

# **Montclair State University**



**Department of Counseling and Educational  
Leadership**

**Counseling Program**

**GRADUATE STUDENT  
HANDBOOK  
Fall 2017**

# Table of Contents

INTRODUCTION .....	1
STATEMENT OF PHILOSOPHY.....	2
MISSION STATEMENT .....	2
COUNSELING PROGRAM OBJECTIVES.....	3
Portrait of a Counselor* .....	3
THE GRADUATE COUNSELING PROGRAM .....	4
Curriculum .....	5
<i>Student Advisement</i> .....	5
<i>Student Timeline</i> .....	6
<i>Liability Insurance</i> .....	6
<i>Practicum</i> .....	6
<i>Internship Requirements</i> .....	7
<i>Comprehensive Exam</i> .....	8
GRADUATE ASSISTANTSHIPS .....	8
COMMUNITY COUNSELING CLINIC.....	8
PROFESSIONAL COUNSELING ORGANIZATIONS .....	9
<i>American Counseling Association</i> .....	9
<i>Divisions of ACA</i> .....	9
<i>Chi Sigma Iota</i> .....	12
PROGRAM POLICIES .....	12
<i>Changing Concentrations</i> .....	12
<i>Retention Policy</i> .....	12
<i>Counseling Program Statement of Student Impairment</i> .....	13
<i>Newly Admitted Students</i> .....	13
<i>Course Load</i> .....	14
<i>Clinical Course</i> .....	14
<i>Student Remediation</i> .....	14
<i>Retention and Review of Students</i> .....	17
<i>Comprehensive Examination</i> .....	17
<i>Code of Conduct and Academic Integrity</i> .....	18
<i>Diversity Policy</i> .....	18
<i>Faculty Endorsement</i> .....	19
Enforced Dismissal Procedures .....	19
UNIVERSITY POLICIES .....	20
Appeal of Grades .....	20
<i>Retention</i> .....	20
<i>Grades of F</i> .....	20
<i>Continuous Matriculation</i> .....	20
<i>Leave of Absence</i> .....	21
<i>Grades of Incomplete</i> .....	21
<i>Course Load for Federal Financial Aid &amp; University Health Insurance</i> .....	21
<i>Title IX</i> .....	22
ADDITIONAL TOOLS.....	22
<i>NEST</i> .....	22

<i>Canvas</i> .....	22
<i>Additional Sites of Interest</i> .....	23
STUDENT SERVICES & RESOURCES .....	23
FACULTY AND STAFF .....	26
<i>Faculty</i> .....	26
<i>Adjunct Faculty</i> .....	29
DESCRIPTION OF CERTIFICATION PROGRAMS .....	29
<i>Advanced Counseling Certificate Program</i> .....	29
<i>Internship Component</i> .....	30
<i>School Counseling Certification Program</i> .....	30
<i>Internship Component</i> .....	31
<i>Substance Awareness Coordinator Certification</i> .....	31
<i>Certified Alcohol and Drug Counselor Certificate</i> .....	32
LICENSURE AND CERTIFICATION.....	33
<i>Licensure for the Professional Practice of Counseling</i> .....	33
<i>Licensed Clinical Alcohol and Drug Counselor Credential</i> .....	33
<i>Certification as a School Counselor in the State of New Jersey</i> .....	33
APPENDICES .....	35
Appendix A: Programs of Study.....	36
<i>Concentration: Addictions Counseling</i> .....	37
<i>Concentration: Clinical Mental Health Counseling</i> .....	38
<i>Concentration: School Counseling</i> .....	39
<i>Concentration: Student Affairs in Higher Education</i> .....	40
Appendix B: Program Planning & Course Offerings .....	40
<i>Program Planning Consideratioons</i> .....	41
<i>Schedule of Course Offerings</i> .....	41
<i>Course Sequencing by Program</i> .....	41

## INTRODUCTION

The Counseling Program (COUN) at Montclair State University (MSU) is part of the Department of Counseling and Educational Leadership (CEL) within the College of Education and Human Services (CEHS). Important personnel for you to know are:

Dean, CEHS: Dr. Tamara Lucas

Chair, CEL: Dr. Kathy A. Gainor

Counseling Program Coordinators: Dr. Amanda Baden; Dr. Harriet Glossoff

Department Administrator: Lucille Gesualdi

Clinical Specialist: Kathleen Mangano

Department Secretary: Mary Andreoli

The Department grants two Master of Arts degrees (Counseling and Educational Leadership), and one doctoral degree, a Ph.D. in Counselor Education.

In the M.A. in Counseling program, students are prepared to work with diverse populations of all ages in the following four areas: Clinical Mental Health Counseling, Addictions Counseling, School Counseling, and Student Affairs/Higher Education. Program concentrations in Addictions Counseling, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The concentration in Student Affairs Counseling in Higher Education was CACREP-accredited through Spring of 2017. CACREP changed the focus of their accreditation from Student Affairs in Higher Education to College Counseling and Student Affairs, designed to prepare graduates specifically for positions in college and university counseling centers. We decided not to pursue accreditation in that concentration as most of our students in the Student Affairs concentration seek broader student affairs positions.

CACREP is the primary accrediting body of the counseling profession. The curricula for our accredited programs follow the rigorous standards CACREP sets forth for quality counselor preparation. In addition, the department offers two post-master's programs for professional development, one leading to gaining the requirements for New Jersey Licensed Professional Counselor (LAC/LPC), and the other leading directly toward New Jersey State School Counselor Certification. The Counseling Program offers two additional certificate programs: post-master's Substance Awareness Coordinator Certification (SAC), and the Certified Alcohol and Drug Counselor (CADC) Certificate. Both programs prepare students for state credentials to work in these areas.

The Ph.D. program in Counselor Education is a premier program. The program prepares culturally responsive scholars, faculty, advanced practitioners, clinical supervisors, consultants, and directors of counseling services in mental health and educational settings, and social justice counseling advocates to be leaders in maximizing the mental health and quality of life for individuals, families, communities, and educational organizations.

## **STATEMENT OF PHILOSOPHY**

The CEL Department acknowledges an obligation both to the students who will pursue professional preparation as community, school, higher education, and addiction counselors and to the larger public who are served by our graduates.

We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop throughout the life span toward a greater sense of self- realization; to a commitment to serving a diverse society; to a commitment of service to others both for the prevention and remediation of life's problems; and the pursuit of the highest standards of excellence in the counseling profession.

We believe that only through commitment, service and excellence can we make a difference to our students. Similarly, through these same qualities, our students can make a difference to the larger public they will serve. We believe that each individual can make a difference, and because of that potential, each of us shares a responsibility to our clientele, our cultures, and our country to work toward the betterment of human life as we know it.

## **MISSION STATEMENT**

The mission of the Counseling Program is to provide graduate education fostering professional behavior in counselors. Clients of all ages need assistance in developing skills in critical thinking, decision-making, and human relations. Qualified and trained professionals in counseling must possess a variety of skills, competencies, and insights in order to help students, clients, and colleagues function successfully, and establish positive collaborative relationships.

Specifically, the Counseling Program focuses on providing opportunities for professionals to develop skills and competencies in a variety of settings and areas to include: school counseling, individual/group clinical mental health counseling, student services in higher education, and addictions counseling.

The Counseling Program is committed to preparing professionals who:

1. Apply critical thinking approaches and skills to their respective disciplines and exhibit both theoretical and practical application of these approaches and skills in their professional fields.
2. Use critical thinking to make sound, responsible judgments and decisions in working with clients, students, and other professionals in their respective fields.
3. Act with sound ethical principles when carrying out the role of counselor in each of the three areas, keeping in mind the key responsibility this professional has toward student and client.
4. Function as responsible professionals in their specialty field, seeking to promote the best interests of the clients and students to whom they serve.
5. Display an understanding of the political and social environment and the professional and personal roles each citizen must play in order to ensure that society remains a free and open democracy.
6. Commit to a professional life that will enhance the lives of others.

7. Engage in self-renewal and encourage others in the profession to seek careers devoted to the advancement of the principles and standards of their respective fields of interest.

## **COUNSELING PROGRAM OBJECTIVES**

In the M.A. in Counseling program, courses and fieldwork experiences are designed to assist graduate students seeking positions in agencies, schools, corporations, and nonprofit organizations in:

1. Demonstrating the meaning and significance of fundamental counseling concepts, principles and theories.
2. Interacting effectively with others (colleagues, parents, clients, students, and administrators).
3. Analyzing individual behavior within group structures.
4. Interpreting research and measurement results in light of social and psychological factors.
5. Interviewing and counseling on an individual basis.
6. Relating theories and principles of group dynamics, group practices, and facilitative skills to professional practice.
7. Assessing the professional abilities and limitations, professionally and personally.
8. Writing professionally and effectively (e.g. research proposals/reports, case studies).
9. Infusing and integrating diversity into professional practice to meet the needs of a pluralistic society.

Along with the Program objectives, the Counseling Program works with graduate students with respect to developing qualities outlined in the “Portrait of a Counselor” described below.

### **Portrait of a Counselor\***

MSU’s Counseling Program is committed to the training and development of professional counselors who actively engage in reflective, ethical, and culturally competent counseling practice that promotes the highest levels of personal growth, empowerment, and effectiveness in individuals, families, groups, and communities.

The “Portrait of a Counselor” outlined below is a model toward which students in the Program strive. The Program faculty is committed to the development of counselors who exemplify the attributes reflected in this portrait. Competent, professional counselors:

- a. conduct ongoing inquiries into the nature of counseling, learn about new developments, and reflect upon their own personal development and professional practice.
- b. believe in the worth and potential for change of all persons and strive to ensure equal opportunities for all clients.
- c. possess the literacy, critical thinking and technological skills associated with the concept of an educated counseling professional and, are committed to lifelong learning. They speak and write English fluently, communicate effectively, and possess the critical thinking skills needed to competently analyze and contribute to the professional literature.
- d. have content knowledge of the theories, concepts, purposes and processes associated with counseling.
- e. understand the effects of human development on the personal, social, and emotional growth of people and are committed to providing a nurturing, caring and

- accepting therapeutic environment for all clients.
- f. possess the skills and attitudes necessary to establish and maintain a counseling environment that fosters trust, empowerment, and self-efficacy.
  - g. understand and are committed to moral, ethical, legal, and enculturation responsibilities within a democratic society.
  - h. model respect for individual and cultural differences and an appreciation of the basic worth of each individual. They select counseling interventions with sensitivity to issues of class, gender, race, ethnicity, sexual orientation, age, ability, and work to foster an appreciation of diversity among clients and colleagues.
  - i. possess the interpersonal skills and dispositions to work cooperatively with colleagues and to serve the community.
  - j. are committed to on-going supervision of and consultation about their practice throughout their professional careers.
  - k. are committed to and bound by the codes of ethics and standards of practice as put forth by the American Counseling Association and state regulatory agencies.

*\* Modified from "Portrait of a Teacher" developed by the Admissions and Retention Subcommittee of the Teacher Education Policy Committee, Montclair State University, Montclair, NJ.*

## **THE GRADUATE COUNSELING PROGRAM**

The M.A. in Counseling Program prepares students to become multiculturally competent social justice counselors for work with diverse populations in a variety of settings. The concentration you chose upon entering the program indicates your population of interest within the counseling profession. Following is a brief description of each of the concentrations.

- The Addictions Counseling concentration prepares students to work as substance abuse counselors with populations who are in recovery for various addictions. Graduates are employed in addictions facilities, transition homes, in- and out-patient treatment centers, and other community facilities. The program meets the educational requirements for the Licensed Clinical Alcohol and Drug Counselor (LCDAC) and the Licensed Professional Counselor (LPC) credentials (if students complete COUN 605 as an elective);
- The Clinical Mental Health Counseling concentration prepares students to work in multiple community based settings, including inpatient and outpatient clinical mental health facilities, hospitals, community service agencies, and private practice. Our graduates work in the settings listed above and with special issues such as family and couples work, eating disorders, mental health transition, and other related issues of developmental challenges. The program meets the academic requirements for initial counselor licensure (Licensed Associate Counselor, LAC) and eventually towards an independent license (Licensed Professional Counselor, LPC).
- The School Counseling concentration prepares students to work as school counselors, formerly referred to as guidance counselors, in pre-K-12 settings in both public and private schools. Our program prepares students to work across grade levels and with diverse student populations. We teach students about comprehensive school counseling programs consistent with the American School Counselor Association (ASCA) National

Model. Upon completion of the program, students are eligible for school counselor certification in New Jersey, a required credential for the profession.

- The Student Affairs in Higher Education concentration prepares professionals to work on college campuses in several student services capacities. Our graduates work in career services, student affairs, academic advising, student activities, mediation, international programs, and other student-focused offices. Our program has a strong emphasis on a counseling foundation to prepare professionals who maintain a developmental approach to their work with college/university students. There are no state licenses or certifications specific to this concentration.
- Certificate programs provide courses, meeting the requirements for state and/or national certification or for professional development opportunities.

### Curriculum

The CACREP-accredited Counseling programs include the following areas: core courses common to all concentrations (27 Semester Hours); specialty courses which vary by concentration 12-24 (SH); a Practicum (3 SH), and two (2) semesters of Internship (6 SH). Students must successfully complete a comprehensive examination. Certificate program requirements vary depending on state and/or national requirements. Specific programs of study can be reviewed in the appendices of the handbook.

#### M.A. Programs

Addictions Counseling (CACREP- Accredited)  
 Clinical Mental Health Counseling (CACREP-Accredited)  
 School Counseling (CACREP-Accredited)  
 Student Affairs/ Counseling in Higher Education

#### Certification/Certification Programs

Advanced Counseling Certificate Program  
 School Counseling Certification Program  
 Substance Awareness Coordinator Certification Program  
 Certified Alcohol and Drug Counselor Certificate Program

### Student Advisement

After being accepted into the program, all counseling students will be assigned an advisor. You should set up an appointment with your advisor as soon as possible within or before your first semester of classes. Your advisor will serve as a mentor throughout your graduate work at MSU. Your advisor will help you with your program of study to insure that pre-requisites and course sequencing are adhered to, discuss your development as a counselor, assist in any problems you may encounter, and guide your understanding of the profession beyond the classroom. Your welcome letter from the department included the name and contact information of your advisor. If you are unsure of whom you have been assigned as an advisor, please contact the Department secretary. **It is your responsibility to contact (usually at least once per semester) your assigned advisor regarding courses to be taken and overall progress in the program.**

### Student Timeline

- Full acceptance as a graduate student in the Counseling Program.
- Meet with your advisor and review your program of study.
- Attend the new student orientation during your first semester of classes (unless enrolled in summer session; then attend the fall orientation).
- With advisor's approval, contact the Clinical Coordinator for permission to attend the Practicum orientation one semester prior to when you intend to begin your fieldwork.
- Before the end of the semester after attending the practicum orientation, secure a placement for practicum before the deadline date established by the Clinical Coordinator. You must have all required paperwork submitted to the Clinical Coordinator, including the Placement Site Agreement, to receive a permit to enroll in Practicum.
- Contact the Clinical Coordinator for permission to attend the Internship orientation one semester prior to when you intend to begin your internship.
- The semester prior to Internship I, attend the Internship Orientation meeting. Before the end of the semester after attending the Internship Orientation meeting, secure a placement for internship before the deadline date established by the Clinical Coordinator. You must have all required paperwork submitted to the Clinical Coordinator, including the Placement Site Agreement, to receive a permit to enroll in Internship.
- When appropriate and with the guidance of your advisor, register for the comprehensive examination before the deadline established by the Department.
- Through The Office of the Registrar, apply for an audit of your coursework the semester before you plan to graduate; June 1 – October 1 for January graduation; July 1 – November 1 for May graduation; and February 15 – June 15 for August graduation.

### Liability Insurance

All students are required to obtain liability insurance by the time they reach practicum. While lawsuits involving student counselors are relatively uncommon, any service provided to the public by a professional (or a professional in training) is vulnerable to the threat of lawsuit. Liability insurance is available to *American Counseling Association (ACA)* student members at no cost. Students can access the ACA website for both student membership and liability insurance via [www.counseling.org](http://www.counseling.org).

### Practicum

All students take COUN 624, Practicum in Counseling. The prerequisite courses to apply for Practicum are: COUN 552, 577, 584, 588, 595, 584 and department approval. Additionally, students must have a minimum GPA of 3.00 and have earned a minimum grade of B in COUN 588, Counseling Techniques and COUN 584, Group Counseling. It is highly recommended that students complete a minimum of 24-27 credits in a 48 credit program or a minimum of 30-33 credits in a 60 credit program prior to starting Practicum. Practicum requires students to complete 100 hours of supervised fieldwork in counseling. This includes a minimum of 40 hours of direct client contact sessions and 60 hours of indirect work in the field at a placement site involving research on client issues and theoretical approaches to counseling, progress notes, case conceptualization, diagnosis and treatment planning. Of the 40 direct hours, students are required to complete a minimum of 25 hours of individual counseling and a minimum of eight (8) group hours. If group work is not offered, than this component must be satisfied during internship. Students **must meet with their advisors to receive approval to attend the**

**Practicum Orientation** session, facilitated by the Clinical Coordinator the semester prior to starting Practicum. Many students remain at the same supervised site for Practicum, Internship I and Internship II.

## **Internship Requirements**

All students take two semesters (6 credits) of Internship, COUN 654, Internship in Counseling I, and COUN 674, Internship in Counseling II. For each semester, 300 hours are completed in an appropriate internship site, selected by the student and approved by the Clinical Coordinator. The site must be appropriate to the student's concentration and meet the program's requirements as an approved site. Students must submit an Internship Placement Application to the Clinical Coordinator for approval to attend an Internship Orientation the semester prior to beginning Internship I. The Clinical Coordinator must approve the internship site, even if the student is continuing at the chosen practicum site. Students should plan on spending approximately 20 hours per week at an internship site in order to complete internship hours each semester.

Students are expected to complete a minimum of 120 direct hours of client contact per semester to include: individual and group counseling; psychoeducational workshops and/or classroom guidance activities; testing (if required by site); consultations (e.g., with family members, teachers, and administrators); and other direct client contact activities. The remaining 180 hours may be indirect service, which may involve any clinical responsibilities (e.g., progress notes) required by the site or completed on behalf of the internship experience (e.g., research to complete a guidance activity on bullying), but not administrative or clerical work. Due to the demands of internship, a reduced workload or other life changes may be necessary to satisfy this requirement. Please note, however, that requirements for loans (Federal and non-federal) usually include that students are enrolled in a specific number of credits. Please see the information Federal Financial Aid under the section in this document on University Policies.

Students must meet the following requirements prior to being granted permission to attend the Internship orientation to be approved for registration in Internship:

- a) A minimum GPA of 3.00, and must be in "good standing" in the Counseling Program
- b) Successful completion of a minimum of 33 credits in a 48 credit program or a minimum of 45 credits in a 60 credit program, which must include all prerequisites and the required specialty courses in the selected concentration:
  - School Counseling: COUN583, Counseling in Schools I*
  - Clinical Mental Health Counseling: COUN 604, Clinical Assessment and Diagnosis*
  - Addictions Counseling: COUN 604, Clinical Assessment and Diagnosis*
  - Student Affairs/Counseling in Higher Education: One of the concentration elective courses*
- c) A minimum grade of B in COUN 624, Practicum in Counseling
- d) Proof of professional liability insurance through the American Counseling Association
- e) Written approval of potential internship site placement by the Clinical Coordinator
- f) Department Approval

Note: Successful completion (i.e., grade of B or better) is required in COUN 654, Internship in Counseling I, before enrolling in COUN 674, Internship in Counseling II and a grade of B or higher in Internship II is required for graduation.

*All practicum and internship requirements must be completed locally, or at a distance reasonable for faculty and supervisors to travel for consultation and in the event of emergencies.* Students should familiarize themselves with The [Practicum /Internship Manual](#) early in their program to best prepare for the fieldwork experience.

### **Comprehensive Examination**

Student may register for the Comprehensive Examination after completing a minimum of 33 semester hours, and most students wait until their last year in the program to take the exam. The Comprehensive Examination is administered in only the fall and the spring semesters. Please see the section on Program Policies for additional information on the Comprehensive Examination.

## **GRADUATE ASSISTANTSHIPS**

Students should complete the appropriate area on the graduate admission application if interested in a graduate assistantship. A separate application for a graduate assistantship does not exist. The term of the Assistantship is one full academic year, beginning September 1 and ending June 30. Graduate Assistants must be fully matriculated in a master's degree program at MSU, be a full-time student, maintain a minimum of nine (9) credits and a maximum of twelve (12) credits per semester, maintain at least a 3.00 GPA during each semester of the assistantship, and fulfill twenty hours of work per week for the assigned assistantship.

Graduate Assistants receive a tuition and University-wide fee remission for up to 24 graduate credits per academic year. Fees that are specific to courses or to individual students are not included in the remission (e.g. supplies, parking and/or Health Insurance, etc.). Graduate Assistants also receive a stipend for the full 10-month appointment. The value of the tuition remission is non-taxable.

## **THE COMMUNITY COUNSELING CLINIC**

The Montclair State University (MSU) Community Counseling Clinic opened in January 2016. The Community Counseling Clinic (CCC) was developed by the Counseling Program faculty with support from the CEHS Dean and the University administration. The CCC provides low-cost, professional, and compassionate mental health counseling services to assist individuals, couples, and families in the Montclair area (including MSU staff who are not associated with the Counseling Program). It is located at 147 Clove Road, across from parking lots #60 and #61.

The MSU CCC is coordinated by Ms. Juliana Natiello, LPC, and is staffed by advanced master's and doctoral students in Montclair State University's Counseling programs, under her supervision. The CCC provides confidential individual and group counseling for children, adolescents, and adults as well as counseling for couples and families. Also, they provide career assessment, development, and counseling services. Please go to go to <http://www.montclair.edu/cehs/community-counseling-clinic/> and for more information about specific services.

## PROFESSIONAL COUNSELING ORGANIZATIONS

Students in the Counseling Program are encouraged to seek membership and active involvement in various professional organizations available at the university, state, regional, and national levels that are appropriate to their chosen areas of concentration. There are many benefits of membership in professional counseling organizations and counseling related organizations. For example, as a member of a professional organization one:

- Receives the organization's publications;
- Is entitled to reduced membership rates for registration for professional meetings sponsored by the organization and usually reduced rates for resources such as books;
- Is afforded opportunities for leadership and service activities and involvement in activities pertinent to the counseling profession and consumers of our services;
- Is eligible for member services (e.g., professional liability insurance, legal defense funds, library resource use); and,
- Is provided with opportunities to network with other professionals who share interests and areas of expertise. In addition to the possibility of helping in job searches, networking may lead to forming research partnerships.

### **American Counseling Association**

The primary national organization for professional counselors is the American Counseling Association (ACA). The ACA is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

Headquartered in Alexandria, VA, just outside Washington, DC, the American Counseling Association promotes public confidence and trust in the counseling profession so that professionals can further assist their clients and students in dealing with the challenges life presents. The American Counseling Association services professional counselors in the U.S. and 50 other countries including Europe, Latin America, the Philippines and the Virgin Islands. Also, the American Counseling Association is associated with a comprehensive network of 20 divisions and 56 branches. The primary state organizations for professional counselors are the New Jersey Counseling Association (<https://www.njcounseling.org/>) and the New Jersey School Counselor Association (<http://www.njsca.org/>). The American Counseling Association also collaborates with several corporate and related organizations to enhance member services. For more information about ACA, please visit [www.counseling.org](http://www.counseling.org).

### **Divisions of ACA**

Within the American Counseling Association, there are 20 divisions. These divisions enhance professional identity and are organized around specific interest and practice areas. The divisions provide professional strength and satisfy the diverse needs of the counseling community:

#### [Association for Adult Development and Aging \(AADA\)](#)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

#### Association for Assessment and Research in Counseling (AARC)

Originally the Association for Measurement and Evaluation in Guidance, AARC was chartered in 1965. The purpose of AARC is to promote the effective use of assessment in the counseling profession.

#### Association for Child and Adolescent Counseling (ACAC)

Association for Child and Adolescent Counseling aims to focus on the training needs of counselors who work with children and adolescents, while also providing professional support to those counselors, whether they are school counselors, play therapists, or counselor educators. -

#### Association for Creativity in Counseling (ACC)

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

#### American College Counseling Association (ACCA)

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

#### Association for Counselor Education and Supervision (ACES)

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

#### Association for Humanistic Counseling (AHC)

AHC, formerly C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

#### Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)

Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.

#### Association for Multicultural Counseling and Development (AMCD)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

#### American Mental Health Counselors Association (AMHCA)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

### [American Rehabilitation Counseling Association \(ARCA\)](#)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

### [American School Counselor Association \(ASCA\)](#)

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

### [Association for Spiritual, Ethical, and Religious Values in Counseling \(ASERVIC\)](#)

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

### [Association for Specialists in Group Work \(ASGW\)](#)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

### [Counselors for Social Justice \(CSJ\)](#)

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

### [International Association of Addictions and Offender Counselors \(IAAOC\)](#)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

### [International Association of Marriage and Family Counselors \(IAMFC\)](#)

Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

### [Military and Government Counseling Association \(MGCA\)](#)

MGCA was chartered in 1984. MHCA is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

### [National Career Development Association \(NCDA\)](#)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.

### National Employment Counseling Association (NECA)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

### **Chi Sigma Iota**

Chi Sigma Iota (CSI) is the international academic and professional honor society of professional counseling. It was established for counselors-in-training, counselor educators, and professional counselors who are committed to 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.

Our Program established the Chi Sigma Mu Chapter of CSI in 2006. Students are encouraged to apply for membership once they meet the credit and GPA criteria. To qualify for CSI membership students have a minimum GPA of 3.5 and have completed a minimum of nine credits from an MSU counseling program of study. In addition, students must receive faculty endorsement. Students eligible to apply for CSI membership will receive a formal invitation from the chapter. For more information about CSI, please visit [www.csi-net.org](http://www.csi-net.org).

## **PROGRAM POLICIES**

Departmental/Program policies will be developed throughout your program of study. You should constantly review your MSU e-mail account to remain current with new policies. The following policies are of present importance. The policies described below are provided in addition to the policies held by Montclair State University. In cases where the policies have differing standards, the Counseling Program policies are more restrictive, and they supersede the policies of the university.

### **1. Changing Concentrations**

Students, with advisor approval may change concentrations after being accepted to the M.A. in Counseling program. Students must complete a Change of Concentration Application, which can be found on the Graduate School's website (<https://www.montclair.edu/graduate/current-students/forms/>) and submit that to the Graduate Program Advisor (Dr. Glosoff if requesting to change to addictions or clinical mental health counseling and Dr. Baden if requesting to change to school counseling or student affairs in higher education).

### **2. Retention Policy (Approved September 2011)**

#### **Academic Standing for Program Retention**

Students matriculated in the Counseling Program are required to maintain a minimum overall GPA of 3.0 and must not earn more than **one** C level grade (C+, C, or C-) throughout graduate course work. Students who earn **two** grades that are C level or below or who earn **one** F grade will be subject to dismissal. See "Clinical Courses" (#2) for additional information on requirements specific to academic grades for clinical courses.

If a student receives a grade of “C” in any required course in her/his counseling program (including electives), the following procedures must be followed:

- A. Meet with your advisor. To continue enrollment in the next semester, your advisor will sign a form stating that you met with her/him about the earned grade of “C.” Most likely you will have already registered for the following semester’s classes, so your advisor will work with you to determine which course(s) is most appropriate for continued registration.
- B. Because we realize the seriousness to your academic progression and understanding of a major knowledge/skill area of the counseling profession, any student receiving a grade of “C” will be able to register for no more than one or two courses the following semester. The decision of taking one or two courses remains with the advisor, with input from the instructor of the course where the “C” was earned, and signed off by the program coordinator and the department chair.
- C. A grade of “C” in clinical classes (COUN 588, 584, 624, 654, 674) requires formal remediation (see separate program policy on clinical course remediation).

### **3. Counseling Program Statement of Student Impairment**

In accordance with the *American Counseling Association (ACA) Code of Ethics* (2014), faculty members must address student impairment. Student impairment impedes a student’s ability to achieve the competence and professional behavior expected of all counselors. Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- inability or unwillingness to acquire and integrate professional and ethical standards into one’s repertoire of professional behavior;
- inability to acquire professional skills and reach an accepted level of competency; or
- inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

If warranted, the faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Counseling Program. Identification of impairment can result in remediation, suspension, or termination from the Program.

### **4. Newly Admitted Students**

Any student matriculated into the program will be required to take COUN 552, Introduction to Professional and Ethical Issues in Counseling and COUN 588, Counseling Techniques, as the first two courses in their programs. Course selection for the first semester attending classes will occur as follows:

1. Only taking one course: COUN 552;
2. Only taking two courses: COUN 552 and COUN 588;
3. If taking more than two courses, then COUN 552 and COUN 588 are both required, and additional course selection depends on the required prerequisites for the other courses. COUN 577, Counseling Theories, is generally recommended if students are taking more than two courses in the first term.

Students who fail to earn a “B” or better in COUN 588 will follow remediation procedures as outlined in the program’s skill remediation policy. The current policy for non-degree students will remain the same.

### **5. Course Load**

A course load of nine (9) credits constitutes full-time enrollment for graduate students in the fall and spring. Students in any Master’s Counseling Program or Certificate Program may register for a maximum of:

- Twelve (12) credits in the Fall and Spring semesters
- Three (3) credits in the Winter Session
- Six (6) credits in the 8-week Summer Session
- Three (3) credits in the Summer Pre-Session (3 or 4 week session)
- Three (3) credits in the Summer Post-Session (3 or 4 week session)

The Program reserves the right to reduce the course load of any student who registers for more than the above maximum credit hours without course overload approval. In addition, students’ course loads are subject to advisor and/or Graduate Program Coordinator (GPC) approval. Students can have their maximum course load limits reduced below the guidelines provided above, if such actions are deemed appropriate by the student’s advisor and/or the GPC.

### **6. Clinical Courses**

To enroll in COUN 624, Practicum, a student must have a minimum GPA of 3.00 and have earned a B or better in COUN 588, Counseling Techniques and COUN 584, Group Counseling. In order to enroll in COUN 654, Internship in Counseling I, a student must have a minimum GPA of 3.00 and have earned a B or better in COUN 624, Practicum in Counseling. In order to enroll in COUN 674, Internship in Counseling II, a student must have a minimum G.P.A. of 3.00 and have earned a B or better in COUN 654, Internship in Counseling I.

### **7. Student Remediation**

The members of the Counseling faculty endorse the American Counseling Association *Code of Ethics* (2014) that states that counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to: consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program; support students in obtaining remedial assistance; and, assure that students have adequate recourse to address decisions made.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student’s ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. In addition, the faculty member may consult with the faculty advisor and/or other program faculty. This should be done prior to initiating

formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences, formal remediation procedures may be implemented as delineated below.

#### **A. Plan for Remediation of Clinical Work**

A student must receive a grade of “B” or better in the following clinical courses: COUN 588 Counseling Techniques, COUN 584, Group Counseling, COUN 624 Practicum in Counseling, and COUN 654/674 Internship in Counseling I and II. If a student earns a grade of “B-” or lower in a clinical course, the following procedures will be followed:

- A. The instructor assigning the grade of “B-“ or less in a clinical course must notify the program coordinator who, in turn, will notify the Chair of the department. The student will also be notified at this time.
- B. The instructor assigning the grade of “B-“ or less will develop a proposed remediation plan for the student and present it to the Retention and Review committee (hereafter referred to as Committee). The instructor may consult with the Committee in developing the plan. A representative of the Committee will then meet with the student to review the remediation plan. At that meeting, the instructor and the student’s advisor may be present. To continue enrollment in the next semester, a representative from the Committee will sign a form stating that the student met with the Committee about the remediation plan. The remediation plan must be approved at least two weeks before the start of the next semester.
- C. The instructor will:
  - 1) Develop an appropriate remediation plan in consultation with the Committee;
  - 2) Share the remediation plan with the Program Coordinator for relevant input, if necessary;
  - 3) Meet with the student, who is expected to attend a meeting to review the remediation plan;
  - 4) Share a copy of the remediation plan with: Department Chair, Advisor, Remediation Committee, previous instructor, instructor of remediation, and student. The Program Coordinator will consult with the Department Chair over the results of the meeting and the remediation plan.
- D. The student must earn a grade of “B” or better in the remediation, thus demonstrating mastery of the deficit skills, in order to continue in the program. If a student again earns a grade of B- or less, dismissal from the program will be recommended. The student must earn a grade of “B” or better in COUN 674, Internship II, in order to complete the program.
- E. The student may only take up to one other course with the required remediation plan; the additional course must be approved by the Committee, in consultation with the student’s advisor.
- F. The program faculty may make the recommendation that a remediation plan is not advisable, and the student may be dismissed from the program. An example of this may occur if a student earns a grade of “F” in a clinical course.

#### **B. Remediation Related to Professional and Ethical Issues**

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of remediation, probation and/or enforced withdrawal from the program will be initiated. These procedures are followed

to insure that the rights of the student and the integrity of the program can be protected in the process.

1. When a determination is made by a faculty member that an educational or professional-related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. In consultation with the Committee, the faculty member will outline the issues at hand and provide recommendations for a remediation plan. The Committee will then develop the remediation plan in consultation with the faculty member and advisor. A representative of the Committee will then meet with the student to review the remediation plan. At that meeting, the instructor and the student's advisor may be present. This interaction process will allow the student an opportunity to discuss the information presented regarding a problem area. The following procedures will be followed in developing and carrying out the remediation plan:
  - a) The faculty member will complete a disposition form detailing these concerns.
  - b) The faculty member will meet with the student regarding concerns.
  - c) The faculty member will forward the concerns to the student's advisor, who will then meet with the student to discuss the stated concerns. The faculty member documents the meeting and forwards all information to the advisor.
  - d) The Review and Retention Committee will be notified by the advisor regarding concerns and the need for a remediation plan.
  - e) In consultation with the faculty and advisor, the Committee will develop a remediation plan.
  - f) The student will sign the agreement stipulated in the remediation plan, signifying 1) acknowledgement of the plan and 2) agreement to the implementation of the plan.
  - g) Students are subject to dismissal, probation, or continued remediation if they choose not to follow the plan or are unable to complete the requirements therein.
  - h) The student will submit the required documents to the Review and Retention Committee. The Committee reviews the documents and determines whether the plan is satisfactorily completed, then makes a recommendation to the Program Coordinator. The Program Coordinator will consult with the Department Chair over the results of the meeting and the remediation plan.
  - i) The Program Coordinator will inform the student of the decision both verbally and in writing.

Whenever a student is required to complete a remediation plan, the written plan will include the following information:

- A behavioral description of the problem;
- Course of remediation;
- Criteria stated in behavioral terms for completing the remediation or probationary status;
- Evaluation criteria
- A specific time frame for meeting these criteria;

- A summary of the options available to the student (e.g., following the remediation plan, appeals, withdrawal from the program); and
- A description of the consequences of not meeting criteria within the time frame.

The Committee, working with the appropriate faculty members, will monitor the student's progress on the remediation plan. At the end of the specific remediation period, the Committee will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made:

- a) That the student has successfully completed all requirements;
- b) To continue a probationary or remediation status (which would necessitate preparation of another set of recommendations as specified above); or,
- c) To recommend that the student be dismissed from the program (enforced withdrawal).

### **Appeal of Decision**

Students have the right to due process and may appeal charges or decisions that result from this process. Appeals are to be directed to the Chair of the Department of Counseling and Educational Leadership, who will determine the appropriate course of action.

## **8. Retention and Review of Students**

Retention decisions at all levels require demonstration of consistently high academic and clinical performance. These requirements are in accordance with the Biannual Evaluation of Student Progress in which faculty review students' academic, professional, and personal progress throughout the program. A student's character, personal, and professional behavior is evaluated during the course of the program. Students must demonstrate qualities of good character consistent with the program's mission and policies, the ethical guidelines of the American Counseling Association (ACA), and the Council for Accreditation of Counseling and Related Programs (CACREP).

## **9. Comprehensive Examination**

Students may register for the Comprehensive Examination after completing a minimum of 33 semester hours, and most students wait until their last year in the program to take the exam. The Comprehensive Examination is administered in only the fall and the spring semesters. Students will be notified via the MSU counseling student listserv when the Comprehensive Examination will be given and of the deadline for registering for the examination. It is the student's responsibility to check for notices from the listserv and meet the registration deadline. If students miss the registration deadline, they must wait until the next semester to register for the examination.

The Program utilizes the Counselor Preparation Comprehensive Examination (CPCE-CBT), a standardized, computer-based multiple-choice exam used by graduate counseling programs nationally. It is developed by the Center for Credentialing and Education (CCE). The CCE is

the same company that assists with credentialing and assessment for the National Board for Certified Counselors (NBCC).

For complete information and Frequently Asked Questions about the Comprehensive Exam, please see: <http://www.montclair.edu/cehs/academics/departments/cel/comp-exam-info/>

Students must pass the exam to graduate from the program. If students fail the Comprehensive Examination, they must contact their advisor to go over the results of the exam. Together the student and their advisor can identify needed areas of improvement and work toward preparing for the next exam attempt. If students fail the Comprehensive Examination during their final semester of classes, they cannot graduate and must retake the Comprehensive Examination on the next available date after speaking with their advisor. Students may take the Comprehensive Examination three (3) times. If students fail the Comprehensive Examination three times, they will be dismissed from the Counseling Program

#### **10. Code of Conduct and Academic Integrity**

The Counseling Program is committed to developing a community of learners and scholars within an environment that fosters respect and integrity among all of its members. In addition to knowing of and adhering to the ACA (2014) *Code of Ethics*, students have the responsibility to know and observe all requirements of the MSU Code of Conduct: <http://www.montclair.edu/dean-of-students/student-conduct/code-conduct>.

Students are expected to know and adhere to the MSU Academic Honesty Policy (<http://www.montclair.edu/dean-of-students/student-conduct/academic-integrity/>). Academic dishonesty at the University involves acts that may subvert or compromise the integrity of the educational process. Specifically, any act by which a student gains or attempts to gain academic advantage through misrepresentation of him/herself, or another person, by his/herself, or another person's work. These acts include but are not limited to: acts that interfere with the completion, submission, or evaluation of work; cheating; fabrication or falsification of information; multiple submissions of academic work; plagiarism; abuse of academic material; and, complicity in academic dishonesty. Do not plagiarize for any doctoral courses. Any suspected violation of the University Academic Honesty Policy will be immediately reported to the Office of the Dean of Students at MSU.

#### **11. Diversity Policy**

In keeping with the guiding principles of Montclair State University, the faculty of the Counseling Program in the College of Education and Human Services is committed to the belief that it is everyone's responsibility to foster an atmosphere of respect, tolerance, understanding and good will among all members of our diverse student population. The Counseling Program supports the mission of the University that seeks to create an inclusive community and to oppose any form of racism, ethnocentrism, religious intolerance, sexism, ageism, heterosexism, harassment, and discrimination against those with disabling conditions.

The faculty of the Counseling Program at Montclair State University embraces diversity through learning and does not discriminate on the basis of race, color, gender, age, religion,

sexual orientation, national origin, ancestry, marital status, and physical or mental disability (not interfering with counseling performances).

The Program actively seeks a diverse student population that is encouraged to share their experiences within the classroom and to learn from other differing world views. Students and faculty aspire to multicultural competency in beliefs, self-awareness, knowledge and skill. The Program will periodically review the student enrollment to determine underrepresented minority populations and actively recruit individuals from these communities. All classes will incorporate multicultural issues regarding beliefs, self-awareness, knowledge and clinical practice issues into the learning process. Students will also learn the role of the counselor as an advocate for social justice that fosters empowerment for all within the greater national and global society.

## **12. Faculty Endorsement**

In compliance with the ACA (2014) *Code of Ethics*, faculty members endorse students for practicum and internship only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the practicum or internship. Upon successful completion of the program of studies and demonstration of the requisite competencies, faculty members endorse students for certification, licensure, and employment in the student's *specified area of specialization*. Regardless of academic qualifications, supervisors do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

## **11. Enforced Dismissal Procedures**

If the decision is to recommend that the student be dismissed from the program, this will be brought to the entire program faculty and a meeting of the faculty will be called. The faculty will vote to decide to move forward on the recommendation or refer the matter back to the Review and Retention Committee. These actions require three quarters of the faculty at the meeting be in agreement. The Program Coordinator and/or other designated persons will inform the student of the decision both orally and in writing.

If the program faculty recommends a student for dismissal from the Counseling Program, the Program Coordinator, advisor, and Committee representative will meet with the student and provide both orally and in writing the following information:

- a) Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- b) A summary of the appeal options available to the student.

The termination recommendation will be forwarded by the program coordinator to the department chairperson and the Assistant Dean for student matters.

## UNIVERSITY POLICIES

### **Appeal of Course Grades/Academic Grievance Procedures for Graduate Students**

The Graduate School recognizes that there may be occasions when students, as a result of dissatisfaction with some aspect of their academic involvement, have a grievance. It is the declared objective of the University that such students have formal resolution of their personal academic grievances. Questions concerning a grade should first be addressed to the course instructor. If there is an error, the instructor can initiate action for a change or correction. If this proves unsatisfactory, students may then submit a written appeal to the chairperson of the appropriate department. The chairperson may rule on the material submitted, or may arrange for a meeting with the student and the instructor. If still unsatisfied, students may submit a written appeal to the Dean of the appropriate school. Again, the Dean may rule on the material submitted, or may arrange for a meeting with the student and the instructor. If still unresolved, the student may submit a written appeal to the Provost's office.

### **Retention**

- Any degree student, whose grades fall below 3.0 grade point average, within the courses that make up their program of study, will be placed on academic probation. Failure to obtain the required average within the prescribed period of time leads to final review which may result in termination of graduate studies. A student may appeal such action in writing.
- Note: The Counseling Program policy is more restrictive than the University policy and therefore is followed for students in this program. A degree student who receives **two** "C" grades (e.g., C, C+, or C-) in his/her academic program will be dismissed from the program. Dismissal actions will be made on a case-by-case basis in consultation with the student's graduate advisor.

### **Receiving a Grade of "F" in a Course**

Students who receive a grade of "F" in a course are not permitted to repeat that course. The Graduate Program Coordinator will have the discretion to make exceptions in special cases and under extenuating circumstances. The Graduate Program Coordinator will forward the decision to The Graduate School for approval. If this is approved, a form can be found on the following link:

<http://www.montclair.edu/media/montclair.edu/graduateschoolthe/pdfs/repeatCourse.pdf>

In those cases when the course is repeated, a change will be made on the student's transcript by replacing the original "F" grade with "RF". The original "F" grade is removed from the GPA calculation and replaced with the new grade. Please be advised, that if you should complete a course you previously failed without permission, a grade of NC (No Credit) will be posted.

### **Continuous Matriculation Requirement**

Students must complete at least six credits in each academic year and must be continuously enrolled in the fall and spring semesters until completion of all requirements for graduation, including the semester in which they graduate. Students who do not register for a credit-bearing course or who have not been granted an approved leave of absence in either the Fall

or Spring semesters must register for the Continuous Matriculation course (GRAD-MC1 for Master's/Certificate programs) in that semester and pay a continuous enrollment fee (\$50.00 for GRADMC-1). For more information go to <https://www.montclair.edu/graduate/current-students/policies-procedures-guidelines/#ContinuousMat>

### Leave of Absence

***Students may request ONE leave of absence for the entire duration of the graduate program.***

A leave of absence is considered ONE semester. The leave of absence will be excluded from the time limit for completion of a graduate program. Requests for a leave of absence must be submitted to The Graduate School using online Leave of Absence form by the end of the Drop/Add period (the second week of the semester), and no requests will be granted retroactively. There will be no exceptions. If students are readmitted to a graduate program and have taken a leave of absence previously, they will not be granted an additional leave of absence. If you have any questions regarding the Leave of Absence, please contact The Graduate School at 973-655-5147 or [gradschool@mail.montclair.edu](mailto:gradschool@mail.montclair.edu)

### Grades of Incomplete

Only for unusual circumstances will a grade of Incomplete (IN) be given for any course. When it has been determined by the instructor that such a grade is appropriate, the student must fill out a *Contract for an Incomplete* form, located on the Registrar's website at <http://www.montclair.edu/media/montclairedu/graduateschoolthe/students/incompletecontract.PDF>. This formal contract delineates conditions for removing the grade of IN. Students can carry no more than two IN grades at any time. Students who have two outstanding IN grades will not be allowed to register for courses until one or both have been completed.

For the IN grade to be removed, students are responsible for completing their work by the following dates:

Semester Incomplete was assigned	Deadline to complete coursework to remove Incomplete
Previous Fall and/or Winter Semester	February 15
Previous Spring Semester	June 30
Summer Sessions	October 15

Instructors submit a *Change of Grade* form once the student has completed all required work. If no change of grade form is submitted by the dates aforementioned, the grade of IN will become a grade of F. If there is reason to extend the deadline for an IN grade removal, it is the student's responsibility to submit a *Request of Extension of an Incomplete Grade* to the Office of the Registrar. This request must be signed by the instructor and appropriate Chairperson and Dean.

### Course Load Requirement for Federal Financial Aid & University Health Insurance

Students who need full-time status for Federal Financial Aid and students who receive their health insurance through Montclair State University must register for nine (9) credits each semester, including when they are enrolled in practicum and internship courses. Students who receive Federal Financial Aid as part-time students must be enrolled for a minimum of 4.5 credits each semester, including when they are enrolled in practicum and internship courses.

### **Title IX**

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private colleges, and universities receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

Through the policies and procedures outlined, Montclair State University seeks to comply with all Department of Education Title IX regulations. While the University cannot guarantee that campus individuals will always act with good judgment and with the best of intentions, the University can assure that it will endeavor to comply with these regulations while ensuring that students have "an environment as safe as possible." For guidelines on how to file sexual harassment/sexual assault complaints go to <http://www.montclair.edu/sexual-harrassment/sexual-harrassment-complaint-procedures-students/>.

## **ADDITIONAL TOOLS**

### **NEST**

NEST (Network Engagement and Student/Staff Transactions) has arrived as the primary web gateway for student and faculty/staff self-service. NEST provides single-sign-on access to many current and upcoming products including Self-Service Banner (SSB). Students should visit NEST frequently to check registration status, course schedules, academic standing, and financial accounts. To learn more about NEST visit here: [www.montclair.edu/NEST](http://www.montclair.edu/NEST)

In NEST, students will be able to:

1. Update personal and emergency contact information through the product Self Service Banner (SSB).
2. Pay housing deposits and new student enrollment fees for fall 2016 through SSB and the new payment system: TouchNet
3. Review financial aid information:
  - o Current financial aid requirements (if they have a financial aid record) (Note: Financial aid requirements may take additional time to import into NEST. It is important that students check back often for their full financial aid checklist.)
  - o Important financial aid web links
4. View important announcements and news
5. View information regarding summer and fall 2016 registration
6. Access through web links in the top navigation section:
  - o Gmail
  - o Library website
  - o University Directory

### **Canvas**

Canvas is Montclair State University's learning management system (LMS). Canvas is a tool that allows students to manage their courses as well as interact with classmates and instructors. In the case of hybrid courses, Canvas will be used to supplement the days class does not meet. It provides for dynamic interaction across features and easily integrates multimedia technologies

and social media applications. The user-interface design of Canvas is much simpler and more user-friendly, which reduces the learning curve for both faculty and students. To assist the University's faculty, staff, and student users successfully utilize Canvas, Information Technology's Technology Training and Integration Group (IT-TT&I) provides a set of training classes/workshops, which include face-to-face, online and evening classes. [Register today.](#)

### **Additional Sites of Interest**

1. American Counseling Association (ACA): <http://www.counseling.org>
2. Counseling & Educational Leadership: <http://cehs.montclair.edu/academic/counseling>
3. College of Education and Human Services: <http://cehs.montclair.edu>
4. Harry A. Sprague Library: <http://library.montclair.edu>
5. MSU Graduate Catalog: <http://www.montclair.edu/catalog/>
6. MSU website: <http://www.montclair.edu>
7. Office of Graduate Admissions and Support Services: <http://www.montclair.edu/graduate/about-school/>
8. Student Services: There is a new section on the MSU website at <http://www.montclair.edu/student-services>.

## **STUDENT SERVICES AND RESOURCES FOR ACADEMIC, PHYSICAL, PSYCHOLOGICAL, SOCIAL, & SPIRITUAL WELLNESS**

**Books and Materials:** The University Bookstore is located on lower level of the Student Center. Call 973-655-5460 or go to <http://www.bkstr.com/montclairstatestore/home/en> for additional information.

The **Center for Writing Excellence** is available to all students. The Center is located in Bohn Hall (to the left of the main Bohn Hall entrance), and students may drop in or make appointments to consult about papers. Note that the staff will not proofread or edit papers, but they teach students how to do so. Go to <http://www.montclair.edu/center-for-writing-excellence/> for additional information.

**Career Services.** CEHS Career Services offer graduate students a variety of services such as, but not limited to career advising, resume preparation and critique, job search and interview preparation. The CEHS Career Services office is located in Suite 3119 (the Student Success Center) in University Hall. You may call 973-655-6874 or go to <http://www.montclair.edu/cehs/students/career-services/> for additional information.

The **Campus Recreation Facility** features a six-lane swimming pool; a two-court gymnasium with an elevated running track; two racquetball courts; two-level fitness, strength and cardio training areas; space for aerobics and other fitness activities; and locker rooms. Go to <http://www.montclair.edu/campus-recreation/> for additional information.

**The University Health Center (UHC)** is a comprehensive outpatient health care facility serving all registered students. The department functions in the same manner as a private medical office. Students enrolled at MSU pay a mandatory University Health fee which covers most services at UHC. Prescription medication and diagnostic testing are common additional costs. Call 973-655-4361 or visit <https://www.montclair.edu/university-health-center/>

**Counseling and Psychological Services (CAPS)** offers individual and group counseling to students, as well as a variety of educational and consultative services. Counselors, supervisors, and faculty who have self-insight are more effective in fulfilling their various roles and in reducing the likelihood of personal issues negatively impacting their work with clients, supervisees, or students. If you're experiencing difficulties, CAPS (located on the 1st floor of Russ Hall; 973-655-5211) is one campus resource available to assist students. Services are free and confidential. Visit <http://www.montclair.edu/caps/>.

**Alcohol and Drug Issues.** CAPS provides a number of services for students interested in better understanding their substance uses. For more information, go to <https://www.montclair.edu/counseling-and-psychological-services/alcohol-and-other-drug-program/> or call CAPS at (973) 655-5211 to schedule an appointment.

**The Disability Resource Center (DRC)** (<http://www.montclair.edu/drc/>). MSU is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. It is faculty responsibility to provide appropriate services to all students, including those with documented disabilities. Please make an appointment with your instructors if you need to discuss individual accommodations. Contact the DRC (located at 100 Webster Hall) for questions at 973-655-5431. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities.

**The Women's Center** offers women and men from campus and surrounding communities an opportunity to explore topics of individual and collective importance to women in an open and comfortable atmosphere. Services offered are meant to support individuals in their search for personal development, their quest for self-esteem, and their achievement of individual and social empowerment. The Center is located in the Student Center Room 421 (973-655-3282/5114).

**The Council for Faith and Spirituality** is located in the Student Center Building, Suite 112. Their mission is to encourage faith-based collaboration, discussion, and exploration within an environment that promotes interfaith understanding. The Council offers a place for students to meditate as well as activities and events throughout the year that support all faith traditions. Call 973-655-7130 or go to <http://www.montclair.edu/dean-of-students/ministry/> for additional information.

**The Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center**, located in room 110 of the Student Center, seeks to create an open, accepting, and affirming atmosphere for LGBTQ students, faculty, staff, and their allies at MSU. Through education, programming, and discussion groups, the LGBTQ Center allows for unique and important conversations to occur regarding LGBTQ issues. All members of the campus community are welcome. Call 973-655-7563 or go to <http://www.montclair.edu/lgbt/> for additional information.

**Additional Student Services for Wellness.** Go to <http://www.montclair.edu/student-services/guide/wellness/> for additional resources and for a review of all student services go to

the new Student Services section on the MSU website at <http://www.montclair.edu/student-services>.

In case of **emergencies call University Police at 973-655-5222.**

## FACULTY AND STAFF

**Kathy A. Gainor, Chair**

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Phone Number: (973) 655-7216

Email: [gainork@montclair.edu](mailto:gainork@montclair.edu)

Education: PhD, Michigan State University; M.A., Boston College; B.A., Waynesburg College

Research/Interests: Multicultural and culturally responsive counseling practice, spirituality and counseling practice, career counseling and development, counselor training and pedagogy

Website: <http://montclair.edu/~gainor>

**Mary Andreoli, CEL Department Secretary**

Office: University Hall, Room 3162

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Office: University Hall, Room 3165

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Education: M.A., Montclair State University; B.A., Montclair State University

**Kathleen M. Mangano, Clinical Specialist**

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Email: [manganok@mail.montclair.edu](mailto:manganok@mail.montclair.edu)

Education: M.A., Montclair State University; B.S., Montclair State University

**Juliana Natiello, Clinical Specialist**

Office: Center for Clinical Services, Room 1416

Phone Number: (973) 655-3407

Email: [natielloj@mail.montclair.edu](mailto:natielloj@mail.montclair.edu)

Education: M.A., Caldwell University; B.A., Rutgers University

Program Faculty

**Muninder Kaur Ahluwalia**

Office: University Hall, Room 3185

Phone Number: (973) 655-762

Email: [ahluwaliaam@mail.montclair.edu](mailto:ahluwaliaam@mail.montclair.edu)

Education: Ph.D., New York University; M.A., New York University; B.A., New York University

Professional Research/Interests: Multicultural counseling training; identity development, racism and discrimination; and, methodological issues in qualitative research. Website:

<http://www.montclair.edu/~ahluwaliaam>

**Vanessa Alleyne, Coordinator Advanced Certificate Programs**

Office: University Hall, Room 3171

Phone Number: (973) 655-6996

Email: [alleynev@mail.montclair.edu](mailto:alleynev@mail.montclair.edu)

Education: Ph.D., Columbia University; M.Phil., Columbia University; M.Ed., Harvard University; B.S., Wheelock College

Professional Research/Interests: Addiction Treatment Outcomes, Multiculturalism and Racial Identity, Group Processes, Forensic Evaluation.

Website: <http://www.montclair.edu/~alleynev>

**Amanda L. Baden - Counseling Program Coordinator (School/Student Affairs-Higher Ed)**

Office: University Hall, Room 3211

Phone Number: (973) 655-7336

Email: [badena@mail.montclair.edu](mailto:badena@mail.montclair.edu)

Education: Ph.D., Michigan State University; M.Ed., University of Georgia; B.A., Pennsylvania State University

Professional Research/Interests: Multicultural Counseling Competence, Racial and Cultural Identity, Counseling Adoption Triad Members, Transracial/International Adoption, Licensed Psychologist (NY).

Website: <http://www.montclair.edu/~badena>

**Harriet L. Glossoff – Counseling Program Coordinator (Addictions/Clinical Mental Health Counseling)**

Office: University Hall, Room 3189

Phone Number: (973) 655- 2097

Email: [glossofh@mail.montclair.edu](mailto:glossofh@mail.montclair.edu)

Education: Ph.D., American University; M.A, University of Maryland-College Park; B.A., State University of New York, Buffalo

Professional Research/Interests: Spirituality and cultural issues in counseling, supervision, and counselor education; Preparing counselors as social justice advocates; Best practices in counseling supervision; Professional ethics.

Website: <http://www.montclair.edu/~glossofh>

**Michael D. Hannon**

Office: University Hall, Room 3190

Phone Number: (973) 655-7611

Email: [hannonmi@mail.montclair.edu](mailto:hannonmi@mail.montclair.edu)

Education: The Pennsylvania State University; Ed.S. Rider University; M.Ed. University of Delaware; B.S. University of Delaware

Research/Interests: Wellness of racial/ethnic minority fathers and families of children with autism; urban school counseling

Website: <http://www.montclair.edu/~hannon>

**Leslie Kooyman**

Office: University Hall, Room 3213

Phone Number: (973) 655-7182

Email: [kooymanl@mail.montclair.edu](mailto:kooymanl@mail.montclair.edu)

Education: Ph.D., University of North Carolina, Charlotte; M.A., University of North Carolina, Charlotte; B.S., University of Santa Clara

Professional Research/Interests: High-risk sexual behavior of gay men and men who have sex with men (MSM), HIV/AIDS Prevention, Gay men and Aging, Acculturative Stress of International Students, GLBT issues, Counselor Development.

Website: <http://www.montclair.edu/~kooyman>

**Dana Heller Levitt (CACREP Liaison)**

Office: University Hall, Room 3169

Phone Number: (973) 655-2097

Email: [levittd@mail.montclair.edu](mailto:levittd@mail.montclair.edu)

Education: Ph.D., Counselor Education, University of Virginia; M.Ed., Counselor Education, University of Virginia; B.A., Psychology, James Madison University

Professional Research/Interests: Ethics; values in counseling; counselor pedagogy and counselor education; religious/cultural issues in counseling; body image/eating disorders; and gender issues.

<http://www.montclair.edu/~levittd>

**Gloria Pierce**

Office: University Hall, Room 3183

Phone Number: (973) 655-7185

Email: [pierceg@mail.montclair.edu](mailto:pierceg@mail.montclair.edu)

Education: Ed.D., Columbia University; M.A., Teachers College, Columbia University; M.A., Fairleigh Dickinson University; B.A., Douglass College, Rutgers, The State University

Professional Research/Interests: Holistic approaches to counseling; Ecotherapy & Ecofeminist Therapy; Gender/ Women's Issues; Feminist Counseling; Feminist pedagogy; Faculty Development, Organization Development & Management Education; Cultural Analysis.

Website: <http://www.montclair.edu/~pierceg>

**Edina Renfro-Michel**

Office: University Hall, Room 3215

Phone Number: (973) 655-5381

Email: [renfromichee@mail.montclair.edu](mailto:renfromichee@mail.montclair.edu)

Education: Ph.D., Mississippi State University; M.Ed., University of New Orleans; B.A., University of New Orleans

Professional Research/Interests: Counselor Supervision, Adult Child Attachment, Technology in Counselor Education.

Website: <http://www.montclair.edu/~renfromichee>

**Angela I. Sheely-Moore, Director Ph.D. Program in Counselor Education**

Office: University Hall, Room 3158

Phone Number: (973) 655-7389

Email: [sheelya@mail.montclair.edu](mailto:sheelya@mail.montclair.edu)

Education: Ph.D., University of North Texas; M.A., University of North Carolina at Charlotte; B.A., North Carolina Central University

Professional Research/Interests: School counseling for economically disadvantaged children and their families, early mental health intervention for Head Start Programs and Pre-K

Programs, play therapy, filial therapy, multicultural counseling, and counselor education.

Website: <http://www.montclair.edu/~sheelya>

### **W. Matthew Shurts**

Office: University Hall, Room 3230

Phone Number: (973) 655-7190

Email: [shurtsm@mail.montclair.edu](mailto:shurtsm@mail.montclair.edu)

Education: Ph.D., Ed.S., M.S., The University of North Carolina at Greensboro; B.A., Wake Forest University

Professional Research/Interests: Premarital and pre-union counseling; counselor preparation and supervision; romantic relationship development. Clinical Specialization Include: Premarital counseling, marriage and family counseling, emergency/crisis assessment.

Website: <http://www.montclair.edu/~shurts>

### **Adjunct Faculty**

Joseph Abruscato [abruscatoj@mail.montclair.edu](mailto:abruscatoj@mail.montclair.edu)

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## **DESCRIPTION OF CERTIFICATE PROGRAMS**

### **Advanced Counseling Certificate Program**

The post-master's certificate program in Advanced Counseling is designed to fulfill state level and national standards for Licensed Professional Counselors. This program meets the professional standards according to The National Board for Certified Counselors (NBCC) and the NJ Board of Marriage and Family Therapists. Students completing this program will apply for licensure on their own.

All 50 States require licensure status as a Licensed Professional Counselor (or similar title) in order to work as a counselor in non-school based settings. This certificate program will provide the additional courses that are required, with the number and type of required credits being totally dependent upon the number of appropriate credits gained for the initial Master's degree. Each matriculated certificate student will be advised on an individual basis in choosing the most appropriate courses for her/him. Students may be required to take additional credits to reflect current State of New Jersey and national requirements for the LPC. Course substitutions may be

approved depending on transcript review of the Master's degree, by the Graduate Program Coordinator and the Office of Graduate Admissions and Support Services.

**Required Courses:**

COUN 604 Clinical Assessment and Diagnosis  
 COUN 605 Clinical Mental Health Counseling  
 COUN 579 Appraisal of the Individual

**Electives: (3-9 semester hours minimum)**

COUN 673 Gender Issues in Counseling  
 COUN 568 Theories of Consultation  
 COUN 564 Counseling Children and Adolescents  
 COUN 540 Introduction to Substance Abuse Counseling  
 COUN 569 Treatment in Context of Family  
 COUN 570 Counseling Adults  
 COUN 584 Group Counseling: Theory and Practice  
 COUN 590 Clinical Applications in Addictions Counseling  
 COUN 592 Theories of College Student Development  
 COUN 652 Introduction to Marriage, Couples, and Family Counseling  
 COUN 651 Gerontological Counseling  
 COUN 666 Advanced Ethical and Legal Issues in Counseling  
 COUN 667 Counseling the Adoption Triad  
 COUN 672 Counseling the Aging  
 COUN 665 Ecotherapy: Applied Ecopsychology  
 COUN 653 Selected Topics in Counseling (as announced)

\*Other electives may be approved by advisor

Total semester hours: 9-21

***Internship Component***

Students who have not completed a CACREP aligned, 600 hour, community agency/mental health internship, will complete COUN 654: Internship I and COUN 674: Internship II, in addition to required coursework as stated above. This requirement is a mandate from the State Board of Professional Counselors in NJ. Approval from the advisor for the Post-Master's Certificate Programs must be given to apply for internship.

**Advising is on an individual basis. Courses required reflect department requirements and State Board requirements.**

**School Counseling Certification Program**

The post-master's certification program in School Counseling is designed to fulfill state level and national standards for School Counselors. This program meets the highest professional standards according to the Department of Education State of New Jersey, and the national accrediting body, CACREP.

I. Required Courses (9 semester hours):

COUN 583 Counseling in Schools I  
 COUN 581 Community Resources

Select one of the following with advisor approval, based on state requirements:

COUN 564 Counseling Children and Adolescents

COUN 579 Appraisal of the Individual

EDFD 582 Learning Theories

PSYC 565 Child and Adolescent Psychopathology

II. Electives- Choice(s) must have approval of advisor, based on state requirements.

Select a minimum of 3-9 semester hours from the following:

COUN 531 Counseling Across the Lifespan

COUN 540 Introduction to Substance Abuse Counseling

COUN 584 Group Counseling: Theories and Practice

COUN 653 Selected Topics in Counseling (as announced)

PSYC 560 Advanced Educational Psychology

PSYC 561 Developmental Psychology

### ***Internship Component***

Students who have not completed a faculty-approved, 600 hour, school counseling (K-

12) internship, will also need to complete COUN 654 Internship I and COUN 674

Internship II, in addition to required coursework as described above. This requirement is a mandate from the State Department of Education in NJ. Approval from the Advisor for the Post-Master's Certificate Programs must be given to apply for internship.

Total semester hours 12-24

### **Substance Awareness Coordinator Certification**

The Substance Awareness Coordinator (SAC) program offers aspiring students the opportunity to take a sequence of eight (8) post-master's courses, fulfilling the academic requirements required by the New Jersey Department of Education, for individuals to prepare for certification as Student Assistance Coordinators in grades K through 12.

The program is broad based and designed to prepare students to carry out the myriad responsibilities of this position by providing counseling and referral services to students and parents, developing providers, and more. Course work which students will undertake, is designed to sequentially introduce key aspects of necessary knowledge, such as fundamentals of evidence based drug/alcohol abuse, dependency and prevention, child and adolescent development/ counseling, curriculum and program planning, school law, and school based service delivery. Students will apply theoretical knowledge through a practicum course, which will enable students to practice skills prior to entry into the school setting.

The program is offered at a graduate level only. Students may pursue the SAC Certificate of Eligibility with Advanced Standing (CEAS) if they meet the following requirements **at the time of application**:

*Applicants hold a valid NJ or out-of-state standard certificate as a school psychologist, school social worker, school counselor, director of school counseling services or school nurse; or a valid Licensed Clinical Alcohol and Drug Counselor credential issued by the New Jersey Alcohol and Drug Counselor Committee of the Marriage and Family Board; or a valid Certified Prevention Specialist*

*credential issued by the Addiction Professionals Certification Board of New Jersey; or a standard NJ or out-of-state instructional certificate; or hold a master's or higher degree from a regionally accredited college or university.*

With these advanced credential requirements, as stated above, upon successful completion of the approved SAC curriculum, students will be eligible for a SAC Certificate of Eligibility with Advanced Standing (CEAS), enabling them to seek paid employment in a SAC six-month residency, in a cooperating school district. Go to <http://www.state.nj.us/education/educators/license> for the additional specifics of the state requirements.

#### I. Required Courses (24 semester hours):

COUN 545 Community Resources: Alcoholism/Substance Abuse Counseling

COUN 540 Introduction to Substance Abuse Counseling

COUN 564 Counseling Children and Adolescents

COUN 588 Counseling Techniques

COUN 591 Family Seminar: Alcohol and Substance Abuse Counseling

*(Prerequisites: COUN 540 or HLTH 511)*

ELAD 521 Education Law

ELAD 531 Program Planning and Development

HLTH 511 Biomedical and Psychosocial Perspectives on Drugs

#### **Certified Alcohol and Drug Counselor Certificate**

The Department of Counseling and Educational Leadership at Montclair State University offers courses designed to fulfill the educational requirements set by the Addiction Professionals Certification Board of New Jersey (APCBNJ) for CADC eligibility. Each course provides 45 domain credits, as well as graduate or undergraduate college credits. Individuals may apply to both the M.A. in Counseling and the CADC program concurrently, or if interested in the CADC course sequence only, they may apply just to the CADC certificate program.

#### **Sequence for CADC**

COUN 540 Introduction to Substance Abuse Counseling

COUN 545 Community Resources: Alcoholism/Substance Abuse Counseling

COUN 590 Clinical Applications in Addictions Counseling

COUN 591 Seminar in Alcohol and Substance Abuse Counseling

HLTH 511 Biomedical and Psychosocial Perspectives on Drugs

COUN 640 Counseling Co-Occurring Disorders

Students who successfully complete the Master's in Counseling program with a CADC focus will fulfill the total educational clock hours (270) required by the APCBNJ. After completing the coursework at MSU for a Master's degree, full certification or licensure **would include these additional requirements:**

- 3000 hours of supervised work experience, including at least 300 hours of supervised practical training in all core course areas;
- Participation in at least 30 alcohol and drug abuse self-help meetings;
- Successful completion of an oral and written examination

Please consult the website and the consumer Affairs Division if you have questions or need further information.

<http://www.njconsumeraffairs.gov/alcohol/index.htm>

## LICENSURE AND CERTIFICATION

### **Licensure for the Professional Practice of Counseling**

It is the responsibility of the student to remain informed about the process toward licensure as a Professional Counselor (LPC). The course work in the MSU Counseling Program meets the State's requirements for a master's degree in counseling with courses in the eight identified areas for licensure. The 60 credit master's degree in Clinical Mental Health counseling fulfills these requirements. Also, the 60 credit master's degree in Addictions fulfills these requirements if students take COUN 605 as one of their electives. In addition, graduates must complete post master's supervised work and pass the National Counselor Examination (NCE). Graduates must personally apply for licensure after meeting all of the post-graduate requirements. For more information about licensure, contact the licensure board directly.

New Jersey Office of the Attorney General  
Division of Consumer Affairs  
State Board of Marriage and Family Therapy Examiners  
Professional Counselor Examiner's Committee  
124 Halsey Street, 8<sup>th</sup> Floor, P.O. Box 45044  
Newark, New Jersey 07101  
(973) 504-6582

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

It is the responsibility of the student to remain informed about the process toward licensure as a Licensed Clinical Alcohol and Drug Counselor (LCDAC). The LCADC credential is granted by the New Jersey Department of Law and Public Safety, Division of Consumer Affairs, State Board of Marriage and Family Therapy Examiners' Alcohol and Drug Counselor Committee (the Committee). The course work in the MSU Addictions concentration meets the State's educational requirements for the LCADC. Graduates must personally apply for licensure after meeting all of the post-graduate requirements. For more information about licensure, contact the licensure board directly.

New Jersey Office of the Attorney General  
Division of Consumer Affairs  
State Board of Marriage and Family Therapy Examiners  
Alcohol and Drug Committee  
124 Halsey Street, 8<sup>th</sup> Floor, P.O. Box 45044  
Newark, New Jersey 07101  
(973) 504-6582

### **Certification as a School Counselor in the State of New Jersey**

It is the responsibility of the student to remain informed about the process of becoming a Certified School Counselor in New Jersey. The MSU master's program in school counseling meets the requirements for certification as a school counselor in New Jersey. Only after

completing a final audit with the University and graduating does the University send all the documentation necessary to the State Department of Education for the student to be certified as a school counselor. The University handles the application for certification as a school counselor for students, upon graduation, with the appropriate degree program completed. The University and/or Counseling Program is not involved in any special circumstances for certification as a school counselor (e.g., emergency certification); such situations must be handled personally by the student and/or school involved. For more information about certification as a school counselor, contact the State Department of Education directly.

NJ Department of Education  
PO Box 500 Trenton, NJ 08625-0500  
(609)292-4469



# **Appendices:**

## **Appendix A: Programs of Study**

**DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP**  
**MASTER OF ARTS DEGREE IN COUNSELING (60 SEMESTER HOURS)**  
**CONCENTRATION: ADDICTIONS COUNSELING**

Complete 9 courses for 27 semester hours:

**1. Professional Core Courses:**

	<i>S.H.</i>	<i>Grade</i>	<i>Professor</i>	<i>Taken</i>
COUN 531 Counseling Across the Life Span	3	_____		
COUN 552 Introduction to Professional and Ethical Issues	3	_____		
COUN 577 Counseling Theories	3	_____		
COUN 579 Appraisal of the Individual	3	_____		
COUN 582 Career Counseling	3	_____		
COUN 584 Group Counseling: Theory and Practice	3	_____		
COUN 588 Counseling Techniques	3	_____		
COUN 595 Multicultural Counseling and Development	3	_____		
EDFD 503 Methods of Research	3	_____		

**2. Practicum:**

Complete for 3 semester hours:

COUN 624 Counseling Practicum	3	_____		
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**3. Concentration Requirements and Electives:**

1. Complete 7 courses for 21 semester hours:

COUN 539 Orientation to Profession: Addictions Counseling	3	_____		
COUN 540 Introduction to Substance Abuse Counseling	3	_____		
COUN 590 Clinical Applications in Addictions	3	_____		
COUN 591 Family Seminar: Alcohol and Drug Abuse	3	_____		
COUN 604 Clinical Assessment and Diagnosis	3	_____		
COUN 640 Counseling Co-Occurring Disorders	3	_____		
COUN 668 Biomedical & Psychosocial Perspective on Drug	3	_____		

2. Complete 2 courses from the following for 6 semester hours:

COUN 564 Counseling Children and Adolescents	3	_____		
COUN 568 Theories of Consultation	3	_____		
COUN 569 Treatment in the Context of Family	3	_____		
COUN 570 Counseling Adults	3	_____		
COUN 651 Gerontological Counseling	3	_____		
COUN 653 Special Topics in Counseling	3	_____		
Crisis Counseling				
LGBT Identity Development				
Play Therapy				
Creative Arts in Counseling				
Spirituality in Counseling				
COUN 665 Ecotherapy: Applied Ecopsychology	3	_____		
COUN 667 Counseling the Adoption Triad	3	_____		
COUN 672 Counseling Older Adults	3	_____		
COUN 673 Gender Issues in Counseling	3	_____		
CHAD 521 Substance Abuse and Family Crisis	3	_____		

**4. Internship:**

Complete 2 courses for 6 semester hours:

COUN 654 Internship in Counseling I	3	_____		
COUN 674 Internship in Counseling II	3	_____		

**5. Comprehensive Examination:**

Successfully complete the Comprehensive Examination.

**DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP**  
**MASTER OF ARTS DEGREE IN COUNSELING (60 SEMESTER HOURS)**  
**CONCENTRATION: CLINICAL MENTAL HEALTH COUNSELING**

Complete 9 courses for 27 semester hours:

<b>1. <u>Professional Core Courses:</u></b>	<b>S.H.</b>	<b>Grade Professor Taken</b>
COUN 531 Counseling Across the Life Span	3	_____
COUN 552 Introduction to Professional and Ethical Issues	3	_____
COUN 577 Counseling Theories	3	_____
COUN 579 Appraisal of the Individual	3	_____
COUN 582 Career Counseling	3	_____
COUN 584 Group Counseling: Theory and Practice	3	_____
COUN 588 Counseling Techniques	3	_____
COUN 595 Multicultural Counseling and Development	3	_____
EDFD 503 Methods of Research	3	_____

**2. Practicum:**

Complete for 3 semester hours:

COUN 624 Counseling Practicum	3	_____
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**3. Concentration Requirements and Electives:**

1. Complete 6 courses for 18 semester hours:

COUN 604 Clinical Diagnosis & Assessment	3	_____
COUN 605 Clinical Mental Health Counseling	3	_____
COUN 540 Introduction to Substance Abuse Counseling	3	_____
COUN 652 Intro. to Marriage, Couples, and Family Counseling	3	_____
COUN 666 Advanced Ethical and Legal Issues in Counseling	3	_____
COUN 668 Supervision, Consultation, and Leadership	3	_____

2. Complete 2 courses from the following for 6 semester hours:

COUN 564 Counseling Children and Adolescents	3	_____
COUN 568 Theories of Consultation	3	_____
COUN 569 Treatment in the Context of Family	3	_____
COUN 570 Counseling Adults	3	_____
COUN 651 Gerontological Counseling	3	_____
COUN 653 Special Topics in Counseling	3	_____
Crisis Counseling		
LGBT Identity Development		
Play Therapy		
Creative Arts in Counseling		
Spirituality in Counseling		
COUN 665 Ecotherapy: Applied Ecopsychology	3	_____
COUN 667 Counseling the Adoption Triad	3	_____
COUN 672 Counseling Older Adults	3	_____
COUN 673 Gender Issues in Counseling	3	_____

**4. Internship:**

Complete 2 courses for 6 semester hours:

COUN 654 Internship in Counseling I	3	_____
COUN 674 Internship in Counseling II	3	_____

**5. Comprehensive Examination:**

6. Successfully complete the Comprehensive Examination.

**DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP**  
**MASTER OF ARTS DEGREE IN COUNSELING (48 SEMESTER HOURS)**  
**CONCENTRATION: SCHOOL COUNSELING**

Complete 9 courses for 27 semester hours:

<b>1. <u>Professional Core Courses:</u></b>	<b>S.H.</b>	<b>Grade</b>	<b>Professor</b>	<b>Taken</b>
COUN 531 Counseling Across the Life Span	3	_____		
COUN 552 Introduction to Professional and Ethical Issues	3	_____		
COUN 577 Counseling Theories	3	_____		
COUN 579 Appraisal of the Individual	3	_____		
COUN 582 Career Counseling	3	_____		
COUN 584 Group Counseling: Theory and Practice	3	_____		
COUN 588 Counseling Techniques	3	_____		
COUN 595 Multicultural Counseling and Development	3	_____		
EDFD 503 Methods of Research	3	_____		

**2. Practicum:**

Complete for 3 semester hours:

COUN 624 Counseling Practicum	3	_____		
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**3. Concentration Requirements and Electives:**

1. Complete 2 courses for 6 semester hours:

COUN 583 Counseling in Schools I	3	_____		
COUN 586 Counseling in Schools II	3	_____		

2. Complete 2 courses from the following for 6 semester hours:

COUN 540 Introduction to Substance Abuse Counseling	3	_____		
COUN 564 Counseling Children and Adolescents	3	_____		
COUN 568 Theories of Consultation	3	_____		
COUN 569 Treatment in the Context of Family	3	_____		
COUN 570 Counseling Adults	3	_____		
COUN 651 Gerontological Counseling	3	_____		
COUN 652 Intro. to Marriage, Couples, and Family Counseling	3	_____		
COUN 653 Special Topics in Counseling	3	_____		
Crisis Counseling				
LGBT Identity Development				
Play Therapy				
Creative Arts in Counseling				
Spirituality in Counseling				
COUN 665 Ecotherapy: Applied Ecopsychology	3	_____		
COUN 666 Advanced Ethical and Legal Issues in Counseling	3	_____		
COUN 667 Counseling the Adoption Triad	3	_____		
COUN 672 Counseling Older Adults	3	_____		
COUN 673 Gender Issues in Counseling	3	_____		
SPED 579 Special Education For Students with Disabilities	3	_____		

**4. Internship:**

Complete 2 courses for 6 semester hours:

COUN 654 Internship in Counseling I	3	_____		
COUN 674 Internship in Counseling II	3	_____		

**5. Comprehensive Examination:**

Successfully complete the Comprehensive Examination.

**MONTCLAIR STATE UNIVERSITY**  
**DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP**  
**MASTER OF ARTS DEGREE IN COUNSELING (48 SEMESTER HOURS)**  
**CONCENTRATION: STUDENT AFFAIRS/HIGHER EDUCATION**

Complete 9 courses for 27 semester hours:

**1. Professional Core Courses:**

	<i>S.H.</i>	<i>Grade</i>	<i>Professor</i>	<i>Taken</i>
COUN 531 Counseling Across the Life Span	3	_____	_____	_____
COUN 552 Introduction to Professional and Ethical Issues	3	_____	_____	_____
COUN 577 Counseling Theories	3	_____	_____	_____
COUN 579 Appraisal of the Individual	3	_____	_____	_____
COUN 582 Career Counseling	3	_____	_____	_____
COUN 584 Group Counseling: Theory and Practice	3	_____	_____	_____
COUN 588 Counseling Techniques	3	_____	_____	_____
COUN 595 Multicultural Counseling and Development	3	_____	_____	_____
EDFD 503 Methods of Research	3	_____	_____	_____

**2. Practicum:**

Complete for 3 semester hours:

COUN 624 Counseling Practicum	3	_____	_____	_____
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**3. Concentration Requirements and Electives:**

1. Complete 2 courses for 6 semester hours:

COUN 592 Theories of College Student Development	3	_____	_____	_____
COUN 589 Counseling in Schools II	3	_____	_____	_____

2. Complete 1 courses from the following for 3 semester hours:

COUN 540 Introduction to Substance Abuse Counseling	3	_____	_____	_____
COUN 564 Counseling Children and Adolescents	3	_____	_____	_____
COUN 568 Theories of Consultation	3	_____	_____	_____
COUN 569 Treatment in the Context of Family	3	_____	_____	_____
COUN 570 Counseling Adults	3	_____	_____	_____
COUN 651 Gerontological Counseling	3	_____	_____	_____
COUN 652 Intro. to Marriage, Couples, and Family Counseling	3	_____	_____	_____
COUN 653 Special Topics in Counseling	3	_____	_____	_____
Crisis Counseling				
LGBT Identity Development				
Play Therapy				
Creative Arts in Counseling				
Spirituality in Counseling				
COUN 665 Ecotherapy: Applied Ecopsychology	3	_____	_____	_____
COUN 666 Advanced Ethical and Legal Issues in Counseling	3	_____	_____	_____
COUN 667 Counseling the Adoption Triad	3	_____	_____	_____
COUN 672 Counseling Older Adults	3	_____	_____	_____
COUN 673 Gender Issues in Counseling	3	_____	_____	_____
ELAD 560 Leadership and Administration in Student Affairs	3	_____	_____	_____

**4. Internship:**

Complete 2 courses for 6 semester hours:

COUN 654 Internship in Counseling I	3	_____	_____	_____
COUN 674 Internship in Counseling II	3	_____	_____	_____

**5. Comprehensive Examination:**

Successfully complete the Comprehensive Examination.

## **Appendix: B**

### **Program Planning Considerations**

#### **Course Offerings by Term (subject to change)**

#### **Course Sequencing by Program**

### Program Planning Considerations

Below is information to consider in planning for progression through your graduate studies. This is followed by a schedule of course offerings.

1. **Students are responsible for:** (a) becoming familiar with the procedures of the University (see the MSU Graduate Catalog and other materials available through the Graduate School); (b) knowing deadlines for registration, add/drop, filing for graduation; (c) meeting with their advisor and using that person for advice and counsel; and (d) reviewing any course prerequisites.
2. **Out-of-class requirements.** Many courses require time commitments beyond actual class meetings. For example, when taking COUN 552, Counseling Techniques students will need to plan on reviewing video recordings of their sessions and this must be done in the Center for Clinical Services. Also, as previously noted in this document, during practicum and internship courses, students have a specific number of hours that they must be on site. We encourage students to talk with their advisors about such requirements and to plan accordingly to maximize their learning experiences.
3. **Course offerings.** Although we offer some courses in the afternoon (typically 2:30-5:00), most of our courses are offered in the evening (between 5:15-10:45 p.m.).
4. **Prerequisites.** Many courses in the Counseling Program have pre-requisite classes that provide foundation material. The pre-requisites are required and must be completed before taking the next course. We do not waive these pre-requisites. You can check for pre-requisites by clicking on the link "View Catalog Entry" under the course listing in NEST.
5. **Closed classes.** The current system does not allow us to utilize wait lists; however, we still want to know if you get closed out of a class you are interested in taking. If this happens, please e-mail Ms. Gesualdi (gesualdil@montclair.edu), our Department Administrator. Please copy your advisor and the appropriate Program Coordinator (Dr. Baden for students in the School and Student Affairs concentrations and Dr. Glosoff for students in Addictions and Clinical Mental Health). Lucille Gesualdi will track the number of students interested in closed courses. If there is enough demand, we can sometimes open additional sections.
6. **Permits for Other Departments.** To take a course listed on your Program of Study from another Department, once your registration window opens, please e-mail your name, CWID, desired course name, course # and section, and CRN# to the appropriate contact below:
  - PSYC - Sanaz Saminejad - saminejads@mail.montclair.edu
  - SPED - Susan Hagen - hagens@mail.montclair.edu
  - HEALTH - mailbox - phpermit@mail.montclair.edu
  - EDFD - Brenda Godbolt - [godboltb@mail.montclair.edu](mailto:godboltb@mail.montclair.edu)
 Student Affairs Courses (ELAD531, ELAD560, ELAD520, ELAD670,
7. COUN558, and COUN592) – Sherlene Ayala – [ayalas@montclair.edu](mailto:ayalas@montclair.edu). **Courses Listed are Tentative.** Please note that although we will try our best to offer courses as they are listed in this appendix, there are times when courses may be canceled due to low enrollment. In addition, if the faculty decide to change the semester(s) in which courses listed, the Program Coordinators will notify students via our student listserv.

## Schedule of Course Offerings

### FALL

#### Core Courses

- COUN 531-** Counseling Across the Lifespan  
**COUN 552-** Introduction to Professional and Ethical Issues in Counseling  
**COUN 577-** Counseling Theories  
**COUN 579-** Appraisal of the Individual  
**COUN 582-** Career Counseling  
**COUN 584-** Group Counseling: Theory and Practice  
**COUN 588-** Counseling Techniques  
**COUN 595-** Multicultural Counseling and Development  
**\*EDFD 503-** Methods of Research

#### Required Concentration Courses (Possible Electives for Other Concentrations)

- COUN 540-** Introduction to Alcohol/Drug Counseling (Addictions & CMHC)  
**COUN 583-** Counseling in Schools I (School)  
**COUN 586-** Counseling in Schools II (School)  
**COUN 592-** Theories of College Student Development (Higher Ed.)  
**COUN 604-** Case Management and DSM Diagnosis in Counseling (Addictions & CMHC)  
**COUN 640-** The Mentally Impaired and Chemically Addicted Client (Addictions)  
**COUN 652-** Introduction to Marriage, Couples and Family Counseling (CMHC)  
**COUN 668- Supervision, Consultation, and Leadership (CMHC)**  
**ELAD 531- Program Planning and Development in Educational Settings (Higher Ed.)**  
**ELAD 560- Leadership and Supervision in Student Affairs (Higher Ed.)**

#### Electives

- COUN 564-** Counseling Children and Adolescents  
**COUN Elective** (All Concentrations)

#### Clinical Courses

- COUN 624-** Counseling Practicum  
**COUN 654-** Internship in Counseling  
**COUN 674-** Internship in Counseling II

\* Indicates a course offered by a different Department - We cannot control which semesters these courses will be offered, but we anticipate them as noted in this document.

### SPRING

#### Core Courses

- COUN 531-** Counseling Across the Lifespan  
**COUN 539-** Orientation to the Profession: Addictions Counseling  
**COUN 552-** Introduction to Professional and Ethical Issues in Counseling  
**COUN 577-** Counseling Theories  
**COUN 579-** Appraisal of the Individual  
**COUN 582-** Career Counseling  
**COUN 584-** Group Counseling: Theory and Practice

**COUN 588-** Counseling Techniques

**COUN 595-** Multicultural Counseling and Development

**\*EDFD 503-** Methods of Research

**Required Concentration Courses (Possible Electives for Other Concentrations)**

**COUN 539-** Orientation to the Profession: Addictions Counseling (Addictions)

**COUN 545-** Community Resources/Substance Abuse Counseling (CADC, SAC)

**COUN 583-** Counseling in Schools I (School)

**COUN 586-** Counseling in Schools II (School)

**COUN 589-** Student Services in Higher Education (Higher Ed.)

**COUN 591-** Family Seminar: Substance Abuse Counseling (Addictions)

**COUN 604-** Case Management and DSM Diagnosis in Counseling (Addictions & CMHC)

**COUN 605-** Clinical Mental Health Counseling (CMHC)

**COUN 652-** Introduction to Marriage, Couples and Family Counseling (CMHC)

**COUN 666- Advanced Ethical and Legal Issues in Counseling**

**\*HLTH 511-** Biomedical and Psychosocial Perspectives on Drugs (Addictions)

**Electives**

**COUN Elective** (All Concentrations)

**Clinical Courses**

**COUN 624-** Counseling Practicum

**COUN 654-** Internship in Counseling

**COUN 674-** Internship in Counseling II

\* Indicates a course offered by a different Department - We cannot control which semesters these courses will be offered, but we anticipate them as noted in this document.

**SUMMER**

**Core Courses**

**COUN 531-** Counseling Across the Lifespan

**COUN 552-** Introduction to Professional and Ethical Issues in Counseling

**COUN 577-** Counseling Theories

**COUN 579-** Appraisal of the Individual

**COUN 582-** Career Counseling

**COUN 584-** Group Counseling: Theory and Practice

**COUN 588-** Counseling Techniques

**COUN 595-** Multicultural Counseling and Development

**\*EDFD 503-** Methods of Research

**\*HLTH 511-** Biomedical and Psychosocial Perspectives on Drugs (Addictions) (pre-summer session)

**Required Concentration Courses (Possible Electives for Other Concentrations)**

**COUN 540-** Introduction to Alcohol/Drug Counseling (Addictions & CMHC)

**COUN 590-** Clinical Applications in Addictions Counseling (Addictions)

**COUN 666- Advanced Ethical and Legal Issues in Counseling -CMHC (Start Summer 2016)**

**ELAD 531- Program Planning and Development in Educational Settings Higher Ed.)  
(Summer 2015)**

**Electives**

**COUN Electives** (All Concentrations)

**Clinical Courses**

**COUN 624-** Counseling Practicum

**COUN 654-** Internship in Counseling

**COUN 674-** Internship in Counseling II

\* Indicates a course offered by a different Department - We cannot control which semesters these courses will be offered, but we anticipate them as noted in this document.

**Semester Offerings by Course**

**COUN 539-** Orientation to the Profession: Addictions Counseling (Addictions)

- SPRING

**COUN 540-** Introduction to Alcohol/Drug Counseling (Addictions, CADC, CMHC, SAC)

- FALL; SUMMER

**COUN 545-** Community Resources/Substance Abuse Counseling (CADC, SAC)

- SPRING

**COUN 564-** Counseling Children and Adolescents (SAC)

- FALL

**COUN 583-** Counseling in Schools I (School)

- SPRING; FALL

**COUN 586-** Counseling in Schools II (School)

- SPRING; FALL

**COUN 589-** Student Services in Higher Education (Higher Ed.)

- SPRING

**COUN 590-** Clinical Applications in Addictions Counseling (Addictions, CADC, SAC)

- SUMMER

**COUN 591-** Family Seminar: Substance Abuse Counseling (Addictions, CADC, SAC)

- SPRING

**COUN 592-** Theories of College Student Development (Higher Ed.)

- FALL

**COUN 604-** Case Management and DSM Diagnosis in Counseling (Addictions & CMHC)

- SUMMER; FALL

**COUN 605-** Clinical Mental Health Counseling (CMHC)

SPRING

**COUN 640-** The Mentally Impaired and Chemically Addicted Client (Addictions, CADC)

- FALL

**COUN 652-** Introduction to Marriage, Couples and Family Counseling (CMHC)

- SPRING; FALL

**COUN 666-** Advanced Ethical and Legal Issues in Counseling

- **SPRING; SUMMER**

**COUN 668- Supervision, Consultation and Leadership**

- **FALL**
- **COUN Elective** (All Specializations)
- **SPRING; SUMMER; FALL**

**ELAD 521- Educational Law (SAC)**

- **SPRING**

**ELAD 531- Program Planning and Development in Educational Settings (Higher Ed., SAC)**

- **FALL; SUMMER**

**ELAD 560- Leadership and Supervision in Student Affairs (Higher Ed.)**

- **FALL**

**\*HLTH 511- Biomedical and Psychosocial Perspectives on Drugs (Addictions)**  
**SUMMER (Pre-summer session)**

\* Indicates a course offered by a different Department -We cannot control which semesters these courses will be offered, but we anticipate them as noted in this document.

## Course Sequencing

Course Sequence  
**Additions**  
 Fall Start

<b>4 course FT load</b>	<b>3 course FT load</b>	<b>2 course PT load</b>
<b>Fall I</b>	<b>Fall I</b>	<b>Fall I</b>
552	552	552
577	577	577
588	588	
EDFD 503		
<b>Spring I</b>	<b>Spring I</b>	<b>Spring I</b>
595	595	588
584	584	EDFD 503
579	EDFD 503	
539		
<b>Summer I</b>	<b>Summer I</b>	<b>Summer I</b>
HLTH 511 (pre)	579	579
579	540 or Elective	
540	HLTH 511 (pre)	
<b>Fall II</b>	<b>Fall II</b>	<b>Fall II</b>
531	531	584
	540 or Elective	595
582	582	
Elective		
<b>Spring II</b>	<b>Spring II</b>	<b>Spring II</b>
624	539	531
604	604	531
591		
<b>Summer II</b>	<b>Summer II</b>	<b>Summer II</b>
654	624	540 or Elective
590	590	HLTH 511
<b>Fall III</b>	<b>Fall III</b>	<b>Fall III</b>
674	654	540 or elective
640	640	582

	<b>Spring III</b>	<b>Spring III</b>
	674	604
	591	624
		<b>Summer III</b>
		590
		<b>Fall IV</b>
		624 or 654
		640
		<b>Spring IV</b>
		654 or 674
		591

Course Sequence  
**Clinical Mental Health Counseling**  
 Fall Start

<b>4 course FT load</b>	<b>3 course FT load</b>	<b>2 course PT load</b>
<b>Fall I</b>	<b>Fall I</b>	<b>Fall I</b>
552	552	552
577	577	588
588	588	
EDFD 503		
<b>Spring I</b>	<b>Spring I</b>	<b>Spring I</b>
595	595	577
584	584	EDFD 503
579	EDFD 503	
605		
<b>Summer I</b>	<b>Summer I</b>	<b>Summer I</b>
540	540	579 or Elective
Elective	582 or Elective	
<b>Fall II</b>	<b>Fall II</b>	<b>Fall II</b>
531	531	584
604	604	595
582	579	
Elective		
	<b>Winter</b>	
	605	
<b>Spring II</b>	<b>Spring II</b>	<b>Spring II</b>
624	582 or Elective	605
652	652	652
666	605 or Elective	
<b>Summer II</b>	<b>Summer II</b>	<b>Summer II</b>
654	624	540
	Elective (if still needed)	579 or Elective
<b>Fall III</b>	<b>Fall III</b>	<b>Fall III</b>
674	654	604 or Elective
668	668	582
	<b>Spring III</b>	<b>Spring III</b>
	674	624 or 604

	666	666
		<b>Summer III</b>
		624 or Elective
		531
		<b>Fall IV</b>
		654
		<b>Spring IV</b>
		674

Course Sequence  
**School Counseling**  
 Fall Start

<b>4 course FT load</b>	<b>3 course FT load</b>	<b>2 course PT load</b>
<b>Fall I</b>	<b>Fall I</b>	<b>Fall I</b>
552	552	552
577	577	577
588	588	
EDFD 503		
<b>Spring I</b>	<b>Spring I</b>	<b>Spring I</b>
595	595	588
584	584	EDFD 503
579	EDFD 503	
531 or Elective		
<b>Summer I</b>	<b>Summer I</b>	<b>Summer I</b>
531 or Elective	579 or Elective	584 or 595
582 or Elective	531 or Elective	
<b>Fall II</b>	<b>Fall II</b>	<b>Fall II</b>
583	579 or Elective	584 or 595
582 or Elective	583	583
624	582 or 531 or Elective	
<b>Spring II</b>	<b>Spring II</b>	<b>Spring II</b>
654	586	579
586	624	586
	582 or 531 or Elective	
<b>Summer II</b>	<b>Summer II</b>	<b>Summer II</b>
(Elective if not yet taken)	(Elective if not yet taken)	531
<b>Fall III</b>	<b>Fall III</b>	<b>Fall III</b>
674	654	582
		Elective
	<b>Spring III</b>	<b>Spring III</b>
	674	624 or Elective

		<b>Summer III</b>
		624 or elective
		<b>Fall IV</b>
		654
		<b>Spring IV</b>
		674

Course Sequence  
**Student Affairs/Higher Education**  
 Fall Start

<b>4 course FT load</b>	<b>3 course FT load</b>	<b>2 course PT load</b>
<b>Fall I</b>	<b>Fall I</b>	<b>Fall I</b>
552	552	552
577	577	588
588	588	
EDFD 503		
<b>Spring I</b>	<b>Spring I</b>	<b>Spring I</b>
595	595	577
584	584	EDFD 503
579	EDFD 503	
ELAD 589		
<b>Summer I</b>	<b>Summer I</b>	<b>Summer I</b>
624	531	579
531	579	ELAD 531 or COUN 595
<b>Fall II</b>	<b>Fall II</b>	<b>Fall II</b>
654	624	584
592	592	595 or ELAD 531
ELAD 531 or ELAD 560	ELAD 531 or ELAD 560	
<b>Spring II</b>	<b>Spring II</b>	<b>Spring II</b>
674	654	624
Elective	582	531
582	589	
<b>Summer II</b>	<b>Summer II</b>	<b>Summer II</b>
	674	582
	Elective	Elective
<b>Fall III</b>	<b>Fall III</b>	<b>Fall III</b>
		654
		592

<b>Spring III</b>	<b>Spring III</b>	<b>Spring III</b>
		674
		589
		Summer III
		Fall IV
		Spring IV

