

**Department of Counselor Education
The College of New Jersey**

STUDENT MANUAL

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A. GENERAL INFORMATION

Welcome

Purpose of this Handbook

New Student Orientation

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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 announced through email (the official mode of communication at the College) and made available on the department website, which is <https://counselored.tcnj.edu/>. It is the students' responsibility to maintain an updated student handbook. Policies pertaining to graduate students and graduate programs can be found at <http://policies.tcnj.edu/index.php> (Online Policy Manual provided by the Office of Academic Affairs) and <https://graduate.tcnj.edu/resources/graduate-bulletin/> (Graduate Bulletin provided by the Office of Graduate and Advancing Studies). Please be advised that students are responsible for keeping informed of all policies.

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. The Office of Off-Site Graduate Programs (OSGP) will provide pertinent orientation information to international students upon enrollment.

Typically, the on-campus orientation 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. Inform students of the importance of consulting the department website and using their TCNJ email address as their primary email.

The department believes this orientation process is extremely valuable and, therefore, strongly encourages participation by all new students. New students who are unable to attend the on campus meeting should contact the department as soon as possible 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 on campus meeting does NOT absolve students from responsibility for reading this handbook or adhering to the regulations and policies prescribed herein. It is the students' responsibility to read this handbook and to abide by it.

DEPARTMENT OFFICE LOCATION/INFORMATION

The Department office/reception area is located in the Education Building, Suite 201. Students seeking information or appointments with department faculty members should contact the staff in the office by calling 609-771-2119. The office is generally staffed between the hours of 8:30 a.m. and 4:30 p.m.

Faculty offices are located in the Department of Counselor Education Suite adjacent to this reception area.

Faculty receive voicemail/email messages and mail through the department office. Faculty also have individual office telephone numbers that may be dialed directly. Each faculty member has a mailbox located in the Department of Counselor Education Suite. 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 and/or email the faculty member when information is urgent.

The Department of Counselor Education bulletin boards are located on the 2nd floor of the Education building adjacent to the primary counselor education classroom, ED 205. These boards are used for conveying information such as policy changes, class offerings and registration announcements, student organization announcements and job opportunities. Other matters that faculty think 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. To access the department library resources, please contact the department staff at 609-771-2119.

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.

(Listed by office number)	Room Number Education Building	Office Telephone
Mark S. Woodford, Ph.D. Professor Clinical Mental Health Counseling Program Coordinator Student Assistance Coordinator (SAC) Programs Coordinator	201A	609-771-3018
Julia Mazarella, Ph.D Instructor	201B	609-771-2119
Sandy Gibson, Ph.D. Professor Clinical Coordinator	201C	609-771-2136
Atsuko Seto, Ph.D. Associate Professor Family Programs Coordinator	201D	609-771-2478
Jill Schwarz, Ph.D. Associate Professor School Counseling	201G	609-771-3308
Stuart Roe, Ph.D. Associate Professor Chair & CACREP Assessment Coordinator	201J	609-771-3033

Office Staff

Lisa Spencer, Program Assistant	201	609-771-2119
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Adjunct Faculty offices (201F, 201H & 201I) are located within the 201 CE Suite.

FACULTY ADVISORS

Each student has a faculty advisor (who is a full-time faculty member in the department) 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, email the department office at counsel@tcnj.edu and ask the administrative assistant, or check the PAWS system.

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 large portion of 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 Internship, 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 educational supervision 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 (ACA), (b) the American Association of Marriage and Family Therapy, (c) American Mental Health Counselors Association (AMHCA), (d) American School Counseling Association (ASCA), and (e) the National Board for Certified Counselors (NBCC). Therefore, copies of current versions of some of these sets of ethical standards are provided in a file located in the departmental office. Ethical codes for these professional associations can also be found on their respective websites, which are listed as resource links on the department website at:

<http://counselored.tcnj.edu/>

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 for 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 of 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. Additionally, the Counselor Education faculty reviews the academic eligibility of all students for membership in CSI during their last semester of enrollment. Students who are approved by the faculty for CSI membership are invited to join and are inducted into the local Alpha Epsilon Chapter during an end of the year honors dinner.

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

If you are interested in becoming a CSI member, contact Dr. Atsuko Seto, the CSI, Alpha Epsilon Chapter, Faculty Advisor.

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 employment opportunities 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, or email ofsa@tcnj.edu.

Various types of graduate assistantships are periodically available for matriculated graduate students on the TCNJ campus. 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 tutoring center. Requests for information concerning the availability of assistantships and for application forms should be directed to the Office of Graduate and Advancing Studies, Green Hall, 609-771-2300, or email at graduate@tcnj.edu.

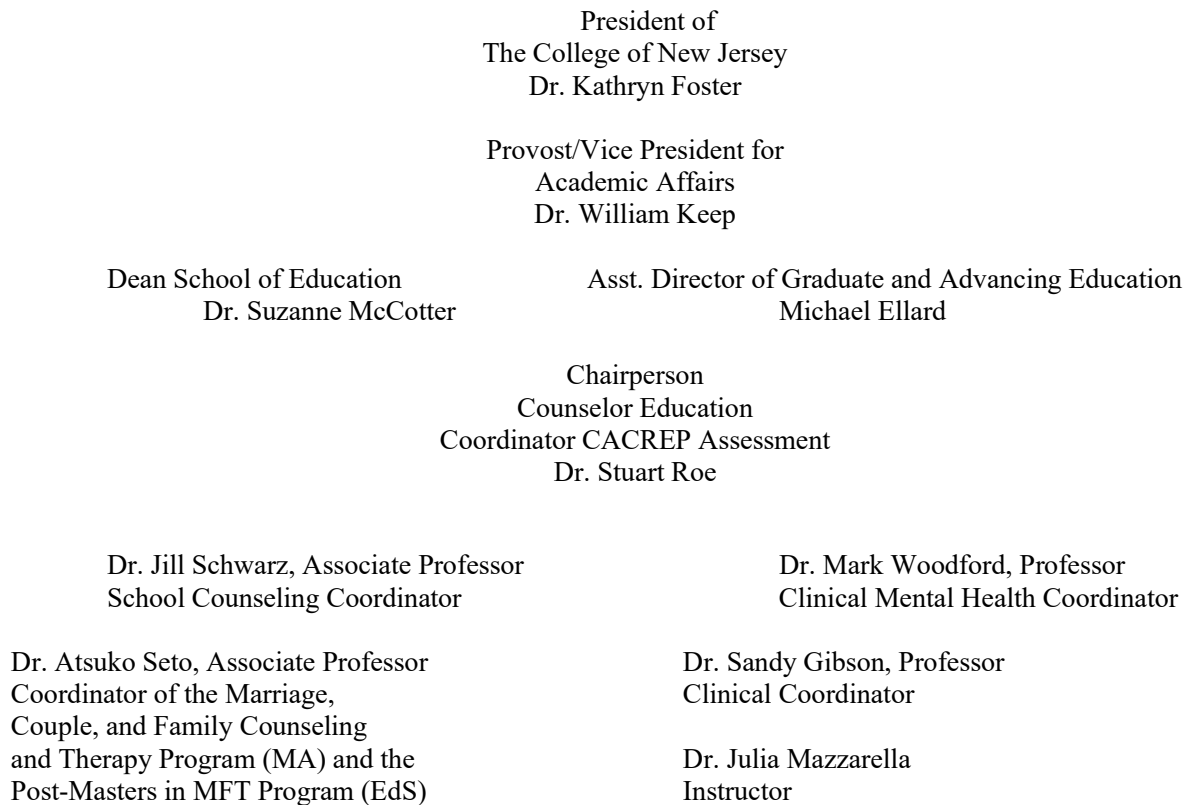
Although the number of graduate assistantships available is limited, students enrolled in programs in our department have held graduate assistantship positions in various places in the college. The department has an excellent reputation as a source for “good” graduate assistants.

Students currently enrolled in programs in the department and holding graduate assistantship positions have been the primary source 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.

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 organizational 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. Stuart Roe chairs the Department and has the direct liaison with the Dean of the School of Education, Dr. Suzanne McCotter, and the Assistant Director of Graduate Studies, Michael Ellard. Dr. Jill Schwarz is Coordinator of the School Counseling Program. Dr. Mark Woodford is Coordinator of the Clinical Mental Health Counseling Program. Dr. Sandy Gibson coordinates the Clinical (Practicum and Internship) Program. Dr. Atsuko Seto serves as the Coordinator of the Marriage, Couple, and Family Counseling and Therapy Programs. Dr. Stuart Roe is the CACREP Assessment Coordinator. 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.



B. COUNSELOR EDUCATION PROGRAMS

Department Mission Statement

Rationale for Our Counselor Education Programs

Program Description

Student Assistance Coordinator Certificate Program

The Educational Specialist Post Master's Degree 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 takes pride in offering rigorous, high quality graduate degree programs in clinical mental health counseling, school counseling, and marriage, couple, and family counseling and therapy, as well as a certificate program in student assistance coordination in the schools. 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, the nation, and the world through counseling and service and to provide a national model of the preparation of counselors. The department is committed to creating and supporting an inclusive learning community and to serving students from diverse backgrounds who seek a degree in counseling.

Guided by The Mission of the School of Education, which emphasizes The College of New Jersey's public service mandate, we are committed to preparing exceptional, self-reflective counselors who meet the needs of the communities in which they work, 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.

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 personal growth and wellness. 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 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 at The College of New Jersey (TCNJ) has been continuously accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1990 in School Counseling (as well as in Community Counseling until the 2009 CACREP standards removed this program re-accreditation option). As such, TCNJ offers a 48-credit semester hour Master of Arts degree (MA) program in Counseling that is designed to qualify eligible students for state certification in school counseling at the elementary and secondary levels.

In 2013, under the 2009 CACREP standards, the Department of Counselor Education at TCNJ received accreditation for two 60-credit semester hour programs, which also lead to a Master of Arts (MA) degree in Counseling; namely the Marriage, Couple and Family Counseling and Therapy (MCFCT) program and the Clinical Mental Health Counseling (CMHC) program. Depending on the specialization chosen, graduates from these programs are prepared for counseling and/or supervisory positions in community and government agencies, hospitals, higher education settings, and other mental health and/or substance abuse and addiction-related service agencies.

Importantly, these three programs that are housed in the School of Education at The College of New Jersey are accredited under the 2009 CACREP Standards as follows:

Clinical Mental Health Counseling (M.A. degree) program

Accredited: Eight-Year Period through October 31, 2021

Marriage, Couple and Family Counseling (M.A. degree) program

Accredited: Eight-Year Period through October 31, 2021

School Counseling (M.A. degree) program

Accredited: Eight-Year Period through October 31, 2021

The process for accreditation is quite extensive and includes the CACREP Board's review of TCNJ's departmental self-study documents, the CACREP site visiting team's report, and TCNJ's response to the visiting team's report. Department faculty are very appreciative to all who have been involved throughout the years in the Department of Counselor Education's successful re-accreditation processes. Such support from students, faculty, staff, alumni, site supervisors, and employers of our graduates are vital to ensuring the continued quality of TCNJ's Counselor Education programs. We are seeking re-accreditation of the School Counseling and Clinical Mental Health Counseling Programs under the 2016 CACREP Standards in AY 2020-2021. Due to low enrollments, we are not admitting students into, or seeking re-accreditation for, the Marriage, Couple and Family Counseling and Therapy program.

For further information about the Council for Accreditation of Counseling and Related Educational Programs (CACREP), please refer to the following website: cacrep.org

The 60-Credit Masters-Degree Program in **Clinical Mental Health Counseling (CMHC)** consists of the following coursework:

- Required Core Courses (36 credits)

- COUN 501: Introduction to Counseling (3 credits)
- COUN 515: Statistics and Research in Counseling (3 credits)
- EPSY 520: Fundamentals of Human Development (3 credits)
- COUN 530: Multicultural Counseling (3 credits)
- COUN 535: Career Counseling (3 credits)
- COUN 545: Community Agency Counseling (3 credits)
- COUN 670: Counseling Theory and Techniques (3 credits)
- COUN 675: Group Counseling (3 credits)
- EPSY 643: Measurement and Evaluation in Counseling (3 credits)
- COUN 690: Practicum Seminar (3 credits)
- COUN 693: Internship Seminar (6 credits)

(The requirements for COUN 693 may be met by taking COUN 694 and COUN 695, which are each 3 credit Internship Seminar courses)

- Required Courses in Clinical Mental Health Counseling (12 credits)

- COUN 551: Substance Abuse and Addiction: Individual, Family and Society (3 credits)
- COUN 555: Differential Diagnosis and Treatment Planning (3 credits)
- COUN 600: Introduction to Marriage, Couple and Family Counseling and Therapy (3 credits)
- COUN 605: Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy (3 credits)

- Elective Coursework (12 credits)

General Practice Electives (for LPC):
Any 4 elective courses in counseling (12 credits) OR

Addiction Counseling Electives (for LCADC and/or LPC):

- COUN 552: Prevention Strategies for Schools and Communities (3 credits)
- COUN 553: Treating Substance Abuse and Co-Occurring Disorders (3 credits)
- 2 elective courses in counseling (6 credits)

(300 hours of the total 720 hours of clinical work for the practicum/internship experiences must be specific to substance abuse and addiction counseling work).

The 60-Credit Masters-Degree Program in **Marriage, Couple and Family Counseling and Therapy** (MCFCT) consists of the following coursework:

- Required Core Courses (33 credits)

- COUN 501: Introduction to Counseling (3 credits)
- COUN 515: Statistics and Research in Counseling (3 credits)
- EPSY 520: Fundamentals of Human Development (3 credits)
- COUN 530: Multicultural Counseling (3 credits)
- COUN 535: Career Counseling (3 credits)
- COUN 670: Counseling Theory and Techniques (3 credits)
- COUN 675: Group Counseling (3 credits)
- EPSY 643: Measurement and Evaluation in Counseling (3 credits)
- COUN 690: Practicum Seminar (3 credits)
- COUN 693: Internship Seminar (6 credits)

(The requirements for COUN 693 may be met by taking COUN 694 and COUN 695, which are each 3 credit Internship Seminar courses)

- Required Courses in Marriage, Couple and Family Counseling and Therapy (21 credits)

- COUN 545: Community Agency Counseling (3 credits)
- COUN 600: Introduction to Marriage, Couple and Family Counseling and Therapy (3 credits)
- COUN 601: Theory and Development of Family Systems (3 credits)
- COUN 602: Assessment and Intervention in Marriage, Couple and Family Counseling and Therapy (3 credits)
- COUN 603: Laboratory in Marriage, Couple and Family Counseling and Therapy (3 credits)
- COUN 604: Couples in Relationship (3 credits)
- COUN 605: Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy (3 credits)

- Elective Coursework (6 credits)

Any two (2) elective courses in counseling

The 48-Credit Masters-Degree Program in **School Counseling** consists of the following coursework:

The following are the required core courses (36 sh.):

COUN 501	Introduction to Counseling	3 sh.
COUN 515	Statistics & Research in Counseling	3 sh.
EPSY 643	Measurement and Evaluation	3 sh.
EPSY 520	Fundamentals of Human Growth and Development	3 sh.
COUN 530	Multicultural Counseling	3 sh.
COUN 535	Career Counseling & Placement	3 sh.
COUN 545	Community Agency Counseling	3 sh.
COUN 670	Counseling Theory and Techniques	3 sh.
COUN 675	Group Counseling	3 sh.
COUN 690	Practicum Seminar	3 sh.
COUN 693	Internship	<u>6 sh.</u>
		36 sh.

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

COUN 660	Organization, Administration and Supervision of School Counseling	3 sh.
EPSY 661	Counseling Children and Adolescents	3 sh.
Electives		6 sh.

Potential 3-credit Electives:

COUN 551: Substance Abuse and Addiction: Individual, Family, and Society
 COUN 552: Prevention Strategies in Schools and Communities
 COUN 553: Treating Addiction and Co-Occurring Disorders
 COUN 560: Counseling Girls and Women
 COUN 561: Counseling Boys and Men
 COUN 597: Special Topics in Counseling
 COUN 600: Introduction to Marriage and Family Therapy
 COUN 604: Couples in Relationship
 COUN 697: Independent Study in Counseling
 COUN 698: Department Project in Counseling
 EPSY 661: Counseling Children and Adolescents

Each student should check PAWS for their Academic Requirements page in addition to consulting with their faculty advisors to plan an appropriate program of study. Program Planners are available on the Department of Counselor Education website at: <https://counselored.tcnj.edu/> Simply choose the link for your matriculated program from the drop-down menu at the top of the website. Each program has a Program Planner that can be downloaded for advising purposes.

**The College of New Jersey
School of Education**

Student Assistance Coordinator Program

PROGRAM OVERVIEW

The College of New Jersey (TCNJ) offers the following 21-semester hours of graduate coursework in fulfillment of the content area curriculum requirements, pursuant to N.J.A.C. 6A:9-13.2 (c) 2, for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS):

6 Core Courses:	Credits
COUN 551 Substance Abuse and Addiction: Individual, Family & Society	3
COUN 552 Prevention Strategies for Schools and Communities	3
COUN 553 Treating Substance Abuse and Co-Occurring Disorders	3
COUN 554 Student Assistance Coordination in the Schools	3
EPSY 520 Fundamentals of Human Growth & Development	3
EPSY 661 Counseling Children & Adolescents	3
	18
 <u>1 Clinical Course to be chosen from the following:</u>	
COUN 690 Practicum Seminar (Completed at a SAC site); <i>or</i>	
COUN 698 Department Project:	
Student Assistance Coordinator Practicum	3
Total:	21

Upon completion of the Student Assistance Coordinator Program at The College of New Jersey, students will be eligible for the SAC CEAS, pursuant to N.J.A.C. 6A:9-13.2 (c) 2.

The educational requirements for the SAC CEAS may also be fulfilled by electing to take the 21-semester hours of coursework listed above as part of, and *in addition to*, the required courses needed for the 48-credit Master of Arts degree program in counseling offered at The College of New Jersey. Students wishing to complete the SAC coursework in this manner will be required to take several additional elective courses during the master's program of study, or upon completion of the degree.

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

**The College of New Jersey
School of Education**

Student Assistance Coordinator Program

SAC CLINICAL EXPERIENCES

The clinical experiences for SAC students at The College of New Jersey occur through the successful completion a supervised practicum experience. The practicum requirement will be fulfilled through taking either:

A.) COUN 690 - “Practicum Seminar” (for SAC students seeking Masters Degree in addition to fulfilling SAC Certification requirements); or

B.) COUN 698 – “Department Project: Student Assistance Coordinator Practicum” (for all other SAC students; not seeking a Masters degree).

This practicum will require a three-hundred (300) hour professional clinical experience. One-hundred and twenty (120) hours must be in direct client contact, ten (10) hours of which must be group work. The remaining hours will be in other professional activities.

The purpose of the Practicum course is to provide students with highly supervised clinical experiences. Students will establish counseling relationships with appropriate clients/students, develop and implement counseling interventions and work within the structure of a school SAC site. The practicum placement will be approved and supervised by the college. Field visitations as well as individual and group supervision will be integral parts of this practicum experience.

All students in the clinical experience will apply their understanding of the stages of the counseling process and the micro-skills of counseling and will develop and implement individual and group counseling strategies. In addition, students will utilize their knowledge of the principles and concepts of student awareness coordination services acquired in their prior SAC coursework at their school SAC clinical sites.

**The College of New Jersey
School of Education**

Student Assistance Coordinator Program

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

In their final semester, students must notify the secretary of the Department of Counselor Education that they are about to complete the required coursework for the SAC CEAS. Upon completion of the final SAC coursework, TCNJ will then notify the New Jersey Department of Education that the student has met the academic requirements for the SAC CEAS. The SAC CEAS will then be issued through the New Jersey Department of Education, *not* The College of New Jersey.

With the SAC CEAS, *and an offer of employment in a position that requires the SAC certificate*, individuals are eligible for a ***provisional*** educational services certificate with a SAC endorsement.

To be eligible for issuance of a standard New Jersey Student Assistance Coordinator certificate, under current regulations, you will need to present the following:

- Possess a NJ Student Assistance Coordinator Certificate of Eligibility (CE) or Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (CEAS).
- Obtain an offer of employment in a position that requires the Student Assistance Coordinator certificate.
- Possess a provisional Student Assistance Coordinator certificate.
- Complete a six-month State-approved school residency while employed full-time under a provisional educational services certificate with a Student Assistance Coordinator endorsement. If employed half-time, the residency period must be 12 months. The residency program shall be conducted under the direction of a State-approved residency supervisor who must hold standard New Jersey supervisor, principal or school administrator certification.

Fee Requirement

- No checks or money orders. Payment can be made online at:
<http://www.nj.gov/education/educators/license/epay.htm>
- Please notify your examiner after payment has been made.
- If your application expires after six months, you will be charged a fee of \$70.
- All fees, including money left on file, are nonrefundable

Online Certificate Information

- All information regarding applications and certifications is now available online, including certificate name, certificate ID number, date of issuance, and expiration date, if applicable. Instructions to view this information can be found at:
<http://www.state.nj.us/education/educators/license/tcis/instructions.pdf>

**The Educational Specialist Post Master's Degree Program
(We are no longer accepting applications into this program)**

The Department of Counselor Education offers a Post-Master's degree program (Ed.S.) in marriage and family therapy. The curriculum fulfills the educational requirements for licensure in New Jersey as a Licensed Marriage and Family Therapist (LMFT). Additional clinical hours will be needed to meet the number of supervised clinical hours as determined by the state licensing board. However, upon graduation from the program, a person may apply for a temporary permit to practice marriage and family therapy under the supervision of a qualified professional. A supervisory plan must be provided as well as the signature and resume of the designated supervisor. Once the permit is issued, the holder may practice as a family therapist under the direction of the designated supervisor for up to three years. Persons graduating from the Post-Master's program may sit for the LMFT licensure exam as soon as the number of required supervised clinical hours has been met and approval has been provided by the LMFT Board in New Jersey.

The EdS program is designed for master's level professionals who are working in the field and who want to learn more about systemic models of therapy, improve their clinical skills in family therapy, and become licensed as Marriage and Family Therapists in New Jersey.

The TCNJ Clinic has been established for the training of students in the Marriage and Family Programs. Students are required to see both couples and families during their Practicum and Internship experiences. Supervision is provided by licensed professionals and sessions may be recorded for supervisory and educational purposes. One way mirrors allow for live supervision by both supervisors and peer teams. There is an interactive play therapy room for working with children and adolescents using play therapy. The TCNJ Clinic as a facility is available to both EdS and MA Counseling students.

COURSES

COUN 600 – Introduction to Marriage, Couple, and Family Counseling and Therapy

This course is an introduction to and overview of the general field of marriage and family therapy. The history of the movement as well as a basic description of the major approaches to marriage and family therapy are discussed. Professional issues such as research, ethics, and training are also included in the course content.

COUN 601 – Theory and Development of Family Systems

This course is an in-depth exploration of family development through the study of a model of therapy based on the family of origin of the therapist. The history of marriage and family therapy will be presented and the progression of family development will be considered for incorporation into one's personal model of therapy. Through the development and presentation of a personal genogram, students will become familiar with their own family patterns and learn how those patterns influence their work as therapists as well as how a family system grows and develops throughout the life cycle. Attention will be given to skill development through genogram presentation, feedback and case review.

COUN 602 – Assessment and Intervention in Marriage, Couple and Family Counseling and Therapy: Prerequisite is COUN 600

This course will focus on in-depth understanding of theoretical concepts of the major models of family systems therapy with an emphasis on assessment and intervention strategies. Students will learn about the assessment of families and couples using the four-step structural model. Assessment techniques consistent with the other major models of family therapy will also be explored. Standardized tools of family and couple assessment will be included in the learning process. Treatment planning, goal setting, development of interventions, facilitation of change, termination, and therapist's use of self will be discussed in relation to each phase of the therapeutic process. The effects of multicultural issues on families and the changing socio-political climate will be an essential aspect of the course.

COUN 603 – Laboratory in Marriage, Couple and Family Counseling and Therapy: Prerequisites are COUN 600, 601, 602, 604 (COUN 602 can be taken concurrently with COUN 603)

Through experiential skill building exercises, video, role play and case discussions, this course provides students with an intensive laboratory training experience in marriage and family therapy. Opportunities to demonstrate conceptual knowledge and practice intervention skills throughout the progressive phases of treatment will be offered. Specific models of therapy will be demonstrated and learned through experience.

COUN 604 – Couples in Relationship

The purpose of this course is to examine and explore relational dynamics that lead to unhealthy functioning between couples and the processes by which healing can occur. Attention will be given to specific issues such as sexual dysfunction, infertility, domestic violence, separation and divorce and other issues relevant to the assessment and treatment of couples. All issues will be discussed within the contexts in which couples live and work. Conceptual frameworks and their clinical applications will be examined through reading, videotapes, and practice. Race, gender, ethnicity, social class, spirituality and their effects on the couple relationship will be included. Learning is not limited to heterosexual couples, but also to same sex couples, couples in committed relationships and in uncoupling. Students should be prepared to discuss the readings in class, to participate in presentations, and to complete a final project based on the case formation and assessment of a fictional couple.

COUN 605 – Ethical, Legal, and Professional Issues in Counseling and Marriage and Family Therapy

This course examines the ethical, legal and professional issues unique to professional counselors, school counselors and marriage and family therapists. Special attention is given to principles of ethical decision-making, professional codes of ethics, ethical concepts and considerations within the context of counseling and therapy. Legal concepts, sources and types of law, professional liability, confidentiality and privileged information, as well as risk management are reviewed. Professional identifications and training, licensure and certifications, accountability, marketing and research are discussed.

COUN 606 – Practicum in Marriage and Family Therapy

Prerequisites are COUN 600, 601, 602, and 603

This course is designed to provide students with the skills and experience of family therapists by working with families and couples in a clinical setting. In the context of this process, students will have a supervised clinical field experience in which they will be assigned clients and work with a supervisor and a team of peers who will observe and provide feedback as often as possible at each session. In addition, students will learn about the operation of the TCNJ Clinic in the areas of record keeping, interaction with other professionals and the application of constructive feedback to each other. Practicum requirements include participation in a weekly seminar for supervision and didactic discussion, a minimum of 150 hours in the required field placement (TCNJ Clinic), one hour a week of individual supervision with site supervisor and seeing clients in the TCNJ Clinic under supervision. Methods of supervision will be live, videotaped and case discussion. Self of therapist, peer consultation, and supervisor evaluations of conceptual and direct practice skills are integral components of the clinical experience.

COUN 607 – Internship in Marriage and Family Therapy

Prerequisites are COUN 600, 601, 602, 603, 604 and 606

This course is designed to provide an intensive, supervised clinical field experience in marriage, couple, and family counseling and therapy. Internship requirements include: participation in a weekly clinical supervision seminar on campus, a minimum of 100 clock hours of direct client contact and 150 hours of other clinical work in a field site (TCNJ Clinic approved by the department) and one hour of individual supervision per week by an on-site supervisor (approved by the department) or by a department appointed supervisor. In addition, students are expected to see a minimum of two or more families or couples in the TCNJ Clinic throughout the semester. Live, DVD recorded and simulated sessions as well as self, peer and supervisor evaluations of conceptual and direct practice skills are an integral component of the clinical experience. Emphasis will be placed upon the assessment and intervention of family systems, the impact of other systems on the clinical issues, use of community and referral sources, the ability to prepare and present cases to the class and the awareness of the effects of the therapist on the therapeutic process.

PROGRAM OBJECTIVES

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 program objectives that follow:

Clinical Mental Health Counseling Program Objectives

- a. *To demonstrate an understanding of the process and patterns of human learning and development across the life span within multicultural contexts.*

Met by: EPSY 520 Fundamentals of Human Growth and Development, COUN 530 Multicultural Counseling, COUN 545 Community Agency Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy

- b. *To develop an understanding of 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, Couple and Family Counseling and 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 clinical mental health settings.*

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and 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 clinical mental health counseling settings.*

Met by: COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and 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 lifestyle 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, and with appropriate clinical placement in 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 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 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and 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)

- 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, Couple and Family Counseling and Therapy, COUN 605 Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy, COUN 670 Counseling Theory and Techniques, and 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, Couple and Family Counseling and 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, consulting, and systemic interventions and programs for clients in clinical mental health settings.*

Met by: COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy, COUN 515 Statistics and Research in Counseling, COUN 545

Community Agency Counseling, COUN 555 Differential Diagnosis and Treatment Planning, 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 clinical mental health settings, 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, Couple and Family Counseling and Therapy, COUN 545 Community Agency Counseling, COUN 555 Differential Diagnosis and Treatment Planning, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

Marriage, Couple and Family Counseling and Therapy Program Objectives

- a. To demonstrate an understanding of the process and patterns of human learning and development across the life span within multicultural contexts.*

Met by: EPSY 520 Fundamentals of Human Growth and Development, COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy, COUN 530 Multicultural Counseling, COUN 545 Community Agency Counseling

- b. To develop an understanding of the social institutions, human roles, sociological factors, and societal concerns which impact on individuals, couples and families within a multicultural, pluralistic society.*

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and 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 marriage, couple and family counseling and therapy settings.*

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and 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 from a systems perspective, specifically pertaining to developing an understanding of family and other systems, theories and major models of family and related interventions.*

Met by: COUN 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and 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 lifestyle 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

- 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 and COUN 602 Assessment and Intervention in Marriage, Couple and Family Counseling and Therapy

- 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 530 Multicultural Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy, COUN 601 Theory and Development of Family Systems, COUN 670 Counseling Theory and Techniques, 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, Couple and Family Counseling and Therapy, COUN 605 Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy, COUN 670 Counseling Theory and Techniques, and 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 545 Community Agency Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy, COUN 605 Ethical, Legal and Professional Issues in Counseling and Marriage and Family Therapy, 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, consulting, and systemic interventions and programs for individuals, couples and families in agency settings.*

Met by: COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy, COUN 603 Laboratory in Marriage, Couple and Family Counseling and Therapy, COUN 515 Statistics and Research in Counseling, 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 marriage and family 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 545 Community Agency Counseling, COUN 600 Introduction to Marriage, Couple and Family Counseling and Therapy, COUN 603 Laboratory in Marriage, Couple and Family Counseling and Therapy, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

School Counseling Program Objectives

- a. *To demonstrate an understanding of the process and patterns of human learning and development across the life span within multicultural contexts.*

Met by: EPSY 520 Fundamentals of Human Growth and Development, COUN 530 Multicultural Counseling, EPSY 661 Counseling Children and Adolescents

- b. *To develop an understanding of 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 school 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 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, EPSY 661 Counseling Children and Adolescents

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 lifestyle 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 tests 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 school counseling settings.*

Met by: COUN 501 Introduction to Counseling, COUN 530 Multicultural 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)

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

Met by: COUN 501 Introduction to Counseling, COUN 660 Organization, Administration, and Supervision of School Counseling, COUN 670 Counseling Theory and Techniques, and COUN 675 Group Counseling, EPSY 661 Counseling Children and Adolescents, 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 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) and COUN 600 Introduction to Marriage and Family Therapy (elective)

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

Met by: COUN 515 Statistics and Research in Counseling, COUN 545 Community Agency Counseling, COUN 660 Organization, Administration, and Supervision of School Counseling, EPSY 661 Counseling Children and Adolescents, 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 and related technologies.*

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, EPSY 661 Counseling

Children and Adolescents, COUN 690 Practicum Seminar, and COUN 693 Internship (one term) or COUN 694/695 Internship (two terms)

ACCREDITATION

The Clinical Mental Health Counseling; Marriage, Couple and Family Counseling and Therapy; and the School Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Programs. Additionally the department is fully accredited by the Middle States Association of Colleges and Secondary Schools, the Council for the Accreditation of Educator Preparation.

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: 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 grades K-12. In addition to fulfilling their degree program, those seeking school counseling certification in Pennsylvania must present evidence of their successfully passing the PRAXIS Professional School Counseling Exam, administered by Educational Testing Service (ETS). Note: The Commonwealth of Pennsylvania requires internship hours to be accrued at each level of certification. OSGP students should contact the School Counseling Coordinator to discuss options for credentials in the international arena for counseling practice.

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 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 be obtained from the PA Department of Education and/or downloaded from their website.

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; www.pde.state.pa.us

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 TCNJ certification office is located in the Education Building 106. 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 internship. *It is essential that these guidelines be followed by students in order to successfully complete the program of study.* An outline of the expectations for these experiences will be presented here. The clinical manual will cover this area more specifically (Clinical forms and manual may be found at the Counselor Education website: <https://counselored.tcnj.edu/>). The Department holds an Annual Clinical Orientation every February and October, and students should attend the orientation in the fall term prior to starting their Practicum/Internship sequence. A video orientation is presented to international students followed by individual consultation.

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 an application to the Department Clinical Coordinator during the fall semester for a spring semester Practicum and during the spring semester for a summer or fall semester Practicum. The Practicum/Internship application deadline is December 1st for the spring semester, April 1st for the summer term and April 15th for the fall semester.

The department has approved many settings ("sites") for students' practicum/internships, and a list of these settings is available to students through a GoogleDrive Directory. Students will gain access to this directory once they attend a practicum orientation. 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.

You are responsible for securing a placement for your practicum/internship experience. However, the department faculty will assist if needed. 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 twenty (120) hours in practicum during the academic term. A minimum of (a) forty (40) hours must be spent in direct service work, (b) one (1) hour 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 three (3) audio or video recordings to their on campus individual supervisors during the academic term. The recordings presented must be of GOOD auditory quality; inaudible recordings or recordings of poor auditory quality (in the judgment of the individual supervisor) are NOT acceptable for fulfillment of this requirement.

Students enrolled in full-time Internship: (COUN 693) must accumulate six hundred (600) hours in professional activities during one academic semester. A student enrolled in half-time (two-term) Internship (COUN 694/695) must accumulate six hundred (600) hours in professional activities during two (2) academic semesters. Of these 600 hours (a) at least 240 must be spent in direct service work, including a minimum of ten (10) hours in group 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:

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 and On Site Supervision Agreement by December 1st to start Practicum (COUN 690) in the spring semester or by April 1 to start Practicum (COUN 690) in the summer

semester, and enroll in a two-term Internship (COUN 694 and COUN 695) in the subsequent academic year.

The two-term Internship is only offered for the Fall-Spring Term cycle, therefore students must satisfactorily complete their prerequisite Practicum (COUN 690) during the spring semester or summer term (available only to students in CMHC and MCFCT programs) of the academic year preceding the Internship.

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

1. You will register for Practicum (COUN 690) and complete the course during the Spring term or Summer 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

Students enrolled in Practicum or Internship are required to have at least one (1) hour per week of on-site individual supervision and one and one-half (1 1/2) hour per week of group supervision on campus. The faculty member who leads your Practicum/Internship Seminar is your Group Supervisor. During Practicum semester, each student will also be assigned to a faculty or an affiliate faculty member who will serve as his/her On Campus Individual Supervisor. The Department Clinical Coordinator assigns the On Campus Individual Supervisors to students enrolled in Practicum. You will be notified who your On Campus Individual Supervisor will be by the Department of Counselor Education.

Field Supervisors

Each student enrolled in Practicum (COUN 690) or Internship (COUN 693 or COUN 694/695) has a “Field Supervisor.” This position is also referred to as the Site Supervisor in the Clinical Manual. 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 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 On Campus Individual Supervisors prior to assigning your grade.

C. DEPARTMENTAL STATEMENTS, REGULATIONS AND POLICIES

Admissions Policy

Verification of Understanding Departmental Statement

Cultural Diversity & Human Rights Departmental Statement

Counselor Competency to Practice

Course Registration

College Retention Standards

Department Academic Performance Requirements

Grades of Incomplete

Grade Appeal Policy

Student Complaint Appeal

Transfer of Credit Policy

Change of Program

Policy Concerning Waiver of Required Courses

Academic Integrity Policy

Student Retention Policy

Performance Evaluation

Classroom Instruction Evaluations

Comprehensive Examination

Notification of Intent to Graduate

Name/Address/Phone Number Changes

APA Style Writing

Endorsement Policy

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.

VERIFICATION OF UNDERSTANDING DEPARTMENTAL STATEMENT

When students are admitted into counselor education programs, they are asked to affirm the following “Verification of Understanding” statement with their signature:

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.

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 for people, property and processes.

In order to ensure proper training and client care, a counselor-in-training must be able to demonstrate professional character, the ability to communicate well and convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts, and demonstrate professional judgment in decision-making.

Student progress in the program may be interrupted for failure to comply with ethical standards, or when intrapersonal, interpersonal or professional behavior interferes with education and training requirements for self or others. Therefore, it is crucial to become familiar with the policies and procedures of the program as published in the *Graduate Bulletin* and the departmental *Student Manual* in order to create an environment that is conducive to student learning and growth.

By accepting an offer of admission, I agree to read and be familiar with the following documents:

- The College of New Jersey’s *Graduate Bulletin* (graduate.tcnj.edu)
- The Counselor Education *Student Manual* (counselored.tcnj.edu)
- The American Counseling Association’s *Code of Ethics* (counseling.org)
- The Department’s “Cultural Diversity and Human Rights Statement”

Signature: _____ **Date:** _____

Printed Name: _____

CULTURAL DIVERSITY & 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 and appreciation of cultural diversity and human rights. Toward this end, the Department of Counselor Education faculty is committed to facilitating honest and respectful discussions regarding different points of view pertaining to values and cultural issues.

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 and Social Justice 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.

When students accept admission into the counselor education programs at The College of New Jersey, they agree to uphold this departmental position on cultural diversity and human rights.

In support of our student's commitment to this position, faculty in the department agree to create and nurture an inclusive learning community, and to commit to: 1) fostering the holistic development of all students, not just their academic adjustment; 2) developing lines of scholarship and fostering student research on multiculturalism (e.g., confronting and coping with racism; racial identity development); 3) infusing multicultural issues into all courses, not just our course on multicultural counseling; 4) genuinely sharing with all students our own experiences of crossing cultural boundaries, while supporting the multicultural journeys of our students; 5) creating classroom environments in which it is safe for all opinions to be expressed; 6) confronting insensitive comments and behaviors; and 7) being available outside of the classroom to offer support and encouragement to explore the student's biases, preconceived notions, and personal strengths and/or limitations, while attempting to understand the worldview of his or her culturally different clients. Understanding that we are embedded within an increasingly multicultural society, the faculty believe that this commitment by students and faculty alike will help to create and support an inclusive learning community within our department, the School of Education, and the College.

COUNSELOR COMPETENCY TO PRACTICE

The College of New Jersey is obligated, as a CACREP-accredited institution, to hold our students to the highest professional, personal, and ethical standards and to respond when adherence to those standards are in question.

Students, throughout their degree work in their respective programs, are expected to be: 1) open, 2) flexible, 3) self-reflective, 4) cooperative, 5) willing to use and accept feedback, 6) aware of their impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately (Wiggins-Frame & Stevens-Smith, 1995).

The 2014 ACA *Code of Ethics*, Section F.5.b. states in part, “Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

The Department of Counselor Education at The College of New Jersey fully endorses the ACA Code of Ethics and the above nine essential elements of a competent and ethical counselor. Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. Therefore, students are encouraged to seek professional assistance if they feel that their work is being affected. Additionally, the faculty recommends that students notify their course instructors and faculty advisor.

The department faculty will notify students if their performance requires additional self-assessment and self-reflection. Failure to address the concerns and improve their performance may result in disciplinary action including a review by a Student Retention Committee. The faculty reserves the right to exact grading penalties for any unprofessional or unethical behaviors and discuss ramifications with the department faculty.

Reference: Wiggins-Frame, M., & Stevens-Smith, P. (1995). Out of harm's way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education and Supervision*, 35, 118-128.

COURSE REGISTRATION

Students who have been formally admitted to programs in the department may register for classes during the course registration periods established by the Office of Records and Registration. The 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. Newly matriculated students register for courses during the New Student Orientation which is held prior to the commencement of their degree work.

In order to facilitate course registration, the college publishes in PAWS, 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 should meet 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 are not qualified to take particular courses.

All international student advising and registration processes are facilitated by OSGP: <https://offsitegrad.tcnj.edu/> and osgp@tcnj.edu.

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 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 grade of B-, C+, C, or C- in COUN 501, 670, 675, 690, and 693 (or 694/695) or their prerequisites will be permitted to retake the course(s) in question only once to improve their grade and remain in the program. Failure to obtain a B or better in the second attempt will result in automatic dismissal from the program.
3. No student who has received a grade of B- 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. Incomplete grades may be given only when a student is unable to complete a course due to illness or other serious personal hardships. 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 deadline stipulated in the College’s policy to complete the work necessary to remove the grade of Incomplete. The course instructor notifies the Office of Records and Registration to request a change of grade after the student completes the required coursework. If the student fails to complete the coursework, and the request to change grade is not made to the Office of Records and Registration by this deadline, the student’s assigned grade of Incomplete is automatically changed to an assigned grade of Failure (“F”) for the course.

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

When a student submits the work to complete the requirements for a course, and therefore to remove a grade of Incomplete from the student’s records, it is prudent to inquire of the course instructor as to when the materials submitted will be evaluated and when the request to change grade will be submitted. Subsequently, it is also prudent to contact the course instructor to insure that the request to change grade was submitted to the Office of Records and Registration.

The deadline for completion of coursework for an Incomplete is March 15 for courses taken in the Fall semester and October 15 for courses taken in the Spring semester or Summer session. It is the student’s responsibility to keep the faculty member informed of his/her progress and meeting the deadline.

Note: In-Progress grade may be given to the student only when there are compelling academic reasons for allowing the student to complete the coursework after the semester ended (Incomplete and In Progress Grade policy can be found at: <https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/04/Incomplete-and-In-Progress-Grades.pdf>)

GRADE APPEAL POLICY

Any grade appeal process must be initiated only after the final grade has been posted for the relevant course. Students who are concerned about a grade awarded on a specific assignment in a course are encouraged to speak with the instructor immediately after receiving the grade assignment. A student who wishes to appeal a grade should proceed through the steps described in the Grade Appeal Policy which can be found at: https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/02/Grade_Appeals.pdf

STUDENT COMPLAINT APPEAL POLICY

Students who have a complaint against a faculty member should follow the steps described in the Student Complaint Appeal Graduate Policy which can be found at:

<https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Student-Complaints-Policy.pdf>

TRANSFER OF CREDIT POLICY

The Department of Counselor Education will transfer credits from other colleges or universities. A maximum of nine (9) credit hours taken within the last 6 years with a grade of B or higher can be accepted, with the program coordinator'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 Practicum and Internship courses transfer. Students currently enrolled in any counseling curriculum at The College of New Jersey must have prior approval, in writing, from the Graduate Program Coordinator of their respective program of study, in order to obtain transfer credit from another institution as part of their Master's Degree program.

Course Authorization form can be found at:

<https://recreg.tcnj.edu/wp-content/uploads/sites/166/2012/09/Graduate-Course-Authorization-Form.pdf>

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 desire to change to another program should submit a Change of Program or Plan Request form to the graduate coordinator of the new program/department and obtain his/her signature. Subsequently, the student must obtain the signature of the graduate coordinator of the program / department to which the student is leaving. The student should submit the signed form to the Department Chairperson to be forwarded it to the Office of Records and Registration.

Change of Program or Plan Request form can be found at:

https://graduate.tcnj.edu/wp-content/uploads/sites/223/2011/05/grad_changeofprog10-2011.pdf

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.

To apply for waiver of a required course the student must fill out an application form (available from the Department Program Assistant) which requires justification, by specific documentation including the syllabus of courses completed, catalog description, grades (must be B or above), as well as a description of required assignments and/or professional experiences, if requested, that substantiate 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.

ACADEMIC INTEGRITY POLICY

All students are expected to adhere to standards of academic integrity and honesty in their study at the College of New Jersey. These standards appear in TCNJ student catalogues and define academic dishonesty as any attempt by the student to gain academic advantage through dishonest means; to submit, as his or her own, work which has not been done by him or her; or to give improper aid to another student in the completion of an assignment not designated as a group assignment. Such dishonesty includes, but is not limited to, submitting as one's own a project, paper, test, or speech copied from, partially copied, or partially paraphrased from the work of another (whether the source is printed, internet based, electronic, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. These standards apply to any academic work, whether it is graded or ungraded, group or individual, written or oral (See Violation of Academic Integrity - <http://academicintegrity.pages.tcnj.edu/violations/> for details).

Any member of the College community, including students, may file a complaint against a student for possible violations of the Academic Integrity Policy. Faculty members are required to report any known possible violations of academic integrity, but may consult with the Academic Integrity Officer in their school prior to reporting a complaint. A complaint must be prepared in writing and submitted to the Academic Integrity Administrator in Academic Affairs either electronically or in hard copy. Any complaint should be submitted as soon as possible after the incident takes place. Normally, this will be during the semester in which the violation occurred, but there are situations in which a violation may not be discovered until after the semester has ended (*e.g.*, work submitted to fulfill the requirements in a course in which a grade of Incomplete was given, or a faculty member learning from a witness about a violation that occurred during the previous semester). The person filing the complaint is encouraged to provide any supporting information along with the complaint. The academic integrity policy can be found at: <https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Academic-Integrity-2.pdf>

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, American School Counseling Association, American Mental Health Counseling Association, the American Association of Marriage and Family Therapy, and the 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.

At any point if a faculty member determines that the student's behavior may be a violation of Student Conduct Policy (<https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/04/Student-Conduct-Code-Interim-1.pdf>) and/or Academic Integrity Policy (<https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Academic-Integrity-2.pdf>), the faculty follows the procedures indicated in these policies to intervene with a situation. Such decisions may be made in consultation with the department Chairperson, the department faculty members, and representatives from the Division of Student Affairs and/or Academic Affairs.

If a student's behavior may be a violation of any of the ethical standards or college policies stated above, 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. The faculty member will ask an additional School of Education personnel or faculty to attend the meeting.
2. The faculty member will write a letter to the Department Chairperson concerning the meeting with the student and copy the student on the letter.
3. If after the meeting with the student, the student's behavior is determined to constitute a violation that could result in suspension or dismissal from the program, the Department Chairperson will appoint a retention committee and collect all relevant materials prior to determining a date for the Retention Committee meeting. The Retention Committee will be 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 will only be convened within either a fall or spring academic term. The Retention Committee will complete its investigation and provide its report to

the department faculty within 30 days of the committee's appointment. In the event the committee cannot convene because of an academic break (e.g. summer or winter break), the committee will convene within 14 days of the start of the next academic term.

5. In the interest of protecting the health, safety and/or welfare of the College, or any member of the College community, or any off-site activities associated with their academic program, the Department may temporarily suspend a student from the program until the proceedings of the Retention Committee have been completed.
6. The Retention Committee's report, including recommendations and/or requirements, is presented to the department faculty, who are then responsible for implementing the recommendations.
7. 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 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 Graduate Student Complaint and Appeal policy: <https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Student-Complaints-Policy.pdf>

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 and counselor self-awareness during an evaluation process that is conducted in COUN 501 Introduction to Counseling, COUN 670 Counseling Theories and Techniques, and COUN 675 Group Counseling, as well as the beginning and ending of Practicum (COUN 690).
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 ensure 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 and the program coordinator meet with the student to discuss the evaluation. In the circumstance where the student's faculty advisor and the program coordinator are the same person, a coordinator from another program joins the meeting with the student and his/her faculty advisor.
- 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 a college-wide online student evaluation form.

If students are enrolled in a class in which a department faculty member is obtaining instructional evaluations, they will complete the "Student Feedback on Teaching" form online. The Office of Records and Registration sends email notifications to the students about this online feedback form, and students will be asked to follow the instructions provided by the Office of Records and Registrations to complete the form. Students should anonymously provide the information requested and rate the various items presented (Note: In classes with 1 to 6 students, where enrollment is too low to guarantee anonymity, students will not be asked to complete either the Student Feedback on Teaching or another feedback form). Please be as honest and specific as possible in your responses to these questions, as this information is the most useful type for the instructor. The information you provide and your ratings in this procedure will in no way affect the grade you receive in the course.

COMPREHENSIVE EXAMINATION

Each student must take a final comprehensive examination. To be eligible, a candidate must (1) have earned a cumulative average of 3.0, (2) will have completed all program requirements by the end of the semester in which he/she is taking the exam, (3) be enrolled in the last semester of studies, and (4) have cleared all “Incomplete” and “In Progress” grades. The examination is administered once a year (March/April) and assesses the students’ ability to synthesize the knowledge and skills required to complete the graduate program. In the registration period prior to the final semester of studies, students should enroll in COUN 700 Comprehensive Exam. An Application for Conferment of Advanced Degree and a Declaration of Intent to Graduate form will also be completed at this time. Department Comprehensive Examination Preparation Guidelines are distributed to students during the practicum experience (COUN 690) and for those who plan on taking the National Counselor Exam (NCE) immediately after their Department Comp Exam published Study Programs for the NCE are also available in the TCNJ Library, 4th floor, Media Center.

Currently the four-hour department comprehensive examination consists of 100 (multiple-choice) questions and two 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.

Students who are unsuccessful in passing their comprehensive exam will be dismissed from the program. Students may appeal the outcome as per the College's Student Complaint Appeal-Graduate Policy: <https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Student-Complaints-Policy.pdf>.

NOTIFICATION OF INTENT TO GRADUATE

Graduation upon completion of the requirements of your program is NOT automatic. Students must apply for graduation using the PAWS system.

Students should apply for graduation at the time of registration for classes for the academic term in which they intend to graduate. Note also that the Department requires students to fill out the form “Declaration of Intent to Graduate.” This form will be distributed and collected by the Practicum Seminar instructors in December of each year preceding the student’s last semester.

If students do not apply for graduation by the stipulated deadline, students will be prohibited from graduating during the term in which they had intended to graduate.

NAME/ADDRESS/PHONE NUMBER CHANGES

Students must notify the Office of Records and Registrations when change of name, address and phone numbers occur. This information helps Departmental Personnel to assist you in a timely 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.

ENDORSEMENT POLICY

Each of the master's level 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. 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 personally discuss this request with the faculty member well in advance of the endorsement deadline to determine if the faculty member is willing and has sufficient time to prepare such an 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 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 national professional organizations. These organizations include the:

- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- American School Counselor Association (ASCA)
- American Mental Health Counselors Association (AMHCA)
- Association for Multicultural Counseling and Development (AMCD)
- American Association of Marriage and Family Therapists (AAMFT)
- International School Counselor Association (ISCA)

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

- NJ Counselor Association (NJCA)
- NJ Association of Counselor Education and Supervision (NJACES)
- NJ School Counselors Association (NJSCA)
- NJ Association for Multicultural Counseling and Development (NJAMCD)
- NJ Association of Marriage and Family Therapists (NJAMFT)

Note: These organizations are 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:

American College Counseling Association (ACCA)
 Association for Counselor Education and Supervision (ACES)
 Association for Gay, Lesbian, Transgender and Bisexual Issues in Counseling (AGLBIC)
 Military and Government Counseling Association (MGCA) formerly (ACEG)
 American School Counselor Association (ASCA)
 American Rehabilitation Counseling Association (ARCA)
 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)
 Counselors for Social Justice (CSJ)
 International Association of Addiction and Offender Counselors (IAAOC)
 National Employment Counselors Association (NECA)
 National Career Development Association (NCDA)
 Association for Assessment and Research in Counseling (AARC)
 Association for Creativity in Counseling (ACC)
 Association for Child and Adolescent Counseling (ACAC)
 Association for Humanistic Counseling (AHC)
 International Association of Marriage and Family Counselors (IAMFC)

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 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. While not required until the start of the clinical experience, 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 a necessity.

The department faculty believes that it is prudent for students (as professionals-in-training) to obtain professional liability insurance before beginning their practicum and internship experiences. For students enrolled in programs in the department, professional liability insurance can be obtained (at no cost) through student membership in professional organizations such as ACA and ASCA. Note: Fees for professional liability insurance are waived only while one has student status in specified professional organizations, thereafter such fees are often required in addition to membership fees.

If a student would like to talk about professional liability insurance in general, they are welcome to contact their faculty advisor, the program coordinator, the Clinical Coordinator or the Department Chairperson. Students who wish to obtain specific information about professional

liability insurance can do so by contacting the membership service of the professional association in which they wish to join.

PROFESSIONAL CREDENTIALS

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 National Counselor Exam. 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 National Counselor Exam is distributed to eligible students during their clinical year.

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

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