DEPARTMENT OF COUNSELOR EDUCATION STUDENT HANDBOOK

Quick Reference Guide

Helpful Phone Numbers:

Department of Counselor Education

201-200-3400

University's Main Number
201-200-2000

Graduate Admission
201-200-3409

Graduate Studies Matriculation
201-200-3306

Graduate Graduation Clearance

Welcome!

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

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

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

CHAPTER 1: THE NJCU COUNSELING PROGRAM

Counseling Program Mission Statement

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

Counseling Program Values

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

Counseling Professional Identity

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

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

Counseling Program Faculty

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

Counseling Program Staff

Requirements for Admission to the Counseling Program

In addition to fulfilling the general graduate studies admission requirements, the admission and matriculation requirements for the Counseling Program consists of a two-level review. First is the application review process which is followed by an

4. Submit a current CV or resume.

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

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

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

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

Our Program Overall

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

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

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

Classrooms for Counseling Courses

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

Video/Audio Recording

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

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

Student Support Services

Blackboard

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

This course provides an understanding of the development and needs of individuals in multicultural contexts through the lens of the counselor. Theories and concepts of cognitive, personality, and social development from

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

COUN 616 Therapeutic Intervention Techniques: Consultation in Educational

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

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

COUN 642 Play Therapy **3 credits**

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

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

This course provides a comprehensive study of filial therapy. Students develop advanced child centered filial therapy and play therapy skills and

COUN 680 Advanced Counseling Techniques
This course provides students with an in-depth study of advanced counseling techniques with an emphasis on developing their own proficiency. Students will learn theoretical perspectives, fundamental benefits, and common factors facilitating change in counseling. Through experiential components, students will practice techniques while applying cultural sensitivity and ethical values.
(Prerequisites: COUN 601, 605, 607, & 608)

COUN 686 Case Conceptualization and Treatment Planning in Counseling 3 credits

This course provides advanced study in case conceptualization and evidence-based treatment planning in counseling. Clinical, cultural, systemic, and, ethical issues are examined through case studies. Crisis intervention, trauma treatment, and psychopharmacological interventions are addressed.
(Prerequisite: COUN 601, 605, 607, 608, & 609)

COUN 690 Practicum in Counseling 3 credits

This course involves supervised application of counseling processes with clients. Students will be provided with an opportunity to observe and practice the roles and responsibilities inherent in the work of counselors at either school 326 07.946 -1.152 Td 4ɕ62 ( )]TJ(3g0.5877.946ET/Artifact2)

COUN 700 Internship III in Counseling (Courses only Students) 3 credits

Internship is a field experience reflecting the comprehensive work experience of a professional counselor. Students complete 300 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and dispositions.
(Prerequisite: COUN 695 and Permission from the Clinical Coordinator)

COUN 701 Internship IV in Counseling (Courses only Students) 3 credits

Internship IV is an advanced field experience reflecting the work experience of a counselor. Students complete 300 hours of direct and indirect services including video-recorded individual counseling and group counseling, consultation, and assessment. Individual on-site and university group supervision provide continuous feedback and evaluation of counseling skills and dispositions.
(Prerequisite: COUN 700 and Permission from the Clinical Coordinator)

COUN 703 Independent Study in Counseling (1-3 credits)

This is a specialization and research related course in counseling.
(Prerequisite: Permission of Chair)

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

ADDITIONAL CERTIFICATION ROUTES AND PROCESSES

School Counselor Certification Application (Required for School Counselor practice)

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

Licensed Associate Counselor (LAC)

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

New Jersey Licensed Professor Counselor (LPC)

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

Licensed Clinical Alcohol and Drug Counselor (LCADC)

Graduates who have completed state licensure requirements apply on their own.
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Director of School Counseling Services Certification (DSCS)

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

Approved Clinical Supervisor Certification (ACS)

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

Registered Play Therapist Certification (RPT)

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

Play Therapy Courses		**Credit**
Code	**Course Title**	
COUN 613	Introduction to Sandtray	3
COUN 642	Play Therapy	3
COUN 644	Parent and Child Play Therapy	3

Repeating Courses

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

Course Information

Course	Course Title	Course Prerequisites
COUN 601 *	Orientation to Professional Counseling and Ethic	This is a core course
COUN 603	Counseling and Development Across the Lifespan	
COUN 604	Appraisal and Assessment in Counseling	
COUN 605 *	Counseling Theories	This is a core course
COUN 606		

Continued

Course #			Course Title	Fall	Spring	Summer
COUN 654	E		Addictions Counseling Prevention and Intervention Programs and Resources		X	
COUN 658	E		Addictions Counseling Family Systems Assess & Treatment			X
COUN 663	C	S	Career Counseling and Development		X	X
COUN 686	C		Case Conceptualization & Treatment Plan in Counseling		X	
COUN 690	C	S	Practicum in Counseling	X	X	
COUN 694	C	S	Internship I in Counseling	X	X	
COUN 695	C	S	Internship II in Counseling	X	X	

COUN 697 E

Definitions of Violations of Academic Integrity

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

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

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

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

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

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

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

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

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

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

- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a grade report or form, or entering any University office, building or accessing a computer for that purpose.
- Stealing, buying, selling, giving away or otherwise obtaining all or part of any un-administered test/examination or entering any University office or building for the purpose of obtaining an un-administered test/examination.
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Penalties for Violations for Academic Integrity
Penalties are classified into three categories based on the level of seriousness of the behaviors:

Level I

Level I penalty applies to circumstance involving ignorance or inexperience on the part of the person(s) committing the violation and ordinarily include a very minor portion of the course work.

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

2 **Counseling Skills and Counseling Dispositions**

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

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

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

I **Assessment Points**

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

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

I **Remediation Steps**

1. In addition to the aforementioned assessment points, a faculty member may bring up a student whom the faculty member has concerns about during any program meeting. Concerns may be experienced by the faculty member directly or reported by adjunct professor, staff members, site supervisors, and/or peers.

2. The first time a student fails to maintain a 3.0 GPA, receives the first unsatisfactory grade for any clinical course or when the student fails to demonstrate the graduate level of academic performance, professional and counseling skills and counseling dispositions delineated in Section I; the full-time faculty members will review the information, collect supportive evidence and explore the possible course of actions to be taken. Documentation of these occurrences is kept in the student's file.

3. An initial meeting with the student will be conducted with the faculty member and may include other relevant parties such the Faculty Advisor and the Department Chair/Counseling Program Clinical Coordinator.

4. During the initial meeting, the faculty members and the student collaboratively develop a Remediation Plan (appendix Q) in which the concern(s) are identified, and a plan is set to rectify the concern(s) are presented.

5. If the student agrees with the Remediation Plan and decides to follow it, then the student, Faculty Advisor, and the Department Chair/Counseling Program Clinical Coordinator will sign the form to indicate adheres to the Remediation Plan. The student is expected to meet with his/her Faculty Advisor once per semester to evaluate the student's progress with the goals and objectives of the Remediation Plan.

6. If the student disagrees with the Remediation Plan; the student will be provided with instructions

Termination of Practicum/Internship Contract and Dismissal from the Program

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

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

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

Step 4

placement and site supervisor form.

Internship Planning Timeline

Steps	Procedures
	Check NJCU email every day for updates or forward NJCU email to personal email.
Step 2	If you plan to remain at your current site, check the expiration date of your current contract and submit a new contract if needed.
	If you plan to change sites, read and review the Field A27T0 1 Tf0 Tc(h)-9.3 (e Field A27T

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

Hour Accrual Policy: Students will receive credit for up to 450 total hours/ 180 direct logged hours accrued during internship coursework including hours that exceed the number required in any given semester. For example, a student who logs 325 total hours/ 140 direct service hours during Internship I (exceeding the requirement of 300 total hours/ 120 direct service hours) will have the additdehe fgdihealeq g ( ) (t)-4.6 not

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CHAPTER 5: CANDIDATE ASSESSMENT AND EVALUATION

Systematic Candidate Assessment Plan

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

During the program, students receive feedback from professors in each course, and at pivotal review points in the program in three areas: knowledge, skills, and dispositions. Students are required to meet standards at each assessment point. The assessment plan is listed in the following table. In addition to demonstrating knowledge and skills, counselors-in-training should closely follow ethical standards published by counseling professionst6.2 (ngpi)6.2 (ngo)-4 (dg)9.2 (nd)-4.6 (oz9.2 (n)8.6 (t6)6.2 (yi-4.6 (on)10.9 (s)-2.3 (t
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Systematic Candidate/Student Progress Assessment

Assessment Plan	Timeline	[redacted]
[redacted]Admission and [redacted]ion Review	After application material review and admission interview	All faculty members

COUN 616	Counseling, Consultation, Referral, and Resources in Schools	Special Topic Research	I/CL
COUN 627			

S ection Personal Counseling Theory from COUN 605 -internship) My counseling Philosophy Core Signature Assignments Choose the best two.	Addressed the consistency between your guiding theory and your belief about human being and counseling clearly and logically Your explanation for change (or no change) of your guiding theory was insightful and demonstrate growth in understanding human behavior and counseling profession behavior and counseling profession.	Little consistency between your guiding theory and your belief about human being and counseling Your explanation		Revised

CHAPTER 6: PROFESSIONAL COUNSELOR INVOLVEMENT

Developing Your Professional Counselor Identity and Getting Involved

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

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

Requirements for invitation to membership include a minimum of 9 credits (one full time semester or combination of semesters) completed, a 3.5 GPA, matriculation, and evidence of scholarship and counseling professionalism is required. Students, faculty, and professional counselors who meet the requirements are invited to join. The induction ceremony is held

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

Counseling Professional Organizations and Listserv

American Counseling Association (ACA)

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

American School Counselor Association (ASCA)

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

New Jersey Counseling Association

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

CHAPTER 7: UNIVERSITY POLICIES AND INFORMATION

Technology and Academic Computing Services

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

Fall/Spring Semester				
Monday Thursday	Friday	Saturday	Sunday	

Financial Aid and Graduate Assistantships

Graduate Assistantships

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

For the full year, the initial application deadline for graduate assistantships is April 1; most appointments are made by June 30. For the very limited, springrinc.6 (os)8oisst9 (l)-4.6 (d(de)9.3 (by J).6 (dhrn)6.3 6 (s)-2.e4/3da4.6 ( )10.((t)-

Student Loans

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

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

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

School counselor candidates must complete two internships in a school under the supervision of a certified

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

What is Internship I

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

How many hours are required for both internship courses

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

When should I

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

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

Can I

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

LAC and LPC Preparation

What is counselor licensure

The purpose of state licensure is to protect the public. Counselors must be licensed in New Jersey to perform the work of a counselor in for-profit settings including the independent practice of counseling or private practice.

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

What are the requirements for Licensed Professional Counselor

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

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

What are the post-master's requirements for licensure

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

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

Can I

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

What coursework is required for licensure

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

Can I

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

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

The regulations allow up to one year or 1500 supervised hours from Practicum and Internship before the awarding of the master's degree. Only counseling hours as defined in the regulations can count.
The site supervisor must hold a current mental health license with two years of experience (LPC, LCSW, LCADC, LMFT, Psychologist, Psychiatrist, LCADC, or other mental health licensee). It is the applicant's responsibility to comply with the licensing board

Substance Awareness Coordinator Certification

Can I

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

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

What is a SAC qualified to do

According to the NJDOE, the SAC is qualified to:

1. Assisting with the in-service training of school staff concerning substance abuse and related issues and

APPENDICES

APPENDIX A
SCHOOL COUNSELING PROGRAM PLAN

Name: _____ Matric. Date: _____ Gothic ID: _____

Address: _____

Phone: _____ Email: _____

APPENDIX B
CLINICAL MENTAL HEALTH COUNSELING PROGRAM PLAN

Name: _____ Matric. Date: _____ Gothic ID: _____

Address: _____

Phone: _____ Email: _____

Advisor: _____

APPENDIX C
Courses Meeting Core Area Requirement for NJ Licensure

Core area,

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

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

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

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

APPENDIX D

Person Being Rated: Rater: Date Range for Observation:

				E

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

Area of Concern	Remediation Goal	Target Date

Student Signature and Date

Faculty Advisor Signature and Date

Department Chair/Counseling Program Clinical Coordinator Signature and Date

Follow Up Meeting Date/Signatures	Student's Progress