conveying information such as policy changes, class offerings and registration announcements, potential practicum/internships sites, student organization announcements and job opportunities. Other matter faculty thinks might be of interest to students are also posted on these bulletin boards. You are encouraged to review these boards periodically. Updated information also will be posted on the department website.

The Department office includes a professional resources library. The library includes many professional books, journals and pamphlets covering a wide array of counseling topics. All materials are available to COUN students on loan.

Faculty and Staff

Full time college employees who provide the instruction, guidance and support services to students are listed here along with other information which may be of use to the student.

	Room Number Forcina Hall	Office Telephone
Mark S. Woodford, Ph.D. Assistant Professor Chairperson	327	609-771-3018
Marion Cavallaro, Ph.D. Associate Professor Clinical Program Coordinator	333	609-771-2406
MaryLou Ramsey, Ed.D. Professor School Counseling Program Coordinator	335	609-771-3033
Atsuko Seto, Ph.D. Assistant Professor Community Counseling Program Coordinator	329	609-771-2478
Mark S. Kiselica, Ph.D. Professor	332	609-771-3462
Charleen Alderfer, Ed.D., LMFT Associate Professor Marriage & Family Therapy Program Coordinator	325	609-771-2136
<u>Office Staff</u>		
Mrs. Debra Caroselli, Secretary	337	609-771-2119
Mrs. Peggy Abromaitis, Secretary	337	609-771-2513

FACULTY ADVISORS

Each student has a faculty advisor (who is a regular member of the department faculty) at all times during which the student is enrolled in a program in the department. You will be assigned a faculty advisor upon admission to a program in the department. The initial faculty advisor assignment is made for each student during the new student orientation meeting (regardless of whether the student is in attendance at the meeting).

It is your responsibility to know who is serving as your faculty advisor; if you do not know, call the department office and ask one of the secretaries.

Your faculty advisor is your primary source of contact and communication with the department. Therefore, the department encourages the formation of effective, professional relationships between students and their faculty advisors. Please note that because of the number of students in the department, a major portion for the responsibility for the formation of such a relationship with your advisor falls upon you. The department encourages you to show initiative in getting to know your advisor.

ADJUNCT/AFFILIATE FACULTY

Adjunct/affiliate faculty members assist the department through the provision of instructional services, supervision of students in practicum and internships, or other activities necessary for the effective conduct of programs in the department. Persons who hold this status in the department must be approved by the department chairperson and faculty, as well as the Dean of the School of Education, and are appointed on an annual or academic term basis. All persons who provide individual case instruction during Practicum hold this status at The College of New Jersey.

STATEMENT ON PROFESSIONALISM

The academic programs in the department are established to prepare graduates of the programs to enter “professions.” The term professions in this context means (a) an occupation/career for which there is a known body of knowledge (both theoretical and research), (b) an identified set of appropriate skills, and (c) a set of behavioral standards adhered to by members of the profession. As a student admitted to a program in the department, you are engaged in a professional preparation curriculum. Therefore, upon admission, the department accepts you as a professional and expects you to act in accordance with the highest professional standards.

The most common manifestation of professionalism is adherence to professional ethical standards such as those of the (a) American Counseling Association and (b) the National Board for Certified Counselors. Therefore, copies of current versions of some of these sets of ethical standards are provided in a file located in the departmental office. You will be required to read and understand several different sets of ethical standards as a part of your coursework in your program of study. The department faculty expects you to be knowledgeable of these standards and to act in accordance with them. However, professionalism encompasses much more than just adherence to ethical and/or other written standards. It includes appropriate and effective ways of interaction with people, matters of personal conduct and self-presentation, and respect of people, property and processes.

Some of the more subtle aspects of professionalism (in and out of the department) are addressed in this handbook. However, it is not possible to convey in this handbook all the aspects of professionalism pertinent to the various professions reflected in the department. What is possible is to present a basic guideline for you.

IF YOU HAVE ANY CONCERN ABOUT APPROPRIATE PROFESSIONAL BEHAVIOR FOR YOU OR FOR OTHERS, CONTACT YOUR FACULTY ADVISOR IMMEDIATELY!

If you are unable to contact your faculty advisor, or your faculty advisor is not the appropriate contact person for the situation, contact the department Chairperson (or another faculty member if the Chairperson is unavailable). Do not feel forced to evaluate the situation by yourself, do not rely on the opinions of your (student) peers, and do not hesitate to contact a faculty member.

CHI SIGMA IOTA

Chi Sigma Iota (CSI) is the Greek-letter name for the Counseling Academic and Professional Honor Society International. The College of New Jersey Counselor Education Department is the home of the Alpha Epsilon Chapter of CSI.

CSI is an honor society of counseling professionals and counseling professionals-in-training dedicated to excellence in scholarship, research, and clinical practice in counseling. The primary purpose of CSI is to promote and recognize exemplary attainment in the study and practice of counseling.

Students in the department who anticipate becoming counselors may be eligible for membership in CSI. The eligibility criteria include completion of a minimum of twenty-four (24) program-applicable semester credit hours, a graduate grade point average of at least 3.5, and approval by the CSI Chapter membership committee.

CSI Chapter conducts a number of activities throughout the academic year including an initiation ceremony, professional seminars and workshops, guest speakers, and social events.

If you are interested in becoming a CSI member, contact Dr. MaryLou Ramsey, CSI Assistant to the Executive Director.

FINANCIAL AID AND GRADUATE ASSISTANTSHIPS

The College of New Jersey offers financial aid to qualified matriculated students to help defray their educational expenses. Loans, grants, and employments are available separately or in combination. The TCNJ Graduate Bulletin provides detailed information on the process for applying for financial aid. Applications and further information can be obtained from the Office of Financial Aid, Green Hall 101, 609-771-2211.

Various types of graduate assistantships are periodically available for matriculated graduate students. The nature and number of such grants vary from year to year, but typical assignments are to academic departments, the library, administrative offices, athletic programs, the offices of student life, and the Learning Center. Requests for information concerning the availability of assistantships and for application forms should be directed to the Office of Graduate Studies, Green Hall 109, 609-771-2300.

The department is assisted by graduate students. There are two graduate assistantship positions in the department. One is for the graduate assistant who works with the department Chairperson and the other is for the graduate assistant who works with the Program Coordinators. Appointment to these two positions is made by the department chairperson, typically upon recommendation from other faculty members.

Although the number of graduate assistantships available in the department is limited, students enrolled in programs in the department have held graduate assistantships positions in various places in the college. The department has an excellent reputation as a source for “good” graduate assistants.

Students currently enrolled in programs in the department and holding graduate assistantship positions have been the primary sources of information for other students about forthcoming vacancies in graduate assistantship positions. For students interested in graduate assistantship positions, the “student grapevine” has proven to be a much better resource than any system the department could implement. Therefore, if you desire a graduate assistantship position, the most productive activity you can engage in is talking to other students in the department about your interest.

It is important to note that the department does desire to help students in the department find graduate assistantship positions. Therefore, when notification is received of available graduate assistantship positions, the notification is posted on the bulletin board.

ORGANIZATION OF DEPARTMENT IN SCHOOL/COLLEGE

Usually your faculty advisor will be able to answer your questions and assist you to resolve your concerns. Other faculty members are also available to assist you when needed. Presented here is an organization chart to help you understand the organization of the Department and its relationship to the larger college administration. The Department of Counselor Education is organized to share the administrative responsibilities between four members of the faculty. Dr. Mark S. Woodford chairs the Department and has the direct liaison with the Interim Dean of the School of Education, Dr. William Behre, and the Assistant Dean of Graduate Studies, Susan Hydro. Dr. MaryLou Ramsey is Coordinator of the School Counseling Program. Dr. Atsuko Seto is Coordinator of the Community Counseling Program. Dr. Marion Cavallaro coordinates the Clinical (Practicum and Internship) Program. Each of these faculty has the responsibilities generally identified by their title.

The Dean of Education has a reporting relationship to the Provost/Vice President for Academic Affairs. The Provost/Vice President reports to the President.

President of
The College of New Jersey
Dr. Barbara Gitenstein

Provost/Vice President
Academic Affairs
Dr. Stephen Briggs

Dean
School of Education
Dr. William Behre

Assistant Dean of Graduate Studies
Susan Hydro

Chairperson
Counselor Education
Dr. Mark S. Woodford

Coordinator of School
Counseling Program
Dr. MaryLou Ramsey

Coordinator of Community
Counseling Program
Dr. Atsuko Seto

Coordinator of
Clinical Programs
Dr. Marion Cavallaro

B. COUNSELOR EDUCATION PROGRAMS

Department Mission Statement

Rationale For Our Counselor Education Programs

Program Description

Certificate in Substance Abuse and Addiction Counseling

Substance Awareness Coordinator Certificate Program

Program Objectives

Accreditation

Certification in School Counseling

Practicum and Internship

MISSION STATEMENT
DEPARTMENT OF COUNSELOR EDUCATION

The distinguished faculty of the Department of Counselor Education of The College of New Jersey take pride in offering rigorous, high quality graduate degree programs in school counseling, community counseling, and marriage and family therapy, and substance awareness coordinator and alcohol and chemical dependency counseling certificate programs. The mission of every program in the department is to create exemplary counseling professionals prepared to enrich the lives of the people of New Jersey and the nation through counseling and service and to provide a national model of the preparation of counselors. Guided by *The Conceptual Framework for Professional Education*, which emphasizes the themes of knowledge and inquiry, excellence in practice, multiculturalism, diversity and inclusion, leadership and advocacy, and multiple contexts and communities¹, and the *Standards of the Council for Accreditation of Counseling and Related Educational Programs*, which emphasize the traditions, values and objectives of professional counseling programs, the faculty of the Department of Counselor Education engage students from the greater New Jersey area in the developmental process of becoming professional counselors who will address the needs of the people they serve in an ethical and competent manner. The department serves students from diverse backgrounds who seek initial and advanced degrees in counseling.

¹ The reader is referred to *The Conceptual Framework for Professional Education* for an in-depth description of the mission of the School of Education and its associated themes. Copies of this publication are available in the office of the Dean of the School of Education and the Department of Counselor Education.

RATIONALE FOR OUR COUNSELOR EDUCATION PROGRAMS

A basic concern of the enlightened human being is that each person should have the opportunity to grow and develop to the fullest degree possible. The belief that all persons are responsible for their own behavior and for the quality of their own lives has persisted and grown throughout history. However, from time to time most people need help outside themselves as they struggle to realize their potential and behave in responsible ways. As society has become more complex and the tasks of living more demanding, people in need of assistance have come to rely upon trained specialists who are better able to facilitate the search for self-sufficiency. The complex stresses of today demand that helpers be specialized and highly trained.

Counselor Education must provide an impetus toward creativity and innovation in addition to supplementing the function of existing agencies and institutions. The technology of counseling and guidance can, after being described in terms of behavioral competencies and learning experiences, effectively be taught to persons who desire to become counselors. In addition to teaching counseling skills, a counselor-training program must provide for the removal of many of the barriers that tend to interfere with the personal growth of the trainee. The program also should facilitate the conceptualization of a professional role which is not only relevant for the present but also flexible enough to grow as new developments occur. Finally, the program should encourage each trainee to develop attitudes, values, and beliefs, which will enhance and facilitate the helping process.

PROGRAM DESCRIPTION

The Department of Counselor Education offers a 48 semester hour Master of Arts degree (MA) with options in School Counseling and Community Counseling. The School Counseling option is designed to qualify eligible students for state certification in guidance at the elementary and secondary levels. The Community Counseling option has specializations in Human Services and Substance Abuse and Addiction Counseling. Depending on the specialization chosen, Community Counseling option students are prepared for counseling and/or supervisory positions in community agencies, higher education, government agencies, business, substance abuse and gerontology-related services. The time limit for completing any program is six years from the date of admission, however more rapid completion is encouraged.

The program also offers post-master's certificate programs in substance abuse and addiction counseling. The certificate is a 21 s.h. graduate studies program designed to meet the professional development need of existing practitioners working in the field who already hold a Master's degree in counseling or a related field.

The Substance Awareness Coordinator Certificate (SAC) Program is a 21 s.h. course sequence designed to meet the academic requirement of the state of New Jersey SAC Certificate.

Core Courses

The following are the core courses (33 s.h.) for both options:

COUN 501	Introduction to Counseling	3 s.h.
COUN 515	Statistics & Research in Counseling	3 s.h.
EPSY 643	Measurement and Evaluation	3 s.h.
EPSY 520	Fundamentals of Human Growth and Development	3 s.h.
COUN 530	Multicultural Counseling	3 s.h.
COUN 535	Career Counseling & Placement	3 s.h.
COUN 670	Counseling Theory and Techniques	3 s.h.
COUN 675	Group Counseling	3 s.h.
COUN 690	Practicum Seminar	3 s.h.
COUN 693	Internship	<u>6 s.h.</u>
		33 s.h.

School Counseling

In addition to the required core courses School Counseling option students must select:

COUN 660	Organization, Administration and Supervision of School Counseling	3 s.h.
SPED 501	Learning and Behavior Problems of Children and Youth with Disabilities	3 s.h.

COUN 545	Community Agency Counseling	3 s.h.
	Electives	6 s.h.

Community Counseling

In addition to COUN 545 Community Agency Counseling and the required core courses, Community Counseling option students should select one of the following specializations:

Human Services

COUN 600	Introduction to Marriage and Family Therapy	3 s.h.
	Electives	9 s.h.

Substance Abuse and Addiction Counseling

COUN 600	Introduction to Marriage and Family Therapy	3 s.h.
COUN 550	Substance Abuse and Addiction Counseling	3 s.h.
COUN 551	Substance Abuse and Addiction: Individual Family, and Society	3 s.h.
COUN 552	Substance Abuse Education & Prevention	3 s.h.

Post Master's Certificate Options:

Substance Abuse and Addiction Counseling (21 s.h.):
COUN 600, 550, 551, 552, 690 and 693 (or 694/695).

Substance Awareness Coordinator Certificate (21 s.h.):
COUN 550, 551, 552, 554, 600, 660, 690 and 698

Each student should retain the appropriate Program Control Sheet and update it each semester. Control Sheets can be found in Section E of the handbook.

CERTIFICATE IN SUBSTANCE ABUSE AND ADDICTION COUNSELING

Program Description

The certificate in Substance Abuse and Addiction Counseling provides a 21 semester hour graduate studies program in substance abuse and addiction counseling and training. The program is designed to meet the professional development needs of Master's level human services professionals who seek further knowledge and skills in substance abuse and addiction counseling and for current practitioners who work in the field and seek to improve their expertise in this area.

A student may elect to take the certificate as a 21 semester hour Post-master's graduate studies program or a specialization in the Department of Counselor Education's Community Counseling Program.

Certificate Requirements

Students must take a basic course in counseling as a prerequisite for taking courses in the program or obtain departmental waiver.

COUN 600	Introduction to Marriage and Family Therapy	3 s.h.
COUN 550	Substance Abuse and Addiction Counseling	3 s.h.
COUN 551	Substance Abuse and Addiction: Individual Family, and Society	3 s.h.
COUN 552	Substance Abuse Education & Prevention	3 s.h.
COUN 690	Practicum in Counseling	3 s.h.
COUN 693	Internship	6 s.h.

Certificate Performance Criteria:

The certificate in Substance Abuse and Addiction Counseling will be awarded upon successful completion of a 21 s.h. graduate studies program in Substance Abuse and Addiction counseling and training. A student must maintain a minimum of B work in all of the required certificate courses in order to be eligible for the certificate. In the event a student obtains a C grade in any certificate course, he or she will be permitted to retake that course one time.

Admissions Requirements

All applicants must hold a Master's degree in a human services or related field or be enrolled in The College of New Jersey Department of Counselor Education Community Counseling Masters Program and meet standard The College of New Jersey graduate requirements and the admissions requirements of the Department of Counselor Education.

SUBSTANCE AWARENESS COORDINATOR CERTIFICATE PROGRAM

Program Description:

This 21 semester hour graduate program is designed to meet the academic requirements of the Substance Awareness Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS), which is granted through the New Jersey Department of Education. Although bachelors-level candidates may pursue the SAC CEAS through the NJ Dept of Education (with additional certification), this program is designed specifically for masters-level candidates, i.e., those who hold a master's degree from a regionally accredited college or university and are completing the coursework described below, or those who are pursuing a master's degree from The College of New Jersey and are incorporating the SAC CEAS coursework into the 48 semester hour master's degree program in The Department of Counselor Education with a specialization in Substance Abuse and Addiction Counseling. The latter students must take two additional electives (COUN 554 and COUN 660) in order to meet the educational requirements for the SAC CEAS.

Certificate Requirements:

Students must take these basic courses:

COUN 550	Substance Abuse and Addiction Counseling
COUN 551	Substance Abuse and Addiction: Individual, Family, and Society
COUN 552	Substance Abuse Education & Prevention
COUN 554	Substance Awareness Coordination in the Schools
COUN 600	Introduction to Marriage and Family Therapy
COUN 660	Organization, Administration and Supervision of School Counseling
^COUN 690	Practicum Seminar (Completed at a SAC site) or
^COUN 698	Department Project: Substance Awareness Coordinator Practicum

* Note: COUN 550 has a prerequisite of an introductory counseling course.
COUN 550 must have been completed after 1992.

The SAC CEAS is granted by the New Jersey Department of Education, not by The College of New Jersey.

Additional Requirements for SAC Certification (pursuant to N.J.A.C. 6A:9-13.2):

1. To be eligible for a provisional educational services certificate with a SAC endorsement, the candidate shall:
 - a. Possess a SAC CEAS

- b. Obtain an offer of employment in a position that requires the SAC certificate.
2. To be eligible for a standard educational services certificate with a SAC endorsement, the candidate shall:
 - a. Possess a provisional educational services certificate with a SAC endorsement;
 - b. Complete a Department-approved graduate curriculum; and
 - c. Complete a six-month State-approved school residency while employed full-time under a provisional educational services certificate with a SAC endorsement. If employed half-time, the residency period shall be 12 months. The residency program shall be conducted under the direction of a State-approved residency supervisor who shall hold standard New Jersey supervisor, principal or school administrator certification.

Further information about the SAC certification supervision and residency requirements, or additional clarification about these requirements may be obtained by calling the New Jersey Department of Education, Office of Teacher Preparation and Certification at (609) 292-7451.

PROGRAM OBJECTIVES

The Department of Counselor Education is a unit within the School of Education of The College of New Jersey. In 1996, the faculty of the School of Education developed and adopted *The Conceptual Framework for Professional Education*. Since the principles of this framework shape the instruction provided in the school and community counseling programs, a summary of *The Conceptual Framework for Professional Education* is provided here. In this summary, we have indicated how the objectives from the school and counseling programs correspond to the five central themes of *The Conceptual Framework*.

The Conceptual Framework guides faculty employed in The School of Education in their efforts to create exemplary professionals. This framework is grounded in the following central themes:

Knowledge and Inquiry

Learners viewed as active constructors of knowledge. Knowledge generated and disseminated by faculty, students and professional community partners.
Teaching based on research, best practice, inquiry, and analysis.
Reflection practiced for professional development and program improvement.

Excellence in Practice

Instructional strategies exemplifying best practice.
Technology as a tool for teaching and learning.
Collaboration to enhance growth for all members of the learning community.
Ethical behavior and integrity modeled.

Multiculturalism, Diversity, and Inclusion

Knowledge about and respect for human commonalities affect practice.
Knowledge about and respect for human differences affect practice.
Equity and social justice through education.

Multiple Contexts and Communities

Efficacy demonstrated in multiple contexts that include: urban, multicultural, multilingual, global.
Positive interactions in multiple communities that include: families, neighborhoods, schools, and agencies.

Leadership and Advocacy

Providing service on behalf of students and clients.
Developing leadership for the enhancement of practice and the profession.
Promoting individual development and social justice through education.

The themes of *The Conceptual Framework* are consistent with the objectives of the school and community counseling programs. The relationships between the themes and counseling program objective are as follows:

Theme: **Knowledge and Inquiry**

Corresponding Program Objectives: 1a-1h, 1j, 1m, 2a-2h, 2j, 2m

Theme: **Excellence in Practice**

Corresponding Program Objectives: 1c, 1f-li, 1k, 1l, 2c, 2f-2i, 2k, 2l

Theme: **Multiculturalism, Diversity and Inclusion**

Corresponding Program Objectives: 1b, 1d-1g, 1i, 1l, 2b, 2d-2g
2i, 2l, 2m

Theme: **Multiple Contexts and Communities**

Corresponding Program Objectives: 1b-1d, 1f, 1g, 1i, 1l, 1m 2b-2d,
2f, 2g, 2i, 2l, 2m

Theme: **Leadership and Advocacy**

Corresponding Program Objectives: 1c, 1k, 1l, 2c, 2k, 2l

The Department has established a number of goals which provide direction to the program and when accomplished by the student indicate a high level of professional preparation for the field of counseling. These goals are indicated in the following statements:

School Counseling

(All courses are required unless specified as an elective.)

Program Objectives:

- a. To demonstrate an understanding of the process and patterns of human learning and development across the life span and of normal and abnormal behavior.

Met by: EPSY 520 Fundamentals of Human Growth and Development,
COUN 545 Community Agency Counseling,
SPED 501 Learning and Behavior Problems of Children and
Youth with Disabilities

- b. To understand the social institutions, human roles, sociological factors and societal concerns which impact on individuals within a multicultural, pluralistic society.

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 545 Community Agency Counseling, COUN 660 Organization, Administration and Supervision of School Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- c. To demonstrate a range of basic counseling and consulting skills and techniques for counseling practice within schools, agencies, and other counseling settings.

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 545 Community Agency Counseling, COUN 660 Organization, Administration and Supervision of School Counseling, COUN 670 Counseling Theory and Techniques, COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- d. To examine critically the concepts and strategies of major counseling and consulting theories pertaining to school and community counseling services.

Met by: COUN 530 Multicultural Counseling, COUN 545 Community Agency Counseling, COUN 660 Organization, Administration and Supervision of School Counseling, COUN 670 Counseling Theory and Techniques, and COUN 675 Group Counseling

- e. To demonstrate an understanding of group development, group dynamics, and group counseling theories, as well as appropriate leadership styles, counseling methods and skills in groups.

Met by: COUN 675 Group Counseling, COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- f. To demonstrate knowledge or career development and life-style theories, to identify occupational and educational resources and information as well as assessment tools, and to demonstrate skills in life-style and career development program planning.

Met by: COUN 535 Career Counseling and Placement,

COUN 660 Organization, Administration and Supervision of School Counseling, COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- g. To understand psychometric theories and approaches to counseling appraisal techniques and to develop the ability to select and use standardized test and to interpret and evaluate test results.

Met by: EPSY 643 Measurement and Evaluation, COUN 660 Organization, Administration and Supervision of School Counseling

- h. To demonstrate knowledge of basic statistics and types of research and to be able to apply this knowledge in preparing research proposals, program evaluations and needs assessments.

Met by: COUN 515 Statistics and Research in Counseling

- i. To develop personal and professional awareness and identify their own basic values, attitudes, and interactive styles in counseling settings.

Met by: COUN 501 Introduction to Counseling, COUN 660 Organization, Administration and Supervision of School Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- j. To understand the professional roles and functions of counselors, and the legal and ethical standards and issues pertinent to the professional practice of counseling.

Met by: COUN 501 Introduction to Counseling, COUN 660 Organization, Administration and Supervision of School Counseling, COUN 670 Counseling Theory and Techniques, COUN 675 Group Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- k. To develop an awareness of the importance of active participation in professional organizations and associations continuing education, and leadership and advocacy in the counseling profession.

Met by: COUN 501 Introduction to Counseling, COUN 545

Community Agency Counseling, COUN 660 Organization, Administration and Supervision of School Counseling COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms) and COUN 600 Introduction to Marriage and Family Therapy

- l. To demonstrate the ability to design, implement, and evaluate appropriate preventive and remedial counseling, counseling and systemic interventions and programs for clients in school settings.

Met by: COUN 545 Community Agency Counseling, COUN 660 Organization, Administration and Supervision of School Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- m. To understand the role of the school counselor in the total school environment with particular emphasis on the specialized functions of counseling, appraisal, educational and career planning, consulting, and program planning.

Met by: COUN 501 Introduction to Counseling, COUN 535 Career Counseling and Placement, COUN 660 Organization, Administration and Supervision of School Counseling, EPSY 643 Measurement and Evaluation, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

Community Counseling

(All courses are required unless specified as an elective.)

Program Objectives:

- a. To demonstrate an understanding of the process and patterns of human learning and development across the life span and of normal and abnormal behavior.

Met by: EPSY 520 Fundamentals of Human Growth and Development, COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling

- b. To understand the social institutions, human roles, sociological factors, and societal concerns which impact on individuals within a multicultural pluralistic society.

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- c. To demonstrate a range of basic counseling and consulting skills and techniques for counseling practice within schools, agencies, and other counseling settings.

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling, COUN 670 Counseling Theory and Techniques, COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- d. To examine critically the concepts and strategies of major counseling and consulting theories pertaining to school and community counseling services.

Met by: COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling, COUN 670 Counseling Theory and Techniques, and COUN 675 Group Counseling

- e. To demonstrate an understanding of group development, group dynamics, and group counseling theories, as well as appropriate leadership styles, counseling methods and skills in groups.

Met by: COUN 675 Group Counseling, COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- f. To demonstrate knowledge of career development and life-style theories, to identify occupational and educational resources and information as well as assessment tools, and to demonstrate skills in life-style and career development program planning.

Met by: COUN 535 Career Counseling and Placement, COUN 690 Practicum Seminar, COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- g. To understand psychometric theories and approaches to counseling appraisal techniques and to develop the ability to select and use standardized tests and to interpret and evaluate test results.
- Met by: EPSY 643 Measurement and Evaluation
- h. To demonstrate knowledge of basic statistics and types of research and to be able to apply this knowledge in preparing research proposal's, program valuations and needs assessment.
- Met by: COUN 515 Statistics and Research in Counseling
- i. To develop personal and professional awareness and identify their own basic values, attitudes, and interactive styles in counseling settings.
- Met by: COUN 501 Introduction to Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)
- j. To understand the professional roles and functions of counselors, and the legal and ethical standards and issues pertinent to the professional practice of counseling.
- Met by: COUN 501 Introduction to Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 670 Counseling Theory and Techniques, COUN 675 Group Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)
- k. To develop an awareness of the importance of active participation in professional organizations and associations, continuing education, and leadership and advocacy in the counseling profession.
- Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)
- l. To demonstrate the ability to design, implement and evaluate appropriate preventive and remedial counseling and consulting interventions and programs for clients in agency settings.

Met by: COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

- m. To develop an understanding of the roles of the counselor in a community setting, including consultation, diagnosis, appraisal, treatment planning, record keeping, and advocacy for a diverse population of clients.

Met by: COUN 501 Introduction to Counseling, COUN 600 Introduction to Marriage and Family Therapy, COUN 545 Community Agency Counseling, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

ACCREDITATION

The Department of Counselor Education is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP). Additionally the department is fully accredited by the Middle States Association of Colleges and Secondary Schools, the National Council for the Accreditation of Teacher Education and the National Association of State Directors of Teacher Education and Certification.

CERTIFICATION IN SCHOOL COUNSELING

In order to be a practicing school counselor in New Jersey or Pennsylvania, you must become certified by the State Department of Education (DOE) Division of Certification in your registered state (Note that certification by the state is distinctly different from national certifications). As a CACREP approved school counseling program, the Department of Counselor Education at The College of New Jersey fully prepares students for New Jersey school counseling certification. In addition to fulfilling their degree program, those seeking school counseling certification in Pennsylvania must present evidence of their successfully passing the School Guidance and Counseling Praxis Test (20420) and a series of Pre Professional Skills Tests (PPST) in Reading (0710), Writing (0270), Math (0730), and Listening Skills (0740), all of which are administered by Educational Testing Service (ETS). Note: The Commonwealth of Pennsylvania offers two levels of certification in school counseling, one at the elementary level and one at the secondary level, and separate applications exist for each level. If you follow the School Counseling Program control sheet you will have no problem qualifying for certification in either New Jersey or Pennsylvania.

Prior to the completion of your Master's degree program you will be advised of the processing procedures for New Jersey school counseling certification, and provided with appropriate application materials and instructions on applying for certification in New Jersey. With regard to PA school certification, the TCNJ Certification Office can provide you with application materials and fill out the requisite certification form PDE 338A, but you will be required to submit your completed application yourself.

Pennsylvania school counseling certification forms may also be obtained from the PA Bureau of Teacher Certification and Preparation and/or downloaded from their website. Click on "Certification Application Forms" then on "Out of State Graduates."

Pennsylvania Bureau of Teacher Certification and Preparation
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-2967 or (717) 787-3356
<http://www.pde.psu.edu/certification/teachcert.html>

Further information on PA school counselor certification testing may also be obtained from:

Educational Testing Service (The Praxis Series)
NOO, P.O. Box 6058
Princeton, NJ 08541-6058
1-800-537-3161
www.ets.org and click on ETS store

The certification office is located in Forcina Hall 141. The telephone number is 609-771-2396.

PRACTICUM AND INTERNSHIP

The Department considers supervised clinical field experiences (i.e., practicum and internships) to be among the most important professional preparation activities in which students participate. Practicum and internship experiences are intended to allow students to synthesize and apply knowledge learned in other academic experiences and to facilitate refinement of students' previously learned skills and development of new skills. In addition, student practicum and internship experiences are one of the main avenues linking the department and professionals in the fields represented by programs in the department. Because of the importance of student practicum and internship experiences, the department has carefully conceived and constructed guidelines for students to participate in practicum or internships. *It is essential that these guidelines be followed by students.* An outline of the expectations for these experiences will be presented here. The clinical manual will cover this area more specifically. The clinical manual will be provided to you when you attend the Department's orientation for your Practicum/Internship sequence during the term you register for the Practicum/Internship sequence.

Practicum and Internship Site

A practicum or internship site is a community agency, elementary, middle, or secondary school, community or junior college, university, or other appropriate setting which accepts a graduate student for supervised professional experiences. You are encouraged to select your practicum/internship site on the basis of (a) your interests, abilities, and skills; (b) the staffing needs of the site; and (c) the type of clientele served in the setting. Note that while you are given considerable freedom in the selection of a practicum/internship site, your selection is subject to approval of the Department Clinical Coordinator.

Application

Students who wish to enroll (in their practicum/internship clinical sequence) must make application to the Department Clinical Coordinator during the academic year prior to the one in which they plan to begin their practicum before regular registration (i.e., so as to be able to participate in pre-registration). The Practicum/Internship application deadline is at the end of the 6th week of fall term classes. Applications are NOT accepted after this deadline.

The department has approved many settings ("sites") for students' practica/internships, and a list of these settings is available to students. However, students may develop contacts with new (i.e., not previously approved) agencies applicable to their respective areas of specialization and which are potentially suitable practicum/internship settings.

The department faculty will do everything possible to help you arrange for an appropriate practicum/internship. However, registration for the appropriate course is your responsibility; the department does not assume responsibility for your registration.

Practicum/Internship Activities and General Requirements

A student enrolled in Practicum COUN 690 must accumulate a minimum of one hundred (100) hours in practicum during the academic term. A minimum of (a) forty (40) hours must be spent in direct service work; at least 10 of those hours must be group counseling, (b) one (1) hours per week in individual supervision with both the site supervisor and with a faculty supervisor, and (c) one and one-half (1 1/2) hours per week in group supervision. The remainder of the time may be spent in other professional site activities.

A student enrolled in Practicum COUN 690 is required to present a minimum of (3) audio or videotapes to their individual supervisors during the academic term. The tapes presented must be of GOOD auditory quality; inaudible tapes or tapes of poor auditory quality (in the judgment of the individual supervisor) are NOT acceptable for fulfillment of this requirement.

Students enrolled in full-time Internships must accumulate six hundred (600) hours in professional activities during one academic semester. A student enrolled in half time (i.e., two semesters) Internship (COUN 694/695) must accumulate three hundred (300) hours in his/her respective settings during each of two academic semesters. Of these 600 hours (a) at least 240 must be spent in individual and/or small group counseling (i.e., direct service work) that spans the full internship experience, (b) at least one (1) hour per week in supervision with the site supervisor, and (c) one and one-half (1 1/2) hours per week in group supervision. Note that a student enrolled in Internship may not enroll for more than a total of twelve (12) credit hours during the academic term(s) in which they are doing the internship.

NOTE:

The above models will work in most settings, but with the approval of your group supervisor the student can work more hours in the practicum term and “bank” these hours to meet the internship requirement. As an example, the student worked 200 hours during the practicum term and “banked” 100 hours for internship. During the second term 500 hours would be worked rather than 600 hours. Other variations in hours per term can also be worked out as long as the total of 700 hours is achieved.

It is expected that a student in an internship assumes far more professional responsibility than a student enrolled in a practicum. A student in an internship is expected to assume all the responsibilities of a regular professional staff member of the setting in which the student is doing the internship.

Two Term Internship

A student internship involves a commitment to (the equivalent of) the “full-time” work of a regular employee of the student’s internship placement site for one full academic semester. Typically, this is a commitment of 600 hours. The department realizes that students may not always be able to complete the internship commitment within one academic term. Therefore, students are permitted to take a two-term internship.

If you desire to take a “two-term” internship, there are several things you must do. First, you must inform your faculty advisor of your intent to take a two-term internship and get your advisor’s permission to do so. Next, you must inform the department Clinical Coordinator of your intent to take a two-term internship. You must do this by completing the Clinical Site Approval Request Form prior to the Fall Pre-registration preceding the academic year in which you plan to enroll in this “two term internship”. If approved, you will preregister for Practicum (COUN 690) during the Fall registration period and take the Practicum in the Spring term.

The next step for you is to register for COUN 694/695, Internship (two-term) for 6 credited hours. This course is only offered on a Fall-Spring Term cycle, therefore students must satisfactorily complete their prerequisite Practicum COUN 690 during the Spring term of the academic year preceding internship.

It is important for you to understand that if you take a two-term internship:

1. You will register for Practicum for the Spring Term prior to the Internship year.
2. You must register for a two-year term internship during the Spring registration preceding the academic year in which you plan to enroll in this “two term” internship. Registration for this two-term internship requires separate registration for each term-COUN 694 (Fall) and COUN 695 (Spring). You must preregister in the Spring for the Fall Internship and in the Fall for the Spring Internship.
3. You must complete all requisite evaluation forms and have all requisite evaluations made of you during BOTH of the academic terms in which you are enrolled for the two-term internship.

Supervision

All students enrolled in Practicum or Internship are required to have at least one hour per week of individual supervision and one and one half hours per week of group supervision by approved supervisors. The faculty member who leads your Practicum/Internship Seminar will be your group supervisor. Your individual supervisor may be any member of the faculty or an adjunct/affiliate faculty member.

The Department Clinical Coordinator assigns the individual supervisor to students enrolled in practicum. You will be notified of your individual supervisor by the Clinical Coordinator.

Field Supervisors

Each student enrolled in a practicum or internship has a “Field Supervisor”. The Field Supervisor is a professional employed in the setting who has volunteered to provide on-site supervision of your practicum or internship activities. Your Field Supervisor has the final authority for all decisions made and/or actions taken about you and/or your activities while you are doing your practicum or internship functions at the setting.

Note that a student enrolled in a practicum or internship is not permitted to serve as a Field Supervisor for another student enrolled in a similar or higher level supervised field experience.

Assignment of Grades

Technically, your grade will be submitted by the department faculty Practicum/Internship Instructor. However, the department Practicum/Internship Instructor solicits information and evaluative feedback about your performance during your practicum or internship from your Field and/or Individual Supervisors prior to assigning your grade.

C. REGULATIONS AND POLICIES

Student Diversity Recruitment Policy

Admissions Policy

Cultural Diversity, Tolerance & Human Rights Statement

Course Registration

College Retention Standards

Department Academic Performance Requirements

Grades of Incomplete

Grade Appeal Policy

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Performance Evaluation

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Endorsement Policy

STUDENT DIVERSITY RECRUITMENT POLICY DEPARTMENT OF COUNSELOR EDUCATION

Developed February 7, 1998
Revised February 27, 2004

The faculty of the Department of Counselor Education are committed to recruiting a diverse population of students who are representative of our increasingly multicultural society. As an expression of this commitment, the department held a focus group meeting on February 7, 1998 to develop this policy for recruiting students from a wide range of cultural backgrounds and revised the policy on February 27, 2004.

The faculty recognize that effective recruitment must begin with the creation of a climate that will help students from diverse cultural backgrounds to feel comfortable joining our program. To this end, the faculty vow to:

- assist students to identify sources of financial support for their education and provide students with information about special scholarship programs for graduate study;
- be concerned about the holistic needs of all students, not just their academic adjustment;
- develop lines of scholarship pertaining to issues (e.g., confronting and coping with racism; racial identity development) that may be salient for some non-majority students;
- foster student research and scholarship on multiculturalism;
- infuse multicultural issues into all courses, not just our course on multicultural counseling;
- genuinely share with all students our own experiences of crossing cultural boundaries, while supporting the multicultural journeys of our students;
- create classroom environments in which it is safe for all opinions to be expressed;
- confront insensitive comments and behaviors;
- be available outside of the classroom to offer support; and
- uphold the provision of forums, such as the TCNJ Multicultural Lecture Series, in which cultural issues are addressed.

The faculty realize that we must engage in effective outreach in order to identify diverse applicants for our programs. Therefore, the faculty will:

- attend meetings with, and conduct symposiums for, TCNJ undergraduate student organizations representing specific ethnic/racial groups (e.g., the Asian American Association; the Black Student Union) in an effort to recruit culturally diverse undergraduate students from TCNJ for our graduate programs;
- attend graduate program recruitment days sponsored by state organizations dedicated to serving and mentoring ethnic/racial minority students;
- promote our graduate programs to more men, who have been greatly under-represented among our graduate students in counselor education;
- utilize alumnae and alumni of our programs and community leaders to identify potential

non-majority applicants; and

- encourage colleagues at other institutions of higher education to recommend our programs to culturally diverse students.

The faculty recognize that standardized test scores may be poor indicators of success for some students. In an effort to recognize the complexity of the determinants of student performance, the faculty will:

- periodically review the use of the Graduate Record Examination (GRE) as a predictor of academic performance and utilize data from the Educational Testing Service regarding the performance of different racial, ethnic, age and sex groups on the GRE to identify culturally appropriate GRE score ranges for program applicants;
- consider an applicant's entire application package, including undergraduate and graduate grade point averages, standardized test scores, work and life experiences, personal reasons for wanting to be a counselor, interpersonal skills, and reference letters; and
- offer provisional admission to students who show potential but may need focused assistance (e.g., tutoring in writing skills) during their early studies, and provide mentoring to these students in an effort to help them succeed.

ADMISSIONS POLICY

In addition to meeting the requirements of the graduate school, applicants for admission to the Department of Counselor Education will be further evaluated by the department's faculty with consideration being given to: (a) career goals and objectives and their relevance to the program; (b) potential success in developing interpersonal relationships in individual and group contexts; (c) openness to personal and professional self-development; and (d) prior relevant experiences. Meeting the above-stated minimum criteria does not guarantee admission. Applicants deficient in any of the above requirements are expected to present comparable credentials in other areas relevant to the program.

In order to evaluate an applicant's potential for success in the program, the department requires applicants to submit a statement addressing the following issues: (a) why you have chosen counseling as a profession, (b) what are your career goals and (c) how you would assess your potential to become a professional counselor. Applicants who meet the basic criteria for admission will then be selected to attend an individual and/or group interview session with the Departmental Admissions Committee.

**THE DEPARTMENT OF COUNSELOR EDUCATION'S
CULTURAL DIVERSITY, TOLERANCE & HUMAN RIGHTS STATEMENT**

The changing complexion of our society, the diversification of America, and expanding globalization forces within and beyond national borders make it imperative that the counseling profession, counselor educators, practicing counselors and counselors-in-training take a proactive stance on cultural diversity, tolerance, and human rights.

Consistent with the American Counseling Association's *Code of Ethics and Standards of Practice*, the Department of Counselor Education at The College of New Jersey requires that its students commit themselves to respecting the dignity and promoting the welfare of as well as affirming individuals evidencing diversity in age, color, culture, ethnicity, disability, gender, language, race, religion, sexual orientation, marital status, and socioeconomic status.

The department further recognizes the culturally competent counselor, or counselor-in-training, is one who is actively (a) in the process of becoming aware of his or her own assumptions about human behavior, biases, preconceived notions, and personal limitations, (b) attempting to understand the worldview of his or her culturally different clients, and (c) in the process of developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different clients.

As such, the Department of Counselor Education at The College of New Jersey fully endorses the Association of Multicultural Counseling and Development's (AMCD) *Multicultural Counseling Competencies* and expects that its students will commit themselves to an ongoing learning process devoted to increased knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

I agree that if I accept admission into this program I will uphold this departmental position on cultural diversity, tolerance, and human rights.

signature

date

COURSE REGISTRATION

Students who have been formally admitted to programs in the department (or in a special admit or prematriculated status) may register for classes during the course registration periods established by the Registrar's Office. There are two course registration periods for each academic term: (a) regular registration (sometimes referred to as "Pre" registration) and (b) late (or in person) registration. The regular registration period is scheduled during the term preceding the one in which classes will be taken. For example, regular registration for the Spring Semester is typically held during the middle of the Fall Semester. The late registration period is held just prior to the first few days of classes each semester.

In order to facilitate course registration, the college publishes, prior to regular registration, a list of all classes offered in all departments in the college. If there are any changes after publication of the schedule of classes your faculty advisor will be aware of any course changes affecting the term for which you are registering and you will be advised of any changes.

Prior to registration, students must attend either a group pre-registration advisement meeting or a meeting with their faculty advisor in order to select course schedules that will help students to achieve their career goals and complete their programs of study. The department reserves the right to deny registration to students who do not attend advising meetings or to individuals who are not qualified to take particular courses.

COLLEGE RETENTION STANDARDS

Students have six years from the time of matriculation to complete the degree program. Petitions for extension will be considered on merit.

Any student whose grade point average (GPA) falls below 3.0 is considered to be on probation. At the end of the second probationary semester in which the student is actively enrolled (summer session is considered a semester), the student will be subject to dismissal if he or she has not achieved an overall GPA of 3.0.

DEPARTMENT ACADEMIC PERFORMANCE REQUIREMENTS

In addition to Graduate Study Retention Standards the Department has several performance requirements which must be met. They are:

1. Students must complete COUN 501, 670, 675, 690, and 693 (or 694/695) with a grade of B- or better.
2. With departmental approval, students who receive a C grade in COUN 501, 670, 675, 690, or 693 (or 694/695) will be permitted to retake the course(s) in question only once if they wish to attempt to improve their grade and remain in the program. Failure to obtain a B- or better in the second attempt will result in automatic termination.
3. No student who has received a grade of C+ or lower in a prerequisite course(s) will be permitted to enroll in COUN 670, 675, 690 or 693 (or 694/695).
4. A student receiving an "F" grade in any course will automatically be denied continuance in the Department of Counselor Education program.

GRADES OF INCOMPLETE

A student who has failed to complete all of the required work for a particular course during a given academic term may, at the discretion of the course instructor, be assigned a grade of Incomplete (“I”) for any course for which regular letter grades (i.e., A, B, C or F) are assigned. The alternative is for the instructor to assign a grade of Failure (“F”) for the student for the course.

If a student receives a grade of Incomplete for a course, the student has until the date agreed upon between the student and the professor to complete the work necessary to remove the grade of Incomplete AND to have a “Change of Grade” form filed in the Registrar’s office. If the “Change of Grade” form is not filed in the Registrar’s office by this deadline, the student’s assigned grade of Incomplete is automatically changed to an assigned grade of Failure (“F”) for the course.

You should also be aware that all grades of Incomplete must be changed to other letter grades before you will be eligible for graduation.

When you submit the work to complete the requirements for a course, and therefore to remove a grade of Incomplete from your records, it is prudent to inquire of the course instructor as to when the materials submitted will be evaluated and when the “Change of Grade” form will be submitted. Subsequently, it is also prudent to contact the course instructor to insure that the “Change of Grade” form was submitted.

GRADE APPEAL POLICY

A student who wishes to appeal a grade or has any other kind of complaint should proceed through the steps listed below. If either party is not satisfied with the decision at any step, appeal may be made to the next step.

1. Discussion of the matter with the faculty member involved.
2. Discussion of the matter with the Chairperson of the department involved.
3. Appeal to the Departmental Appeals Committee.
4. Appeal to the Graduate School Complaint Committee.
5. Appeal to the Dean of Graduate Studies.
6. Appeal to the Provost/Vice President for Academic Affairs.
7. Appeal to the President of the College.

The complaint and the proposed solution, from step 2 onward, are provided in writing to all parties involved, the chairperson, and to the next group or person appealed to. Minutes are kept at each step and signed by all present. The hearing at each step must be held within thirty (30) days after the response of the previous group and upon a written request for the hearing. (See the Graduate Bulletin for other information regarding this policy).

POLICY ON PLAGIARISM

The department faculty members define plagiarism as the presentation as new and original an idea or product derived from an existing source. Common examples of plagiarism include submitting a paper, or re-typed copy of it, developed for a previous academic or other purpose/requirement as if it were an original response to a current requirement. The following examples illustrate the concern:

1. Including all or a portion of the written work not giving appropriately cite credit to the source persons(s).
2. “Purchasing” a written document and presenting it as an original response to a current requirement.
3. Developing an idea presented by another into a written document or presentation without giving appropriate credit to the source person(s).
4. Presenting (essentially) the same written work for fulfillment of the two (concurrent) academic requirements.

The department faculty members believe that plagiarism by a student is a serious violation of professional ethics and standards. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has become aware of the student engaging in plagiarism will request, in writing, that the Department Chairperson constitute a retention committee to evaluate the student’s suitability for continuation in a program in the department.
2. If the plagiarism by the student occurred in the context of work submitted as a course requirement, the student will be assigned a grade of Failure (“F”) for the course.
3. If the plagiarism by the student occurred in a professional context (e.g., during submission of a manuscript for publication in a professional journal or for presentation at a professional meeting), the faculty member who has become aware of it will take whatever action is appropriate under the Ethical Standards and/or Codes of Conduct pertinent to the student’s intended profession.

TRANSFER OF CREDIT POLICY

The Department of Counselor Education will transfer credits from other colleges or universities. A maximum of nine (9) credit hours can be accepted, with advisor's approval. The Department reserves the right to accept or reject courses previously taken (including The College of New Jersey courses) by the student as part of the counseling program. Courses previously taken as part of an advanced degree may not be transferred for credit. Under no circumstances will pre-practicum or experimental group courses be considered for transfer. Students currently enrolled in any counseling curriculum at The College of New Jersey must have prior approval, in writing, from their advisor, in order to obtain transfer credit from another institution as part of their Master's Degree program.

CHANGE OF PROGRAM

Students are admitted into specific programs within the department as opposed to being admitted to the department in general; admission to one program does NOT suffice for admission to another program. In addition to the college and department formal admission's requirements (e.g., previous GPA(s) or GRE scores), the number of faculty advisors and other resources available determine the number of students admitted to the respective programs during any particular term. Collectively, these factors necessitate that a student admitted into one program who desires to change to another program must make formal application to do so.

Students who have been admitted to the program and who desires to change to another program should submit a WRITTEN request to the Department Chairperson. This request should specify the student's current program, the program to which the student seeks admission, and the academic terms the desired change is to be effective. The Department Chairperson will also notify the student of the result of the evaluation of the changed of program request.

POLICY CONCERNING WAIVER OF REQUIRED COURSES

Students enrolled in any counseling program may request waiver of a required course. Waiver of required courses should not be confused with credit. It simply means that certain courses which are usually required may not be required, and students are then required to consult with their advisor to determine the most logical substitute elective. A maximum of 9 graduate hours of credit may be waived.

The basis for such a waiver may be either prior course work completed at the undergraduate or graduate level, or in an exceptional circumstance, professional work experience. The responsibility for seeking course waiver rests with the student. To apply for waiver of a required course the student must fill out an application form (available from the Department secretary) which requires justification, by specific documentation including the syllabus of courses completed, catalog description, papers and grades, as well as a description of professional experiences, indicating the relevance of the course. The deadline for applying for a course waiver is one year after the student has been accepted into the program.

STUDENT RETENTION POLICY

The College of New Jersey Department of Counselor Education, in compliance with the respective Ethical Standards of Preparation, and Professional Conduct Codes of Organizations and Associations such as the American Counseling Association, Association for Counselor Education and Supervision, National Board for Certified Counselors as well as the Council for Accreditation of Counseling and Related Educational Programs, abides by the following retention policy for students in any of the programs in the department.

If, in the professional judgment of a department faculty member, a student's behavior is deemed professionally inappropriate, inadequate and/or unethical, the following steps are taken (according to the student's right to due process):

1. The faculty member who has become aware of a problem meets with the student and offers suggestions for possible changes in the student's behavior.
2. If deemed important and appropriate, the faculty member also writes a letter to the Department Chairperson concerning the meeting with the student. The faculty member concurrently informs the student, in writing, that a letter has been sent to the Department Chairperson.
3. If the Department Chairperson deems the student's problem to be serious enough in nature, the Department Chairperson subsequently appoints a retention committee composed of three faculty members to investigate all aspects of the situation and to make recommendations concerning the student's eligibility to remain in the program and, if permitted to remain in the program under what conditions. The student is always informed, in writing, of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.
4. The retention committee's report, including recommendations and/or requirements, is presented to the department faculty.
5. When the department faculty members have acted upon the retention committee's report, the Department Chairperson and the student's faculty advisor meet with the student to convey the department's decision(s) and/or recommendations. The Department Chairperson and the student's faculty advisor subsequently monitor the student's progress in carrying out the department's recommendation for the student. If this student's retention committee recommends that the student no longer continue in the program, the department will dismiss the student.

If the student is not satisfied with the department's decision, he/she can subsequently follow the appeals procedure of The College of New Jersey.

PERFORMANCE EVALUATION

The Performance Evaluation is a process intended to allow department faculty to provide input and feedback to the student about his/her progress in the program. The Performance Evaluation is an on-going process throughout the student's enrollment in the program. A series of evaluations are conducted at the following key stages of the student's education:

1. All students must demonstrate minimal counseling competencies during an evaluation conducted in the COUN 501 Introduction to Counseling course.
2. Prior to enrollment in COUN 690 students must have a grade of B- or better in requisite completed core courses and must also be in good academic standing according to TCNJ Graduate Academic Policy.
3. Upon completion of 18 credits in the program and/or no later than enrollment in the clinical sequence the faculty meets to discuss the progress of each student along the following dimensions: Professional relationships with faculty and peers, oral and written communication skills, interpersonal skills, and progress in the program. Collectively the faculty will indicate whether the student should be permitted to continue in the program, and if not, provide a rationale for the recommendation.

Upon completion of this process the student may meet with the faculty advisor to review the evaluation. Students are not permitted to review the evaluation other than in the presence of the faculty advisor (in order to insure proper interpretation of and responses to the student's evaluation).

If the student receives less than average evaluations by the department faculty, the Department Chairperson will initiate appropriate action(s). The Department Chairperson's (primary) possible actions include any one or all of the following:

- a. Request that the faculty advisor meet with the student to discuss the evaluation.
- b. The Chairperson meets with the student to discuss the evaluation.
- c. The Chairperson initiates the procedure described in the Student Retention Policy.

The student is notified in writing of the result of the performance evaluation.

CLASSROOM INSTRUCTION EVALUATIONS

The department values effective classroom instruction, and believes that one way for classroom teaching to be improved is for course instructors to receive feedback on teaching methods and activities. Therefore, department policy stipulates that department faculty members, and others who teach courses for the department, must obtain student's evaluations of their teaching.

In order to obtain student's evaluations of teaching, the department uses college-wide student evaluation of faculty forms.

If you are enrolled in a class in which a department faculty member is obtaining instructional evaluations, you will be given the "Student Evaluation of Faculty" form by the faculty member. When you receive this form you should anonymously provide the information requested and rate the various items presented. Please be as honest and specific as possible in your responses to these questions because honest and specific information is the most useful type for the instructor. The information you provide and your ratings in this procedure will in no way effect the grade you receive in the course.

COMPREHENSIVE EXAMINATION

Each student must take a final comprehensive examination. To be eligible, a candidate (1) must have earned a cumulative average of 3.0, (2) must have completed all program requirements except the thesis or project or be enrolled in the last semester of studies, and (3) must have cleared all "Incomplete" and "In Progress" grades. The examination is administered three times per year (July, November, and April) and assesses the students' ability to synthesize the knowledge and skills required to complete the graduate program.

The student should complete the "Request to take Comprehensive Examination" form and give this form to his/her advisor for signature. An Application for Conferment of Advanced Degree and a Declaration of Intent to Graduate form will also be completed at this time. A Comprehensive Exam Study Guide will be provided to help you prepare for the examination.

Currently the four-hour examination consists of (a) objective (multiple-choice) questions and (b) comprehensive essay questions. Students are permitted two (2) attempts to successfully pass this examination. Most students in the past have been successful on their first attempt.

THESIS OPTION

Students desiring to do experimental, historical or heuristic research may consider taking COUN 699, Thesis/Creative Project, as six (6) hours of electives. COUN 515: Statistics and Research in Counseling is a prerequisite for this course and should be completed prior to beginning a thesis project. The Department requires a recommendation from the instructor of COUN 515 as to the ability of the student to carry out a Thesis/Creative Project. The application for thesis and a copy of The College of New Jersey Thesis Manual Guidelines may be obtained from the Office of Graduate Studies.

Prior to submitting an application the thesis proposal should be explored with the student's advisor and/or the staff member the student would like to serve as Committee Chairperson.

NOTIFICATION OF INTENT TO GRADUATE

Graduation upon completion of the requirements of your program is NOT automatic; you must notify The College of New Jersey Graduate Office of your intent to graduate. When you have determined the academic term in which you intend to graduate from your program, you must notify the Graduate Office by filing an "Application for Conferment of Advanced Degree" form, which is available from the Office of Records and Registration or the Graduate Office. Your form should be filed at the time of registration for classes for the academic term in which you intend to graduate. If you do not file this form at the time of registration, you must file it by no later than the end of the second week of classes during the term in which you intend to graduate. Note also that the Department requires you to fill out the form "Declaration of Intent to Graduate".

If you do not file your form by the stipulated deadline, you will be prohibited from graduating during the term in which you had intended to graduate.

NAME/ADDRESS/PHONE NUMBER CHANGES

Students are requested to notify the Department office staff and the Registrar's Office when change of name, address and phone numbers occur. This information helps Departmental Personnel to assist you in a timelier manner.

APA STYLE WRITING

The Counselor Education Department has adopted the *Publication Manual of the American Psychological Association* (APA) as the guide for all written assignments in the department.

Students will be introduced to APA style writing in COUN 501 Introduction to Counseling. The APA Publication Manual is one of the required texts for this course and students are expected to refer to it for guidance for all written assignments in Counseling Courses taken at The College of New Jersey.

ENDORSEMENT POLICY

Each of the programs in the department has been specifically and carefully designed to prepare program graduates who are competent to enter work in professional area and settings pertinent to the respective program areas. Therefore, department policy stipulates that endorsements for program graduates can be given only for professional positions and position levels appropriate to the respective programs completed by graduates.

Another way of stating the above is that the department faculty cannot give what are sometimes referred to as “crossover” endorsements. For example, if a student graduates from the Community Counseling Program within the department, the department faculty cannot provide either verbal or written endorsement for you for a position as a school counselor, even if the student has completed courses which would entitle him/her to be certified as a school counselor by a State Department of Education. The Community Counseling Program is not designed, in terms of goals, objectives, philosophy and curricular requirements, to prepare graduates to become school counselors; therefore, it would be professionally irresponsible to endorse Community Counseling Program graduates for positions as school counselors. Relatedly, the department faculty cannot provide either verbal or written endorsements, which are beyond the level of the student’s preparation.

The department faculty does not “automatically” provide verbal and/or written endorsements. If a student desires to have a department faculty member provide a verbal and/or written endorsement, he/she should make a specific request to that faculty member for a specific endorsement.

In general, the department faculty are quite happy to provide both verbal and written endorsements for graduates of programs in the department-as long as the endorsements requested are appropriate.

D. PROFESSIONAL ISSUES

Professional Organizations

Professional Liability Insurance

Professional Certifications

PROFESSIONAL ORGANIZATIONS

The department faculty members believe that professionalism encompasses much more than mere performing the required duties and functions of an employment situation. Simply put, there's more to professionalism than just "doing your job." Professionalism means being involved in many aspects of the profession of which your job is a part. One of the ways professionals manifest this comprehensive involvement is through becoming active members of professional organizations (or associations).

All of the faculty members associated with the department are members of the state and national organizations (most) pertinent to their respective professional interests and area of expertise. Indeed, most of the faculty hold memberships in several professional organizations. The faculty hold these memberships because they believe that professional organization membership is an integral part of their professionalism and because they believe it is appropriate to model such behavior for students.

The diversity of interests and areas of expertise among the professions represented in the department are reflected in faculty and student memberships in several "primary," national professional organizations. These organizations include the:

- American Counseling Association (ACA)
- American Association of Marriage and Family Therapists (AAMFT)
- American Psychological Association (APA)

Each of these national organizations in turn has a state-level counterpart, such as the:

- NJ Professional Counselor Association (NJPCA)
- NJ Association of Marriage and Family Therapists (NJAMFT)
- NJ Psychological Association (NJPA)

Note that these organizations are the ones typically pertinent to faculty members and students in the department. However, many faculty and students in the department belong to other professional organizations related to their respective individual interests and areas of expertise (e.g., American Educational Research Association, or its state-level counterpart).

Most national and state-level professional organizations have membership subsections, known as "divisions," for members who have common, more specific professional interests within the general organization. For example, the American Counseling Association has the following membership divisions:

- Association for Counselor Education and Supervision (ACES)
- National Career Development Association (NCDA)
- International Association of Marriage and Family Counselors (IAMFC)

Counselors for Social Justice (CSJ)
Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
Association for Counselors and Educators in Government (ACEG)
American College Counseling Association (ACCA)
Counseling Association for Humanistic Education and Development (C-AHEAD)
American School Counselor Association (ASCA)
American Rehabilitation Counseling Association (ARCA)
Association for Assessment in Counseling and Education (AACE)
National Employment Counselors Association (NECA)
International Association of Addiction and Offender Counselors (IAAOC)
Association for Specialists in Group Work (ASGW)
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
Association for Adult Development and Aging (AADA)
Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)

Similarly the NJ Professional Counselors Association has membership divisions but does not represent all divisions of the national organization. This is typical of national professional organizations and their state-level counterparts.

While there are many benefits to be derived from membership in a professional organization, only the primary ones can be noted here. As a member of a professional organization:

1. You receive the publications (e.g., professional journals and newsletters) of the organization, as well as those of the divisions to which you belong.
2. You are entitled to reduced registration rates for professional meetings (e.g., conventions and workshops) sponsored by the organization.
3. You are eligible for member services (e.g., library resource use and legal defense funds and services) provided by or through the organization.
4. You have a method of direct involvement with activities and issues (e.g., legislation and professional credentialing, including certification, licensure, and program accreditation) directly and/or indirectly pertinent to your profession.
5. You are affiliated with other professionals having interests and areas of expertise similar to yours.

Other benefits are typically relevant to your specific professional activities and interests.

As a student in the department, there are several aspects of membership in professional organizations of which you should be aware. First, the costs for “student” membership in professional organizations are considerably less than those for “regular” membership. Second, membership in a national organization; you may join one without joining the other. Third, membership in divisions is distinct from membership in the larger organization, and you may join as many divisions as you wish. Fourth, membership fees are (typically) for one year; memberships must be renewed annually. Fifth, memberships in professional organizations are accepted at any time during the (calendar) year.

Information and/or application materials for some professional organizations are available in the department office. Also, please feel free to talk with any department faculty member about professional organizations. Note that, typically, you will be required to obtain the signature of a faculty member on the application materials in order for you to become a student member of a professional organization. All faculty members in the department will be happy to provide their signatures for this purpose.

The department faculty members recognize that students’ financial resources are limited. Therefore, the department faculty does NOT require that you become a member of one or more professional organizations pertinent to your professional goals. However, the department does believe that membership in professional organizations is an important aspect of professionalism, and therefore strongly encourages you to join professional organizations if you have the financial resources to do so.

PROFESSIONAL LIABILITY INSURANCE

Litigations involving practitioners in counseling have increased in the last few years. The reasons and/or bases for these litigations are many, with the result being that every practicing professional is a potential target for litigation. Adherence to professional ethical standards, as well as high standards for personal and professional conduct, are perhaps the best way for professionals to avoid involvement in litigations. However they are not “foolproof” ways, and in fact there is no “foolproof” way to avoid professional liability insurance. Indeed, almost all practicing professionals now consider professional liability insurance to be an “undesirable” necessity.

The department faculty believes it is prudent (but not required) for students (as professionals-in-training) to obtain professional liability insurance, particularly before beginning practicum and internship experiences. For students enrolled in programs in the department, professional liability insurance can be obtained (at large discounts for “student” status) through professional organizations. Note that fees for professional liability insurance obtained through professional organizations are in addition to membership fees.

If you would like to talk with someone about professional liability insurance in general

and/or for yourself in particular, contact your faculty advisor, your Department Program Coordinator, the Clinical Coordinator or the Department Chairperson.

PROFESSIONAL CERTIFICATIONS

The department faculty believes that attainment of professional credentials (i.e., licenses and certifications) for which a person is eligible is an important aspect of professionalism. Therefore, the department encourages students in programs in the department to plan their programs so that they will be eligible for appropriate professional credentials and also encourages program graduates to seek professional credentials for which they are eligible.

A “certification” is a professional credential awarded by a certifying agency to persons who have applied for the certification and who have met the eligibility criteria for the certification. Most professional certifying agencies are national (or international) in origin and scope and thus are distinguished from state-level certifying agencies such as state departments of education; graduates of programs in the department may be eligible for several professional certifications.

The National Board for Certified Counselors, Inc. (NBCC) is the professional certifying agency for counselors. Professionals who attain certification by the NBCC may refer to themselves as National Certified Counselors (NCCs). The NCC designation reflects a “generic” certification. That is, this certification is available to counselors who have met what are considered to be the general, minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as “counselors,” regardless of individual professional specializations.

As part of the requirements to obtain NBCC certification applicants must take the NBCC examination. To assist our students in the certification process our department administers this exam each year to eligible students. The exam is generally offered in April, a few weeks after the TCNJ comprehensive exam. Students who will be graduating in that Spring semester are generally able to qualify for the exam. Information about the NBCC exam is distributed to eligible students during their clinical year.

The NBCC also provides specialty, “high level” certifications for professionals specializing in career counseling, school counseling, mental health and gerontological counseling. Professionals seeking these designations must have first attained the NCC designation.

Information on the certifications offered through the NBCC are available in the department office or from the NBCC headquarters 3-D Terrace Way, Greensboro, NC 27403.

E. APPENDIX

School Counseling Program Control Sheet

Community Counseling Program Control Sheets

Substance Abuse and Addiction Counseling Certificate Program Control Sheet

Substance Awareness Coordinator Certificate Program Control Sheet

Request for Transfer of Credit

Waiver of Required Course

Student Evaluation of Faculty

Declaration of Intent to Graduate

