

M.A. Counseling Program Student Handbook

Fall 2025

**Department of Counseling
College for Community Health
Montclair State University**

Updated August 2025

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College for Community Health
Department of Counseling
Voice: 973-655-7216
Fax: 973-655-7084

Dear Counseling Students:

Congratulations and a warm welcome on your acceptance to the M.A. Counseling Program at Montclair State University! We are pleased that you have decided to pursue your education with us, and we are committed to helping you make this experience professionally and personally rewarding.

Your time here at Montclair State University will be a journey filled with personal and professional growth. This step as a counselor-in-training is just the first in what will be a life-long pursuit of greater awareness, knowledge, and skills. Graduate school is a wonderful time to meet individuals that can serve an important part in your time here and beyond. We invite you to get to know your advisor, other faculty, and staff. Additionally, your peers within the program can be a critical part of your education. We hope that you build lasting relationships in the Counseling Program and within the counseling profession.

The information in this handbook is your responsibility to review. Keep this handbook as a reference guide throughout your enrollment. Basic program requirements and policies delineated in this guide will apply throughout your program and you are responsible for knowing and abiding by these. We also encourage you to maintain hard copies of the various forms and documents you submit as you progress through your program.

While we have made every attempt to include the most current information in this handbook, you are expected to keep yourself informed of any procedural changes that may be instituted since the date of your original admission at both the Program and University levels. The current edition of the handbook will be posted on our [Program website](#) and Canvas each semester. The Graduate School rules and regulations appear in the Graduate School Catalog, as well as on the [Graduate School website](#). When you are ready to file a particular form that is generated by the University, please obtain and print the most current copy of the forms, which can be obtained from the Registrar's website or the Graduate School's website.

Welcome to our learning community and we look forward to working with you.

With warm regards,
- Department of Counseling Faculty and Staff

PROGRAM INTRODUCTION

The M.A. Counseling Programs at Montclair State University (MSU) are part of the Counseling Department (COUN), which is housed within the College for Community Health (CCHL). Important personnel for you to know are:

Dean, CCHL: [Dr. Ronald Jay Werner-Wilson](#)

Department Chair, COUN Dept: [Dr. Muninder Kaur Ahluwalia](#)

Counseling Program Coordinators: Dr. [Angela Sheely-Moore](#) and Dr. [W. Matthew Shurts](#)

Department Administrator: Ms. [Lucille A. Gesualdi](#)

Acting Community Counseling Clinic Director: [Allison Dickens](#)

Department Secretary: Ms. [Mary Andreoli](#)

The Department grants both master's and doctoral degrees in Counseling. In the [M.A. Counseling Program](#), students are prepared to work with diverse populations of all ages in the following four areas: [Addictions Counseling](#), [Clinical Mental Health Counseling](#), [School Counseling](#), and [Student Affairs/Higher Education](#). The Council for the Accreditation of Counseling and Related Educational Programs (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. Our Ph.D. in Counseling program and our M.A. program concentrations in Addictions Counseling, Clinical Mental Health Counseling, and School Counseling are CACREP-accredited.

The M.A. Counseling Programs include the following areas: 1) core courses common to all concentrations; 2) specialty courses which vary by concentration; 3) a Practicum (3 semester hours, SH); and 4) one (1) or two (2) semesters of Internship (3-6 SH). Students must successfully complete a comprehensive examination. Specific programs of study are located within our M.A. Counseling Program Canvas site.

The department also offers two post-master's programs for professional development: 1) the [Advanced Counseling Certificate](#) to gain the requirements for [New Jersey Licensed Professional Counselor \(LAC/LPC\)](#), and 2) the [School Counseling Certificate](#) which directly leads toward the [New Jersey State School Counselor Certification](#). The Counseling Program offers two additional certificate programs: [Student Assistance Coordinator Certification \(SAC, Post-Masters\)](#) and the [Certified Alcohol and Drug Counselor \(CADC\) Certificate](#).

[The Ph.D. in Counseling](#) prepares culturally responsive scholars, faculty, advanced practitioners, clinical supervisors, consultants, 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 Counseling Department acknowledges an obligation to students who pursue professional preparation as counselors in a wider variety of settings and to the public who are served by our graduates.

We subscribe to a belief in the inherent worth and dignity of each person; the need to develop throughout the lifespan toward a greater sense of self-realization; a commitment to serving a culturally diverse society; a commitment of service to others 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 through commitment, service, and excellence we can make a difference to our students. Similarly, through these same qualities, our students can make a difference to the 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 clients, our communities, and society to work toward the betterment of human life.

MISSION STATEMENT

The Master of Arts in Counseling Program at MSU is committed to affirming the diversity of our communities, engaging in multiculturally competent, socially just counseling practices, and liberation of all people experiencing oppression. The mission of the Counseling Program is to prepare our students to become competent professional counselors. The Counseling Program provides opportunities for counseling trainees to develop foundational awareness, knowledge, skills, and professional dispositions to serve diverse clients and their varied needs in a range of clinical and educational settings. Specific areas of focus include addictions counseling, clinical mental health counseling, school counseling, and student affairs in higher education.

The Counseling Program is committed to acknowledging, confronting, resisting, disarming, and disrupting White supremacy and all forms of oppression and marginalization. We acknowledge that much of the land we occupy, including the grounds of Montclair State University, was originally inhabited by Munsee Lenape People. This acknowledgement demonstrates a commitment to begin the process of dismantling the ongoing legacies of settler colonialism and to better serve our communities in culturally responsive ways. Our program is committed to broadening and deepening students' awareness of and engagement in critical self-reflection, professional development, and actions against discrimination and toward advocacy for underserved populations. We believe that it is important to foster an inclusive learning environment to acknowledge strengths, establish positive collaborative relationships, and promote a safe learning community.

The Counseling Program is committed to preparing future professionals who:

1. Apply critical thinking and communication skills to their respective disciplines and exhibit both theoretical and practical application in their professional fields within the context of social-political realities for their clients.
2. Engage in sound ethical decision making and judgment as professional counselors, while prioritizing the key responsibility towards clients to demonstrate competent and ethical performance in practice.
3. Have strong interpersonal skills to function as responsible counseling professionals and advocates in their specialty field, who seek to promote the best interests and well-being of clients who they serve.

4. Demonstrate an understanding of the political, psychological, and social environment and the professional and personal roles each community member embodies to ensure that society fosters a free and just democracy.
5. Promote personal and professional growth in self and others, which ultimately enriches the health and well-being of individuals, families, communities, institutions, and society.

COUNSELING PROGRAM OBJECTIVES

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

1. Demonstrate the meaning and significance of fundamental counseling concepts, principles and theories.
2. Interact effectively with others (e.g., colleagues, parents, clients, students, and administrators).
3. Analyze individual behavior within group structures.
4. Interpret research and measurement results in light of social and psychological factors.
5. Interview and counseling on an individual basis.
6. Relate theories and principles of group dynamics, group practices, and facilitative skills to professional practice.
7. Assess the professional abilities and limitations, professionally and personally.
8. Write professionally and effectively (e.g., research proposals/reports, case studies).
9. Infuse and integrate diversity into professional practice to meet the needs of a pluralistic society.

Along with these 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 M.A. Counseling Programs are 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 who:

- 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 communicate effectively in both speech and writing and demonstrate critical thinking skills to analyze and contribute meaningfully to 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.*

ACADEMIC TOOLS

Several websites are frequently used in the MSU student community. The following are some resources that are specific to graduate students and will be most commonly referred to throughout the duration of the program:

1. [The Graduate School Policy Manual](#)
2. [Academic Policies, Procedures and Guidelines](#)
3. [Forms](#) (Current Students)
4. [NEST](#)
5. [Canvas](#)

Network Engagement and Student/Staff Transactions (NEST)

[NEST](#) is 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, and academic standing. A few important tasks you're able to do via NEST are:

1. Update personal and emergency contact information through SSB
2. Review financial aid information
3. View important announcements and news, including registration
4. Access through web links in the top navigation section: Gmail, Canvas, Library website, University Directory

Canvas

[Canvas](#) is MSU's learning management system that allows students to manage their courses as well as interact with classmates and instructors. For hybrid courses, Canvas will be used to supplement the days class does not meet, and can also be used for fully online instruction. It provides for dynamic interaction across features and easily integrates multimedia technologies and social media applications.

We have a Canvas Community for MA Counseling Programs that all new students should join. We use the Canvas page to post important Program information and documents, share job announcements and GA opportunities, and provide links to other relevant content.

Technology Training and Support

To assist successful utilization of Canvas and other programs (e.g., Zoom), Information Technology's Technology Training and Integration Group provides [training classes/workshops](#), which include face-to-face, online, and evening options..

Additional Sites of Interest

1. [The Department of Counseling](#)
2. [American Counseling Association \(ACA\)](#)
3. [College for Community Health](#)
4. [Harry A. Sprague Library](#)
5. [MSU Graduate Catalog](#)
6. [MSU website](#)
7. [The Graduate School](#)
8. [MSU Student Services](#)
9. [Navigate](#)

THE M.A. COUNSELING PROGRAMS

The M.A. Counseling Programs prepare students to become multiculturally competent social justice counselors and advocates for work with diverse populations in a variety of settings. The concentration you choose upon entering the program indicates your population of interest within the counseling profession. The following is a brief description of each concentration:

- The [Addictions Counseling](#) concentration prepares students to work as substance abuse counselors with individuals in recovery for various addictions. Graduates are employed in addictions facilities, transition homes, in- and out-patient treatment centers, and other community sites. The program meets the educational requirements for the Licensed Clinical Alcohol and Drug Counselor (LCDAC) and the Licensed Professional Counselor (LPC) credentials.
- 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. Graduates work in the aforementioned settings and can include specific areas such as family and couples work, eating disorders, mental health transition, and other developmental challenges. The program meets the academic requirements for initial counselor licensure (Licensed Associate Counselor, LAC) and eventually towards an independent license (e.g., LPC).

- The [School Counseling](#) concentration prepares students to work as school counselors in pre-K-12 settings in public and private sectors, 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 capacities. Graduates work in career services, student affairs, academic advising, student activities, mediation, international programs, and other student-focused offices. The program emphasizes 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. More information can be found on the [Department website](#).

PATH TO DEGREE: PROGRESSING THROUGH THE MASTER'S PROGRAM

Advising

Upon acceptance into the program, all counseling students will be assigned an advisor, who is a full time faculty member in the Counseling Program. Students should set up an appointment with their advisor in their 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 ensure that prerequisites 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 Program 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 Administrator or Program Associate. **It is your responsibility to contact your assigned advisor regarding courses to be taken and overall progress in the program.**

Registering for Courses

Because of the focus on independent learning and increased workload as compared to undergraduate classes, we strongly recommend new full-time students take no more than three courses (9 credits) in their first semester. If a full time student would like to take four courses, it's imperative to meet with your advisor to discuss your program of study and any responsibilities they have outside of the Program. Students attending part-time should register for a minimum of one course (3 credits) with a maximum of two courses (6 credits). For the first semester in the program, we recommend registering for one or more of the following core courses:

- COUN 552: Introduction to Professional and Ethical Issues
- COUN 577: Counseling Theories (except for students in the Student Affairs/Higher Education concentration)

- COUN 588: Counseling Techniques
- EDFD 503: Methods of Research

If any of the aforementioned courses are closed, students can register for core courses with no prerequisites, such as COUN 595: Multicultural Counseling or COUN 531: Counseling Across the Lifespan.

Students who plan on attending full-time starting in the Fall or Spring semester are recommended to register for three courses (9 credits) with a maximum of four courses (12 credits). Students are limited to a maximum of one course in the Winter session (3 credits), and 2 courses in the Summer session (6 credits). Students can switch from full to part time or vice versa at any time; there is no required paperwork. However, students should inform their advisor of such changes.

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 advisors 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.

Course Enrollment Limits and "Squatting" Policy

Students are not permitted to enroll in courses beyond the maximum credit limits established for each semester or term, nor may they register for courses with the intention of "holding" seats they do not intend to use. Enrolling in excess courses in order to reserve options (i.e., "squatting") is considered a violation of Program policy. Students who engage in this practice may be administratively withdrawn from the additional course(s), and may be subject to a Critical Incident Report.

General Notes About Registration

- Holds: Check [NEST](#) to see if you have a hold on your account. Holds must be resolved before registering (e.g., if your [immunization records](#) are not up to date, have a balance due).
- Prerequisite Courses: Check to see if there are prerequisites for courses. Permits to override prerequisites will not be granted.
- Restrictions: Some courses in the Counseling Department are restricted to students in certain concentration areas. Check for restrictions and prerequisites by clicking on the link "View Catalog Entry" under the course listing in NEST.
- Practicum and Internship: You need a permit to enroll in any section of COUN 624, 654, or 674. The Clinical Coordinator is responsible for this permit process and will advise you of the procedure.
- Register as soon as possible to increase the likelihood of securing preferred courses/sections.

Closed Classes/No Wait Lists & Requesting Permits

Registration instructions and reminders are shared via the student listserv prior to the start of registration each term.

Student Timeline

This timeline highlights key milestones in the Counseling Program. Use it as a roadmap and consult your advisor regularly. For more detailed information about these steps, refer to the relevant sections of this Handbook.

1. Program Entry

These steps help you get started and establish your foundation in the Program.

- Gain **full admission** as a graduate student in the Counseling Program.
- **Register** for first-semester courses (refer to your welcome letter; consult the Department Administrator if needed).
- Attend the **New Student Orientation** prior to your first semester.
- Meet with your **advisor** during your first semester to review or create your program of study.

2. Early Program Engagement

This stage focuses on your academic success and professional development. See the Academic Policies and Professional Development sections of this Handbook for more detail.

- **Focus on academics:** Build strong study, writing, and time-management habits.
- **Advisement:** Stay connected with your advisor and seek guidance when questions or concerns arise. As adult learners, students are expected to be proactive in reaching out for support and advisement when needed.
- **Engage professionally:** Join student and professional organizations (e.g., Chi Sigma Iota, American Counseling Association, state branches).
- **Connect with the community:** Participate in campus and departmental activities to strengthen your counseling identity.

3. Preparing for Fieldwork

These steps occur in the semesters just before your final clinical training begins. See the Fieldwork section of this Handbook for detailed requirements.

- With advisor approval, attend **Practicum Orientation** the semester before you plan to begin Practicum.
- **Secure a Practicum placement** and submit all required paperwork (including the Placement Site Agreement) by the deadline set by the Clinical Coordinator.
- Attend **Internship Orientation** (waived if you attended within the past two semesters; note your prior attendance on your application).
- **Secure an Internship placement** and submit all required paperwork (including the Placement Site Agreement) by the deadline set by the Clinical Coordinator.

4. Program Completion

Practicum and Internship are typically taken in your final semesters, often alongside remaining coursework. During this stage, you will also complete program and university graduation requirements.

- **Comprehensive Exam:** Register by the Program deadline, typically the semester before you take the exam. Consult your advisor for timing.
- **Graduation Audit:** Apply through the [Office of the Registrar](#) during the semester before you graduate. Follow Registrar deadlines.
- **Commencement:** Attend graduation to celebrate with new friends and colleagues, family, and faculty!

Final Note

This Timeline is intended as a quick roadmap. The Handbook contains much more detailed information about each of these milestones, and your advisor is an important resource throughout your journey. Be proactive, stay connected, and make the most of the opportunities available as you prepare to enter the counseling profession.

Field Work

Fieldwork experiences are an essential component of counselor training and include both **Practicum (COUN 624)** and **Internship (COUN 654/674)**. These experiences provide the opportunity to apply counseling knowledge and skills in supervised settings with clients and students.

Because of their importance, fieldwork placements carry specific requirements that apply across all concentrations and across both Practicum and Internship. Students are expected to plan ahead to meet these requirements and to maintain compliance throughout their clinical training.

Global Fieldwork Requirements

Liability Insurance

All students must obtain and maintain professional liability insurance throughout their fieldwork (Practicum and Internship). Proof of current coverage must be submitted by the **first day of each clinical course**; students without active coverage will be administratively withdrawn. Liability insurance is available at no cost to student members of the American Counseling Association (ACA). Students can access the ACA website for both student membership and liability insurance.

Site Location Requirement

All Practicum and Internship placements must be located locally, or within a distance that allows faculty and supervisors to travel for consultation and in the event of emergencies. Site approval will not be granted for placements outside this range.

Time2Track Hour Tracking

All students must use **Time2Track** to log clinical hours during both Practicum and Internship. Students are required to purchase and maintain a subscription beginning at Practicum. Proof of an active

subscription must be in place by the **first day of each clinical course**; students who do not have one will be administratively withdrawn.

- Current subscription cost: \$126 for 18 months; \$45 for 6 months (subject to change by the vendor).
- Additional details about Time2Track usage and documentation are provided in the *Counseling Program Practicum and Internship Manual*.

Practicum

Overview

All students are required to take **COUN 624: Practicum in Counseling**. Practicum provides the first supervised clinical field experience in the program and prepares students for Internship. Students complete a total of **100 hours** at an approved site, including:

- **40 hours of direct client contact**, and
- **60 hours of indirect service**, such as research on client issues, theoretical application, progress notes, case conceptualization, diagnosis, and treatment planning.

Additional details are provided in the *Counseling Program Practicum and Internship Manual*.

Prerequisites for Practicum Approval

- **Academic standing:** Minimum GPA of 3.0 and “good standing” in the Counseling Program
- **Credits completed:**
 - At least **24 credits** in a 48-credit program
 - At least **33 credits** in a 60-credit program
 - At least **18 credits** in the 36-credit Student Affairs/Higher Education program
- **Required coursework:**
 - COUN 552 – Introduction to Professional and Ethical Issues
 - COUN 577 – Counseling Theories*
 - COUN 584 – Group Counseling*
 - COUN 588 – Counseling Techniques
 - COUN 595 – Multicultural Counseling
 - Department approval

**Note: Students in the Student Affairs/Higher Education concentration are not required to take COUN 577 or COUN 584.*
- **Minimum grades:** A grade of **B or better** in COUN 588 (Counseling Techniques) and COUN 584 (Group Counseling).
- **Advisor approval and application:** Students must meet with their advisor to receive approval to attend Practicum Orientation, facilitated by the Clinical Coordinator, during the semester prior to Practicum. The Clinical Coordinator will email deadlines each semester. Students who do not submit the required paperwork by the deadline must reapply for the next semester.

Requirements During Practicum

- Completion of **100 total hours**, including 40 direct and 60 indirect hours, at an approved site.

- Adherence to site, program, and supervisor expectations as detailed in the *Counseling Program Practicum and Internship Manual*.

Additional Notes

- Successful completion (grade of **B or better**) in COUN 624 is required before enrolling in **COUN 654: Internship in Counseling I**.
- Students are expected to complete the **majority of coursework** for their degree prior to beginning Practicum in order to be maximally prepared to work with clients and students.

Internship

Overview

- **Clinical Mental Health, Addictions, and School Counseling students** complete two semesters of Internship (COUN 654: Internship in Counseling I and COUN 674: Internship in Counseling II), totaling **6 credits**.
- **Student Affairs/Higher Education students** complete one semester of Internship (COUN 654), totaling **3 credits**.
- Each Internship semester requires **300 hours** at an approved site appropriate to the student's concentration. Sites are selected by students and must be approved by the Clinical Coordinator.

Students should expect to spend approximately **20 hours per week** at their internship site to meet the required hours.

Prerequisites for Internship Approval

To register for Internship, students must meet all of the following:

1. **Academic standing:** Minimum GPA of 3.0 and "good standing" in the Counseling Program
2. **Credits completed:**
 - At least **30 credits** in a 48-credit program
 - At least **36 credits** in a 60-credit program
 - At least **18 credits** in the 36-credit Student Affairs/Higher Education program
3. **Required coursework:**
 - *School Counseling:* COUN 583 – Counseling in Schools I
 - *Clinical Mental Health:* COUN 604 – Clinical Assessment and Diagnosis
 - *Addictions:* COUN 604 – Clinical Assessment and Diagnosis
 - *Student Affairs/Higher Education:* One concentration elective
4. **Practicum:** Minimum grade of **B** in COUN 624 – Practicum in Counseling
5. **Internship site approval:** Written approval from the Clinical Coordinator (including for students continuing at a Practicum site). Students must also submit an **Internship Placement Application** to be eligible for the optional Internship Orientation the semester before beginning Internship I.
6. **Department approval**

Requirements During Internship

- **Orientation:** Students must submit an Internship Placement Application to the Clinical Coordinator to attend the optional Internship Orientation, offered the semester before beginning Internship I.
- **Hours:** At least **120 direct client contact hours** per semester, plus up to **180 indirect hours** per semester (as defined in the *Practicum and Internship Manual*).
- **Continuation:** A minimum grade of **B** in Internship I is required to progress to Internship II. A minimum grade of **B** in Internship II is required for graduation.

Additional Notes

- Due to the time demands of Internship, students may need to reduce work or other commitments.
- Federal and private loans often require students to maintain a minimum credit load; consult the *University Policies* section for details.
- Students are expected to read the *Counseling Program Practicum and Internship Manual* early in their program for full guidance on fieldwork requirements. The Manual is available on the Program's Canvas page.

PROGRAM PLANNING CONSIDERATIONS

Below you will find helpful information to consider in planning for progression through the master's program.

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 about and meeting deadlines for registration, fieldwork, add/drop, filing for graduation; and (c) meeting with their advisor for advice and counsel.
2. Out-of-class requirements. Many courses require time commitments beyond actual class meetings. For example, when taking COUN 588: Counseling Techniques, students will review video recordings of their sessions, which must be done in the Center for Clinical Services. Also, during Practicum and Internship courses, students have a required 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. Our normal course times are weekdays from 5:20-8:05 PM and 8:15-11:00 PM. We also have occasional 2:00-4:45 PM weekday courses, Saturday courses (e.g., 9:00 AM-1:45 PM), hybrid (combinations of online and in-person), and online courses. Students should anticipate taking courses at both 5:20 PM and 8:15 PM during their time in the Program. The Program cannot be completed taking courses at only one of these times.
4. Prerequisites. Many courses in the Counseling Program have required prerequisite classes that provide foundational material and must be completed before taking the next course. We do not waive these prerequisites. You can check for pre-requisites by clicking on the link "View Catalog Entry" under the course listing in NEST.
5. Closed classes. Please see Registering for Classes.
6. Courses listed are tentative. Although we do our best to offer courses as they are listed in this Handbook (See Appendix D for Course Rotations), courses may be canceled due to low enrollment or for other unforeseen reasons. In addition, if the faculty decides to change the

semester(s) in which courses are listed, the Program Coordinators will notify students via our student listserv as early as possible.

ASSESSMENT OF KEY PERFORMANCE INDICATORS AND PROFESSIONAL DISPOSITIONS

As part of our commitment to student development and CACREP compliance, the Counseling Program systematically assesses each student's progress across both academic and professional domains using **Key Performance Indicators (KPIs)** and **professional dispositions**.

Key Performance Indicators (KPIs) represent the core knowledge and skill areas required for professional counselors. They are assessed through designated assignments embedded in academic courses and through the Counselor Preparation Comprehensive Examination (CPCE). Each KPI-related assignment is scored using a standardized rubric:

- **3 = Exceeds Expectations**
- **2 = Meets Expectations**
- **1 = Somewhat Meets Expectations**
- **0 = Does Not Meet Expectations**

Any KPI score of **1 or 0** triggers a flag for follow-up. The course instructor notifies the student's academic advisor and copies the Chair of the Review and Retention (R&R) Committee. The advisor then meets with the student to review the concern and determine whether further action (such as a Critical Incident Report (CIR) or formal remediation plan) is warranted. A brief note documenting the meeting is added to the Program's internal R&R tracking system.

Professional dispositions are similarly assessed in COUN 588 (Counseling Techniques), COUN 595 (Multicultural Counseling), and COUN 624 (Practicum), using a 3-point Likert scale: 3 = Exceeded Expectations, 2 = Met Expectations, 1 = Failed to Meet Expectations.

A score of **1** on any item is flagged and referred to the student's advisor and the R&R Committee Chair for follow-up.

While only flagged students are required to meet with their advisor, students who receive no flagged scores during a given semester will receive a general communication from the Program affirming that they are currently meeting expectations. The Counseling Program continues to evaluate options for expanded individual student tracking to strengthen this process over time.

A full list of the Counseling Program's Key Performance Indicators (including the related course assessments) is available on the Counseling Program's Canvas Community site and Program website. These KPIs align with the core and specialty standards outlined by CACREP and serve as benchmarks for student learning throughout the curriculum. Students are encouraged to review the KPI list to understand how their learning will be assessed in both coursework and the Comprehensive Exam.

For more information on professional dispositions, including expectations and definitions, see the *Professional Dispositions* section of this handbook. For details on the Review and Retention process, see the *Student Remediation* section.

COMPREHENSIVE EXAMINATION

All students are required to successfully complete a [comprehensive examination](#). Students may register for the Comprehensive Examination after completing a minimum of 33 semester hours, but we strongly recommend that they consult with their advisors to determine the appropriate time to sit for the Exam. The Comprehensive Examination is administered in the Fall and Spring semesters (there is no Summer or Winter Session testing window). 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 adhere to the registration deadline. If students miss the registration deadline, they must wait until the next testing window to register for the examination.

The Addictions, Clinical Mental Health, and School Counseling Programs utilize the Counselor Preparation Comprehensive Examination,, 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..

Students in the 36-credit Student Affairs/Higher Education program complete a portfolio-based Comprehensive Exam created specifically for them that covers relevant dimensions of training. This portfolio assignment is created by the Counseling Program faculty.

Students must pass their Program's Comprehensive Exam to graduate. If a student fails the Comprehensive Examination, they must contact their advisor to go over their results. 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 can retake the Comprehensive Examination on the next available testing window after speaking with their advisor. Students may take the Comprehensive Examination two (2) times. If a student fails the Comprehensive Examination two times, they are dismissed from the Counseling Program, and have the opportunity to petition the Graduate School for an opportunity to test one final time.

Additional information about the Comprehensive Exam is available on the Department website and via the Department listserv. Updates to the Comprehensive Exam testing process also be posted on the Department website and shared via the Department listserv.

GRADUATION

It is the student's responsibility to complete the curriculum prescribed in the University catalog in effect, or as modified, when they matriculate. Students who will complete curriculum requirements for degrees, school personnel certification, or post-baccalaureate certificates must complete the

[Application to Graduate](#) through their NEST account in order to be evaluated for completion of requirements and subsequently become eligible for degree conferment or recommendation for school counselor certification.

You will receive an email at your MSU email address prior to your final term. This email will direct you to review the “Notes” and the “Saved” audit to be found in your Degree Works audit available through NEST.

When you apply for graduation, you will be charged a one-time non-refundable University graduation fee. The Graduation Application deadlines are posted by the [Office of the Registrar](#).

Commencement

Graduate students can opt to participate in a University-wide. These events are typically held in January (exclusively for students graduating in August and December) and May (exclusively for May graduates).

PROFESSIONAL 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 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 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. The ACA promotes public confidence and trust in the counseling profession so that professionals can further assist their clients and students in coping with the challenges life presents. The ACA services professional counselors in the U.S. and 50 other countries within Europe, Latin America, the Philippines, and the Virgin Islands. Also, the ACA is associated with a comprehensive network of 19 divisions and 56 branches. 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. The

primary state organizations for professional counselors are the [New Jersey Counseling Association](#) and the [New Jersey School Counselor Association](#). The ACA collaborates with several corporate and related organizations to enhance member services.

Chi Sigma Iota

[Chi Sigma Iota \(CSI\)](#) is an international academic and professional honor society of professional counseling. It was established for counselors-in-training, counselor educators, and professional counselors 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. To qualify for CSI membership, students must 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 can apply upon receipt of the bi-yearly call for new members that is communicated via our counseling listserv.

OTHER PROGRAM INFORMATION & PROGRAM POLICIES

The policies in this section are specific to the M.A. Counseling Program. In addition, all students are also governed by University and Graduate School policies. Departmental and Program policies may be updated during your time in the program; students are expected to monitor their MSU email regularly to stay current with any changes.

The policies described here are in addition to those of Montclair State University. When Program policies differ from University policies, the Counseling Program's standards apply.

Transfer Credit Policy

This policy outlines the Counseling Program's expectations for the transfer of graduate credit. It supplements Montclair State University's Graduate School transfer credit policy, available in the [Graduate Policy Manual](#), and is intended to maintain academic integrity while allowing limited flexibility under defined circumstances.

General Limitations

In accordance with Graduate School policy, a **maximum of six (6) graduate credits** may be transferred into a degree program. This includes coursework completed **either before or after matriculation**. Students must consult with their faculty advisor early in the process to determine eligibility and initiate review.

Clinical courses (e.g., Counseling Techniques, Group Counseling, Practicum, Internship) are **not eligible for transfer** under any circumstances, regardless of when or where they were completed.

1. Transfer of Pre-Matriculation Credits for Newly Enrolled Students

Students who completed graduate-level coursework prior to enrolling in the Counseling

Program may request transfer of up to **two (2) non-clinical courses**, subject to the following minimum eligibility requirements:

- Courses must be from a regionally accredited institution.
- A grade of **B or higher** must have been earned.
- Courses must align with the Counseling Program curriculum and be relevant to counselor training.
- In accordance with University policy, coursework must have been completed within the **past 10 years**.

These courses are typically introductory in nature. Final approval is based on the course's relevance, rigor, and compatibility with program goals.

Timing:

All transfer requests for previously completed coursework must be submitted **no later than the student's first semester** in the program.

2. Transfer of Post-Matriculation Credits for Current Students

Students already enrolled in the Counseling Program may request approval to transfer up to **one (1) elective course**, within the overall 6-credit maximum.

Eligibility and Approval Criteria:

- Only **elective courses** will be considered for currently enrolled students.
- Courses must be from a regionally accredited institution.
- A grade of **B or higher** must be earned.
- The course must be relevant to the student's area of concentration and professional goals.
- Courses must be approved **in advance of enrollment**; retroactive requests will not be accepted.

Additional Policies and Considerations

- Approved transfer courses count toward the student's credit hour limit for the semester in which they are taken.
- Students should consult with the **Financial Aid Office** to determine whether taking a transfer course may affect their loan eligibility for that term.

3. Approval Process for All Transfer Requests

- Students must schedule a meeting with their **faculty advisor** to discuss any transfer request.
- A **course description** (not a full syllabus) and relevant documentation must be submitted for review.

- Students requesting transfer of a course to be taken after matriculation must also submit the Graduate School's **Transfer Credit Approval Application** as part of the request.
- An **official transcript** is required for any course already completed.
- The advisor will evaluate the course and make a recommendation to the **Graduate Program Coordinator (GPC)**.
- Final approval rests with the GPC, in consultation with faculty if needed.

Course Substitution Policy

This policy governs course substitutions within the Counseling Program. Substitutions involve replacing one course in a student's Montclair State University program of study with another Montclair State University course.

Course substitutions must be approved by a student's advisor **prior to enrollment** in the requested course. Substitutions are generally limited to elective courses; core/required counseling courses may not be substituted. Students should be prepared to provide a rationale for the substitution, including its relevance to their academic and professional goals.

If the advisor supports the substitution, the request is submitted to the Graduate Program Co-Coordinator for final review and approval.

Changing Concentrations

Students, with advisor approval, may apply to change concentrations after being accepted to the M.A. Counseling Program. Students must complete a [Change of Concentration Application](#) which requires advisor approval, and submit it to the Graduate Program Advisor ([Dr. Shurts](#) if requesting to change to Addictions or Clinical Mental Health Counseling and [Dr. Sheely-Moore](#) if requesting to change to School Counseling or Student Affairs in Higher Education).

Liability Insurance

As noted previously, all students are required to obtain professional liability insurance when providing counseling services; this coverage would include semesters in which students are completing COUN 624: Practicum; COUN 654: Internship I; and COUN 674: Internship II. While lawsuits involving student counselors are 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 student members of ACA at no cost.

Code of Conduct and Academic Integrity

The Counseling Program is committed to developing a community of learners and scholars that fosters respect and integrity among all of its members. Students have the responsibility to know and observe all requirements of the [MSU Code of Conduct](#), as well as to know and adhere to the [MSU Academic](#)

[Honesty Policy](#). 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 themselves, or another person, by themselves, 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 (including failing to fully document any use of Artificial Intelligence or use of AI without faculty permission); abuse of academic material; and, complicity in academic dishonesty. Do not plagiarize for any academic courses. Any suspected violation of the University Academic Honesty Policy will be immediately reported to the Office of the Dean of Students at MSU and could be grounds for remediation and/or Program dismissal.

Student Impairment

In accordance with the [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.

Please refer to the Dispositions section of the Handbook for further information about expectations of students throughout the program. Identification of impairment can result in remediation, suspension, or termination from the program.

Academic Standing for Program Retention

The Counseling Program has distinct policies for academic performance in clinical and non-clinical courses to reflect differing expectations and skill sets required in these two aforementioned areas. While both types of courses have minimum grade requirements, clinical courses demand higher levels of demonstrated competence, given the direct connection to professional practice. As such, the consequences for receiving lower grades in clinical courses are stricter. Please carefully review the grade policies for each course type below.

Students enrolled in the Counseling Program are required to maintain a minimum overall GPA of 3.0. Any grade of C+ or lower will lead to either student remediation or dismissal (see the next section, "Student Remediation"). There are additional grade minimums for clinical courses, which are outlined below. Please note: The following policies are more restrictive than those of The Graduate School.

Grades of C+, C, or C- (Non-clinical courses)

The following occurs if a student earns a C level grade (C+, C, or C-) during their Program coursework:

- 1st occurrence for non-clinical courses
 - Student is referred to a Review and Retention (R&R) Team for remediation.
 - They are also restricted to enrollment in a maximum of two (2) courses.
 - The R&R Team will determine if additional restrictions will be in place for subsequent semesters.

- 2nd occurrence for non-clinical courses
 - Student must repeat the course and earn a B- or better to remain in the Program.
 - Student is again referred to the R&R Team for remediation.
 - They are again restricted to enrollment in a maximum of two courses.
 - The R&R Team will determine if additional restrictions will be in place for subsequent semesters.
- Upon receiving a third C-level grade for a non-clinical course, the student will be dismissed from the Program.

This policy differs for clinical courses, where students must immediately repeat a course if a C-level grade is earned.

Grades of F (Any course)

If a student earns a grade of F in any course, they are subject to Program dismissal.

Grades of B- (Clinical courses)

If a student earns a grade of B- or lower in any clinical course (COUN 588, 584, 624, 654, 674), they are referred to the Review and Retention (R&R) Committee for remediation.

Grade of C+, C, or C- (Clinical courses)

Due to the importance of developing and demonstrating consistent and effective clinical skills, if a student earns a C level grade (C+, C, or C-) in any clinical course (COUN 588, 584, 624, 654, 674):

- They must repeat the course. This policy applies even if this is the student's first C level grade in the Program. Students are assigned to a Review and Retention (R&R) Team for remediation.
- In the semester following the C-level grade, the student is restricted to enrollment in a maximum of two (2) courses. The R&R Team will determine if additional restrictions will be in place for subsequent semesters.
- If the student does not earn a grade of B or better when they retake the course, they are dismissed from the Program.

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.

If at any point in a student's program a serious form of unprofessional behavior has occurred, remediation may not be an option. Students can be removed from the program for unethical or unprofessional behavior, regardless of academic standing (see Disposition section of this Handbook). If a student is believed to be in violation of ethical or professional behavior that threatens client and/or student welfare, the student will be prohibited from seeing clients and/or working with students. All persons involved with the student's practicum or internship will be immediately informed of the decision.

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 impacting a 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 timeline for change. In addition, the faculty member may consult with the faculty advisor and/or other program faculty. This is typically 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.

Professional Dispositions

Formal assessments of professional dispositions occur at multiple points in the program—specifically in COUN 588, COUN 595, and COUN 624—using a standardized 3-point Likert scale: **3 = Exceeded expectations, 2 = Met expectations, 1 = Failed to meet expectations**. Any rating of **1** is flagged for advisor review and may result in additional support or intervention through the Review and Retention process. For more information about when and how these evaluations occur, see the *Assessment of Key Performance Indicators and Professional Dispositions* section of this handbook.

Students must meet MSU grading standards and course requirements as well as demonstrate the following professional dispositions identified by the faculty:

1. **Professionalism:** maintaining appropriate graduate-level standards in work performance, work product, classroom behavior, and both verbal and nonverbal behavior (concerns might include: sloppy or disorganized papers; continually late to class; digital usage not related to coursework)
2. **Interpersonal behavior:** appropriate interactions with the professor and peers that enhance the academic, social-emotional, and personal growth of all students and enhance the professor/student relationship (concerns might include: non-participation in group work; inappropriate interactions with peers in class or group work; disrespectful and/or problematic communication with a professor or another student; talking with another student while professor is lecturing or another student is talking).
3. **Intrapersonal behavior:** attitudes, behaviors, or expressed thoughts that demonstrate that the student is functioning at a personal level which permits them to continue to make progress in class and in the program (concerns might include: student impairment; lack of impulse control; poor boundaries; angry outbursts; severe anxiety; emotional dysregulation).
4. **Respect for Diversity:** demonstrates commitment to anti-oppression and anti-racism, social justice advocacy, and self-awareness of power, privilege, and marginalization; and respect for diverse world views, beliefs, and values with regard to race, ethnicity, age, gender, ability status, sexual orientation, SES, religion, national origin, and other aspects of identity (concerns might include: committing microaggressions despite being addressed by professor or students, oppressive behavior towards peers, written comments that express oppression or marginalization).
5. **Professional Ethics:** adheres to the *ACA Code of Ethics* and the MSU expectations related to student integrity and honesty (concerns might include: plagiarism, inaccurate logging of hours in

practicum, misrepresentation of roles, breaching confidentiality, inappropriate interaction with site supervisor).

Remediation Related to Dispositional Issues

In circumstances where informal attempts for rectifying a situation have proven unsuccessful or when student actions warrant immediate faculty review, formal procedures for consideration of remediation, probation, and/or enforced withdrawal from the program will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

When a determination is made by a faculty member/site supervisor/staff member that an educational or dispositional problem exists and which could not be resolved on an informal basis (e.g., consultation with advisor), the individual discusses this with the student. In consultation with the Review and Retention Committee Chair (R&R Committee), the faculty member will outline the issues at hand in a Critical Incident Report (CIR). An R&R Team of two faculty members will be appointed to review the CIR, interview appropriate parties, and recommend an appropriate course of action (e.g., documentation in student file; remediation plan; student dismissal).

When the R&R Team meets with the student, the student's advisor may be present, as deemed necessary by the R&R Team and/or student. This meeting will grant the student an opportunity to discuss the information presented regarding a problem area. The R&R Team may request additional meetings with the student and/or others involved in the situation, as necessary to gather information.

The R&R Team will inform the student of their determination after it has been finalized. The procedures for the Remediation process are outlined below in writing and presented visually in Appendix E:

- a. The faculty/site supervisor/staff member will complete a Critical Incident Report (CIR) detailing their concerns.
- b. As appropriate, the faculty/site supervisor/staff member or R&R Committee Chair will inform the student's advisor.
- c. The student will have the opportunity to meet with their advisor to discuss the stated concerns, if desired and possible, prior to meeting with the R&R Team.
- d. The R&R Team will meet with the student to discuss the stated concerns (advisor may attend).
- e. If necessary, the R&R Team may request additional meetings with the student and/or others involved in the situation to gather additional information.
- f. Based on all the information, the R&R Team will determine an appropriate course of action that can include, but is not limited to the following:
 - a) A warning is given about the concern, and the incident is documented in the student's file.
 - b) A remediation plan is developed which the student must successfully complete to remain in the Program.
 - c) Dismissal from the Program is recommended and goes to the full faculty for a vote. The dismissal recommendation is forwarded to the CCHL Dean's Office and the Graduate School.
- g. The student will receive the R&R determination via email, and in cases of remediation, must signify 1) receipt of the decision, and 2) agreement to the implementation of the plan.
- h. Students are subject to dismissal, probation, or continued remediation if they choose not to follow the plan or are unable to complete the remediation requirements satisfactorily.

- i. The student will submit any required documents/products to the R&R Team. The R&R Team reviews the documents and determines whether the plan is satisfactorily completed, then makes a recommendation to the R&R Chair and Program Coordinator(s). The R&R Chair will consult with the Program Coordinator(s) over the results of the remediation plan.
- j. The R&R Team, R&R Chair, or Program Coordinator will inform the student of the decision.

When a student is required to complete a remediation plan, the written plan as developed by the R&R Team as developed by the R&R Team will include the following information:

- A description of the issue;
- Course of remediation;
- Criteria 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 timeframe.

The R&R Team, 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 R&R Team will again meet to review the student's progress toward meeting the criteria for conclusion of the remediation process. A decision will be made:

- A. That the student has successfully completed all requirements, thereby ending remediation;
- B. To continue remediation (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).

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.

Policies regarding grades of B-, C-level grades, and grades of F in clinical courses are addressed in the earlier section of this Handbook (see "Academic Standing for Program Retention").

If a student earns a grade of B- or lower in a clinical course (COUN 588, 584, 624, 654, 674), the following steps will be taken:

1. **Notification:** The instructor assigns the grade and notifies the program coordinator, who will inform the student's advisor and the student.
2. **Assignment of R&R Team:** An R&R Team is assigned to develop a remediation plan. The team will meet with the student to review the circumstances that led to the earned grade. The student's advisor may opt to attend this meeting.
3. **Development of Remediation Plan:** The R&R Team and the course instructor will collaborate to develop a remediation plan for the student. The plan will be shared with the student, who will have the option to accept or reject the remediation plan. This documentation is required for the student to continue enrollment in the next semester. If the student opts not to accept the remediation plan, they are subject to Program dismissal.

4. **Completion of Remediation Plan:** The student must successfully complete all requirements from the remediation plan to continue in the program. If the student is unsuccessful, or receives an unsatisfactory grade/evaluation on any component of the remediation plan (as determined by the R&R Team), either continued remediation or dismissal from the program will be recommended.
5. **Dismissal Recommendation:** In cases where remediation is deemed inadvisable (such as after earning an F; engagement in unethical practices), program faculty may recommend dismissal from the Program without remediation..

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 Department Chair, who will determine the appropriate course of action.

Diversity Policy

In keeping with MSU's guiding principles, the Counseling Program faculty in the College for Community Health 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 MSU 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 worldviews. 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 will explore potential recruitment strategies for 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 national and global society.

Faculty Endorsement

In compliance with the *ACA Code of Ethics* (2014), 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 specific 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.

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 for a vote to decide whether to move forward on the recommendation or refer the matter back to the Review and Retention (R&R) Committee. These actions require three quarters of the faculty at the meeting to be in agreement. The Program Coordinator and/or other designated persons will inform the student of the decision.

If the program faculty recommends a student for dismissal from the Counseling Program, the Program Coordinator, advisor, or R&R Committee representative will inform the student and provide the following information:

- A. Specifications of the student behaviors that resulted in the recommendation for termination of their program of studies.
- B. A summary of any appeal options that may be available to the student.

The termination recommendation will be forwarded by the GPC to the department chairperson, CCH Dean's Office, and The Graduate School. If a student is dismissed from the Program, they have the right to an appeal via The Graduate School. Dismissal appeals are processed/reviewed by the Counseling Program Faculty during the semester after they are made, so that a recommendation can be given to The Graduate School. Hence, any dismissal will result in a minimum of one semester away from the Program while the appeal is being reviewed (e.g., if a student is dismissed during/after the Fall semester, any appeal would not be considered until next Spring semester, during which time, the student cannot enroll in courses).

UNIVERSITY AND GRADUATE SCHOOL POLICIES

In addition to the policies and procedures outlined in this Handbook, all Counseling Program students are subject to all University and Graduate School Policies. Students are strongly encouraged to familiarize themselves with these policies which cover a wide range of topics (e.g., Grade Appeals; Continuous Matriculation Requirements; Grades of Incomplete; Leaves of Absence; Time Limits to Graduate; Transfer Credits). It is beyond the scope of this Handbook to list all policies; however, in any instances where Program policy is more restrictive and/or differs from University and/or Graduate School policy, we have noted it in this Handbook.

Here are links to the Graduate Policy Manual and University Policies website:

[Graduate School Academic Policies, Procedures, and Guidelines, 2024-2025](#)
[University Policies](#)

RESOURCES FOR PHYSICAL, PSYCHOLOGICAL, SOCIAL, & SPIRITUAL WELLNESS

[Books and Materials](#) 973-655-5460, montclair@bkstr.com

The University Bookstore is located on the lower level of the Student Center.

[The Center for Writing Excellence](#) 973-655-7442, cwe@mail.montclair.edu

Available to all students, the Center is located in Bohn Hall (to the left of the main Bohn Hall entrance). 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.

[Career Services](#) 973-655-7866, cchlcareer@montclair.edu

CCHL 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 CCHL Career Services office is located in Suite 1180 in University Hall (the Student Success Center).

[The Campus Recreation Facility](#) 973-655-3340

The 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.

[The University Health Center \(UHC\)](#) 973-655-4361, askanurse@montclair.edu (Medical questions)

The 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.

[Counseling and Psychological Services \(CAPS\)](#) 973-655-5211

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) is one campus resource available to assist students. Services are free and confidential.

[Alcohol and Drug Issues](#) 973-655-5211

CAPS provides a number of services for students interested in better understanding their substance uses.

[The Disability Resource Center \(DRC\)](#) 973-655-5431

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 the faculty's 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 your DRC accommodations. The DRC staff will assist you in receiving reasonable accommodations and services necessary to equalize access. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities.

[The Women's Center](#) 973-655-7130, womenscenter@montclair.edu

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.

[The Council for Faith and Spirituality](#) 973-655-7130, gardnersi@montclair.edu

The center 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.

[The Lesbian, Gay, Bisexual, Transgender, Queer \(LGBTQ\) Center](#) 973-655-7563

The 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.

[Leadership Development](#)

Weekly workshops are offered to students that deal with issues such as emotional intelligence, identifying values, stress management, public speaking and more. New workshop series are offered each semester around important topics relevant to participants' needs. These workshops are open to any member of the MSU community. Stay connected with the Center on Twitter, Facebook, Instagram, LinkedIn, and HawkSync.

[Center for Academic Success and Tutoring \(CAST\)](#) 973-655-5425, cast@montclair.edu

CAST offers learning support programs to assure high-quality services to all MSU students. The Center, certified by The College Reading and Learning Association, provides tutoring, supplemental instruction and academic development services. Each semester, CAST offers a variety of workshops designed to assist students with their academic and life skills.

[MSU Cares](#) msucares@montclair.edu

Sometimes you may not feel that connection; you may feel alone, stressed, afraid. When you do, it's important to know that there is always someone on campus who CARES about you. MSU offers a variety of resources and programs to support you as a student in your physical, emotional, social, and academic pursuits. MSU Cares is the page to connect you with all of these resources.

For additional resources and 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.

APPENDIX A: COUNSELING PROGRAM FACULTY AND STAFF

Department Chair and Staff

Muninder Kaur Ahluwalia, Ph.D., Chair, Department of Counseling

Office: University Hall, Room 2116

Phone Number: (973) 655-7216

Email: ahluwalia@montclair.edu

Mary Andreoli, Department Secretary

Office: University Hall, Room 2128

Phone Number: (973) 655-7216

Email: andreolim@montclair.edu

Lucille A. Gesualdi, Department Administrator

Office: University Hall, Room 2125

Phone Number: (973) 655-6844

Email: gesualdil@montclair.edu

Lisa Ellis Gavin, Clinical Coordinator

Office: University Hall, Room 2201

Phone Number: (973) 655-7267

Email: ellisli@montclair.edu

Allison Dicksons, Acting Director, Community Counseling Clinic

Office: Center for Clinical Services

Phone Number: (973) 655-3407

Email: dickensa@montclair.edu

Allison Dickens, Acting Certificate Program Coordinator

Office: University Hall, Room 2170

Phone Number: (973) 655 -

Email: dickensa@montclair.edu

Susan Fuller, Ed.D., Program Associate, Ph.D. Program in Counseling

Office: University Hall, Room 2123

Phone: (973) 655-3220

Email: fullersu@montclair.edu

Counseling Program Faculty

Muninder Kaur Ahluwalia, Ph.D.*, Department Chair

Office: University Hall, Room 2116

Phone Number: (973) 655-7622

Email: ahluwaliam@montclair.edu

Professional Research/Interests: Multicultural Counseling and Training; Racism and Discrimination in higher education; the Sikh Community and Islamophobia; Methodological Issues in Qualitative Research.

Vanessa Alleyne, Ph.D.

Office: University Hall

Phone Number: (973) 655-6996

Email: alleynev@montclair.edu

Professional Research/Interests: Substance Use Disorders; Treatment Outcomes; Forensic Evaluation; Trauma Assessment and Exoneration.

Amanda L. Baden, Ph.D.*, Doctoral Program Director, Ph.D. Counseling Program

Office: University Hall, Room 2169

Phone Number: (973) 655-7336

Email: badena@montclair.edu

Professional Research/Interests: Multicultural Counseling Competence, Racial and Cultural Identity, Counseling Adoption Triad Members, Transracial/International Adoption, Microaggressions.

Clewiston D. Challenger, Ph.D.

Office: University Hall, Room 2161

Phone Number: (973) 655-7205

Email: challengerc@montclair.edu

Professional Research/Interests: College adjustment, school adjustment, high school to college transition, sense of belonging, school involvement, academic buoyancy, academic motivation, student-athletes of color, student-athletes, student-athletes at predominantly white institutions (PWIs), boys [and boys of color], hazing behaviors, institutional attachment, student mental health

Bisola Duyile, Ph.D.

Office: University Hall, Room 2165

Phone Number: (973) 655-7208

Email: duyileb@montclair.edu

Professional Research/Interests: The impact on counselors and counselor educators on equity and the lived experiences of families of children with developmental disabilities; How social determinants of health influence family functioning, resilience and mental health concerns.

Kathy A. Gainor, Ph.D.

Office: University Hall, Room 4113

Phone Number: (973) 655-4366

Email: gainork@montclair.edu

Professional Research/Interests: Multicultural Counseling; Career Counseling; Spirituality; Counselor Training and Pedagogy.

Michael D. Hannon, Ph.D.*

Office: University Hall, Room 2114

Phone Number: (973) 655-7611

Email: hannonmi@montclair.edu

Professional Research/Interests: Wellness of Racial/Ethnic Minority Fathers and Families of Children with Autism; Urban School Counseling.

John J.S. Harrichand, Ph.D.

Office: University Hall, Room 2178

Phone Number: (973) 655-7618

Email: harrichandj@montclair.edu

Professional Research/Interests: Culturally responsive counseling with minoritized communities - including LGBTQ+, immigrants, refugees, international students, and survivors of sex trafficking; Pedagogy, ethics, religion/spirituality, and clinical supervision in counselor education; and Leadership and advocacy within the counseling profession, including legislative advocacy and wellness initiatives.

Thomas Killian, Ph.D.*,

Office: University Hall, Room 2116

Phone Number: (973) 655-4388

Email: killiant@montclair.edu

Professional Research/Interests: Multicultural and Social Justice Competency Development; Community-Engaged Research and Evaluation; LGBTQ+/Queer Issues within Counseling.

Leslie Kooyman, Ph.D.*

Office: University Hall, Room 2167

Phone Number: (973) 655-7182

Email: kooymanl@montclair.edu

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.

Harvey Peters, Ph.D.*

Office: University Hall, Room 2172

Phone Number: (973) 655-7209

Email: petersh@montclair.edu

Professional Research/Interests: Anti-Oppression, Clinical Supervision, Leadership and Advocacy, Professional Identity, Qualitative Methodology, Queer Issues

Angela I. Sheely-Moore, Ph.D.*, M.A. Graduate Program Coordinator, School and Student Affairs

Office: University Hall, Room 2163

Phone Number: (973) 655-7389

Email: sheelya@montclair.edu

Professional Research/Interests: University-School Partnerships; School Based Mental Health Services; Trauma Informed Counseling; Mindfulness; Multicultural Counseling; Play Therapy; Teaching and Learning in Counselor Education.

W. Matthew Shurts, Ph.D.*, M.A. Graduate Program Coordinator, Addictions and Clinical Mental Health

Office: University Hall, Room 2180

Phone Number: (973) 655-7190

Email: shurtsm@montclair.edu

Professional Research/Interests: Premarital Counseling; Romantic Relationship Development; Couples and Family Counseling; Divorce & Remarriage; Counselor Preparation and Supervision.

*These faculty have been granted doctoral faculty status.

Adjunct Faculty

Frank Andrisani, Ph.D., LAC

William Baker, Ph.D.

Anthony Cannella, Ph.D.

Nicole Christian, MA, NCC, LAC

Kathleen Dennis, MA, LPC, LCADC, NCC, MAC, SAP, ACS, CCS

Allison Dickens, MA, LPC, LCADC, ACS

Connie S. Ducaine, Ph.D., LPC, LCADC, ACS, NCC

Gary McClain, MS, Ph.D., LMHC, CEAP

Mary Beth McDonald, MA, LPC, LCADC, ACS

Vanessa Morgenthaler, MA, LPC, SAC

Cheryl Ann Notari, Ph.D.

Shanta Pamphile, Ph.D., LPC, LMHC, ACS

Robert Rogers, Ph.D.

Kevin Schafer, Ph.D.

Dawn Soufleris, Ph.D.

Adrienne Zangari-Feraco, MA, MA Ed Leadership, SAC

Chantelle Wright, Ed.D.

Amy Zavakil, Ph. D.

Advanced doctoral students and doctoral candidates also serve as adjunct faculty each semester under the supervision of full-time faculty.

APPENDIX B: Academic Structure and Accreditation

University Organizational Structure

The M.A. in Counseling Program at Montclair State University (MSU) is part of the [Department of Counseling](#) within the College for Community Health. The Dean of the College is Dr. [Ronald Werner-Wilson](#) and the Chair of the Counseling Department is Dr. [Muninder K. Ahluwalia](#). The Master's Counseling Program Coordinators (GPC) are Drs. [Angela I. Sheely-Moore](#) and [Matthew Shurts](#); the Department Administrator is Ms. [Lucille A. Gesualdi](#); the Department Secretary is [Ms. Mary Andreoli](#); and the Clinical Coordinator is Ms. [Lisa Gavin](#).

All programs that offer graduate degrees at MSU are coordinated by The [Graduate School](#). The Vice Provost for Research and Interim Dean of the Graduate School is [Dr. Stefanie Brachfeld](#). The Graduate School sets university-wide policies and procedures for graduate programs in partnership with individual colleges. The GPCs are charged with all administrative and academic responsibility of the master's program, in conjunction with the Chair of the Department. In order for the College, Department, and Master's Program to operate efficiently, all concerned must be aware of the procedures involved. These procedures are primarily addressed in documents posted on The [Graduate School website](#).

The Counseling Department also grants a Doctoral degree. In the [Ph.D. in Counseling program](#), students are prepared to work as faculty and administrators in colleges and universities; advanced clinicians and supervisors in mental health agencies and private practice; consultants; and school and agency leaders. [Dr. Amanda Baden](#) is the Doctoral Program Director and [Dr. Susan Fuller](#) is the Doctoral Program Associate.

The Department also offers a number of post-Master's programs for the professional development of counselors. These programs of study allow students to: (a) gain requirements for New Jersey Licensed Professional Counselors; (b) meet requirements toward the New Jersey State School Counselor Certification; (c) meet requirements to become a New Jersey Clinical Supervisor for doctoral level students; and (d) meet requirements to become a Director of School Counseling Services.

APPENDIX C: 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)/Licensed Associate Counselor (LAC). The CACREP Accredited Clinical Mental Health Counseling Concentration at MSU is a 60-semester hour program leading to a Masters of Arts in Professional Counseling with a concentration in Clinical Mental Health Counseling and eligibility to become a LAC, the first step towards becoming a LPC in the state of New Jersey. Please see the information we have posted on the M.A. Counseling Community Canvas page.

[New Jersey Office of the Attorney General](#)

[Division of Consumer Affairs](#)

State Board of Marriage and Family Therapy Examiners

Professional Counselor Examiners Committee

124 Halsey Street, 8th Floor, P.O. Box 45044

Newark, New Jersey 07101

(973) 504-6415, askconsumeraffairs@dca.lps.state.nj.us

The Licensed Clinical Alcohol and Drug Counselor Credential (LCADC)

It is the responsibility of the student to remain informed about the process toward licensure as a LCADC. The LCADC credential is granted by the Division of Consumer Affairs, State Board of Marriage and Family Therapy Examiners Alcohol and Drug Counselor Committee (the Committee). Please refer to our M.A. Counseling Community Canvas page for more information.

[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, 8th Floor, P.O. Box 45044

Newark, New Jersey 07101

(973) 504-6369, askconsumeraffairs@dca.lps.state.nj.us

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. Students graduating from our former 48-credit or current 60-credit M.A. School Counseling concentration meet the coursework requirements to be certified as a School Counselor through the New Jersey State Department of Education. For more information about certification as a school counselor, contact the State Department of Education directly. Visit our M.A. Counseling Community Canvas page for more information.

[NJ Department of Education](#)

PO Box 500 Trenton, NJ 08625-0500

(609) 292-4469

APPENDIX D: Programs of Study

Current Programs of Study can be found on the MA Counseling Program Canvas site.

APPENDIX E: Course Rotations

The following is a listing of the courses we typically offer during specific semesters for planning purposes. There will be additional courses in every semester (e.g., electives) based on Program need and student/faculty interest.

Although we try our best to offer courses as they are listed in this Handbook, there are times when courses may be canceled due to low enrollment. In addition, if the faculty decides to change the semester(s) in which courses are listed, the Program Coordinators will notify students via our student listserv.

Fall Semester

COUN 531	Counseling Across the Lifespan
COUN 540	Introduction to Substance Abuse Counseling
COUN 552	Introduction to Professional and Ethical Issues in Counseling
COUN 564	Counseling Children and Adolescents (CNAC, CMHC, CNSC)
COUN 577	Counseling Theories (CNAC, CMHC, CNSC)
COUN 579	Appraisal of the Individual
COUN 582	Career Counseling
COUN 583	Counseling in Schools 1 (CNSC)
COUN 584	Group Counseling: Theory and Practice (CNAC, CMHC, CNSC)
COUN 586	Counseling in Schools 2 (CNSC)
COUN 588	Counseling Techniques
COUN 590	Clinical Applications in Addictions Counseling (CNAC)
COUN 595	Multicultural Counseling and Development
COUN 604	Clinical Assessment and Diagnosis (CMHC, CNAC)
COUN 605	Community Mental Health Counseling (CMHC)
COUN 624	Counseling Practicum
COUN 640	Co-Occurring Disorders (CNAC)
COUN 652	Introduction to Marriage, Couples and Family Counseling (CNAC, CMHC, CNSC)
COUN 654	Internship in Counseling 1
COUN 666	Advanced Ethical and Legal Issues in Counseling (CNAC, CMHC, CNSC)
COUN 668	Supervision, Consultation and Leadership (CMHC)
COUN 674	Internship in Counseling 2
COUN XXX	Additional COUN Elective Options

EDFD 503	Methods of Research
HLTH 511	Biomedical and Psychosocial Perspectives on Drugs* (currently 7-week asynch)

Winter Session

COUN 531	Counseling Across the Lifespan
COUN 605	Clinical Mental Health Counseling (CMHC)

Spring Semester

COUN 531	Counseling Across the Lifespan
COUN 539	Orientation to the Profession: Addictions Counseling (CNAC)
COUN 540	Introduction to Substance Abuse Counseling
COUN 545	Community Resources: Alcohol/Substance Abuse Counseling
COUN 552	Introduction to Professional and Ethical Issues in Counseling
COUN 577	Counseling Theories (CNAC, CMHC, CNSC)
COUN 579	Appraisal of the Individual
COUN 582	Career Counseling
COUN 583	Counseling in Schools 1 (CNSC)
COUN 584	Group Counseling: Theory and Practice (CNAC, CMHC, CNSC)
COUN 586	Counseling in Schools 2 (CNSC)
COUN 588	Counseling Techniques
COUN 589	Student Services in Higher Education (SAHE)
COUN 591	Family Seminar: Substance Abuse Counseling (CNAC)
COUN 592	Theories of College Student Development (SAHE)
COUN 595	Multicultural Counseling and Development
COUN 604	Clinical Assessment and Diagnosis (CMHC, CNAC)
COUN 605	Clinical Mental Health Counseling (CMHC)
COUN 624	Counseling Practicum
COUN 640	Co-Occurring Disorders (CNAC)
COUN 652	Introduction to Marriage and Family Counseling (CNAC, CMHC, CNSC)
COUN 654	Internship in Counseling 1
COUN 666	Advanced Ethical and Legal Issues in Counseling (CNAC, CMHC, CNSC)
COUN 668	Supervision, Consultation and Leadership (CMHC)
COUN 674	Internship in Counseling 2
COUN XXX	Additional COUN Elective Options

EDFD 503	Methods of Research
HLTH 511	Biomedical and Psychosocial Perspectives on Drugs* (currently 7-week async)

Summer Session

COUN 531	Counseling Across the Lifespan
COUN 540	Introduction to Substance Abuse Counseling
COUN 552	Introduction to Professional and Ethical Issues

COUN 577	Counseling Theories (CNAC, CMHC, CNSC)
COUN 579	Appraisal of the Individual
COUN 582	Career Counseling
COUN 583	Counseling in Schools 1 (CNSC)
COUN 584	Group Counseling: Theory and Practice (CNAC, CMHC, CNSC)
COUN 588	Counseling Techniques
COUN 595	Multicultural Counseling and Development
COUN 604	Clinical Assessment and Diagnosis (CMHC, CNAC)
COUN 624	Counseling Practicum
COUN 654	Internship in Counseling 1
COUN 674	Internship in Counseling 2
COUN XXX	Additional COUN Elective Options

EDFD 503	Methods of Research
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Option Codes within the COUN Major

CNAC = Addictions Counseling
 CMHC = Clinical Mental Health Counseling
 SAHE = Counseling in Student Affairs
 CNSC = School Counseling

Semester Offerings by Course

COUN 531: Counseling Across the Lifespan – Fall, Winter, Spring, Summer
COUN 539: Orientation to the Profession: Addictions Counseling – Spring
COUN 540: Introduction to Substance Abuse Counseling – Fall, Spring, Summer
COUN 545: Community Resources: Alcohol/Substance Abuse Counseling – Spring
COUN 552: Introduction to Professional and Ethical Issues in Counseling – Fall, Spring, Summer
COUN 564: Counseling Children and Adolescents – Fall
COUN 577: Counseling Theories – Fall, Spring, Summer
COUN 579: Appraisal of the Individual – Fall, Spring, Summer
COUN 582: Career Counseling – Fall, Spring, Summer
COUN 583: Counseling in Schools I – Fall, Spring, Summer
COUN 584: Group Counseling: Theory and Practice – Fall, Spring, Summer
COUN 586: Counseling in Schools II – Fall, Spring
COUN 588: Counseling Techniques – Fall, Spring, Summer
COUN 589: Student Services in Higher Education – Spring

COUN 590: Clinical Applications in Addictions Counseling – Fall
COUN 591: Family Seminar: Substance Abuse Counseling – Spring
COUN 592: Theories of College Student Development – Spring
COUN 595: Multicultural Counseling and Development – Fall, Spring, Summer
COUN 604: Clinical Assessment and Diagnosis – Fall, Spring, Summer
COUN 605: Clinical Mental Health Counseling – Fall, Winter, Spring
COUN 624: Counseling Practicum – Fall, Spring, Summer
COUN 640: Co-Occurring Disorders – Fall, Spring
COUN 652: Introduction to Marriage, Couples and Family Counseling – Fall, Spring
COUN 654: Internship in Counseling – Fall, Spring, Summer
COUN 666: Advanced Ethical and Legal Issues in Counseling – Fall, Spring
COUN 668: Supervision, Consultation, and Leadership – Fall, Spring
COUN 674: Internship in Counseling II – Fall, Spring, Summer
COUN XXX: Additional COUN Elective Options – Fall, Spring, Summer

Required courses are offered by their respective departments. Permits may be required.

EDFD 503: Methods of Research – Fall, Spring, Summer

EDFD 582: Learning Theories

HLTH 511: Biomedical and Psychosocial Perspectives on Drugs – Fall, Spring (Summer 2024 will be final Summer offering)

Electives offered Fall, Spring, and Summer as determined by department faculty

†Listed as approved electives in program plans but have not been offered for years

COUN 564: Counseling Children and Adolescents

COUN 568: Theories of Consultation†

COUN 569: Treatment in the Context of the Family†

COUN 570: Counseling Adults†

COUN 651: Strategies in Gerontological Counseling†

COUN 653: Special Topics in Counseling

COUN 664: Independent Study

COUN 665: Ecotherapy: Applied Ecopsychology

COUN 667: Counseling the Adoption Triad

COUN 672: Counseling Older Adults†

COUN 673: Gender Issues in Counseling†

COUN 679: Spirituality in Counseling Practice

Courses we offer for other programs:

COUN 587: Administration and Supervision of Guidance Programs (DSC)

Approved electives offered by their respective departments. Permits may be required.

CHAD 521: Substance Abuse and Family Crisis

EDFD 540: Cultural and Social Aspects of Education

ELAD 542: Supervisory Skills for Education and Training Personnel

ELAD 549: Ethical and Legal Issues for Education and Training Personnel

ELAD 670: Selected Topics in Administration and Supervision

SPED 579: Special Education for Students with Disabilities

Although we try our best to offer courses as they are listed in this Handbook, there are times when courses may be canceled due to low enrollment or not offered for other unforeseen circumstances. In addition, if the faculty decides to change the semester(s) in which courses are listed, the Program Coordinators will notify students via our student listserv as soon as possible.

APPENDIX F: Review & Retention Process Flowchart

