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INTRODUCTION

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

Dean, CEHS: Dr. Tamara Lucas  
Chair, CEL: Dr. Kathy A. Gainor  
Counseling Program Coordinators: Dr. Amanda Baden; Dr. Harriet Glosoff  
Department Administrator: Lucille Gesualdi  
Clinical Specialist: Kathleen Mangano  
Department Secretary: Mary Andreoli

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

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

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

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

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

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

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

MISSION STATEMENT

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

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

The Counseling Program is committed to preparing professionals who:

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

**COUNSELING PROGRAM OBJECTIVES**

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

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

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

**Portrait of a Counselor**

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

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

a. conduct ongoing inquiries into the nature of counseling, learn about new developments, and reflect upon their own personal development and professional practice.

b. believe in the worth and potential for change of all persons and strive to ensure equal opportunities for all clients.

c. possess the literacy, critical thinking and technological skills associated with the concept of an educated counseling professional and, are committed to lifelong learning. They speak and write English fluently, communicate effectively, and possess the critical thinking skills needed to competently analyze and contribute to the professional literature.

d. have content knowledge of the theories, concepts, purposes and processes associated with counseling.

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

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

THE GRADUATE COUNSELING PROGRAM

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

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

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

**Curriculum**

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

**M.A. Programs**
- Addictions Counseling (CACREP-Accredited)
- Clinical Mental Health Counseling (CACREP-Accredited)
- School Counseling (CACREP-Accredited)
- Student Affairs/ Counseling in Higher Education

**Certification/Certification Programs**
- Advanced Counseling Certificate Program
- School Counseling Certification Program
- Substance Awareness Coordinator Certification Program
- Certified Alcohol and Drug Counselor Certificate Program

**Student Advisement**

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

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

Liability Insurance

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

Practicum

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

Internship Requirements

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

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

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

a) A minimum GPA of 3.00, and must be in "good standing" in the Counseling Program
b) Successful completion of a minimum of 33 credits in a 48 credit program or a minimum of 45 credits in a 60 credit program, which must include all prerequisites and the required specialty courses in the selected concentration:
   School Counseling:  COUN583, Counseling in Schools I
   Clinical Mental Health Counseling:  COUN 604, Clinical Assessment and Diagnosis
   Addictions Counseling:  COUN 604, Clinical Assessment and Diagnosis
   Student Affairs/Counseling in Higher Education:  One of the concentration elective courses

c) A minimum grade of B in COUN 624, Practicum in Counseling
d) Proof of professional liability insurance through the American Counseling Association
e) Written approval of potential internship site placement by the Clinical Coordinator
f) Department Approval
Note: Successful completion (i.e., grade of B or better) is required in COUN 654, Internship in Counseling I, before enrolling in COUN 674, Internship in Counseling II and a grade of B or higher in Internship II is required for graduation.

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

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

GRADUATE ASSISTANTSHIPS
Students should complete the appropriate area on the graduate admission application if interested in a graduate assistantship. A separate application for a graduate assistantship does not exist. The term of the Assistantship is one full academic year, beginning September 1 and ending June 30. Graduate Assistants must be fully matriculated in a master's degree program at MSU, be a full-time student, maintain a minimum of nine (9) credits and a maximum of twelve (12) credits per semester, maintain at least a 3.00 GPA during each semester of the assistantship, and fulfill twenty hours of work per week for the assigned assistantship. Graduate Assistants receive a tuition and University-wide fee remission for up to 24 graduate credits per academic year. Fees that are specific to courses or to individual students are not included in the remission (e.g. supplies, parking and/or Health Insurance, etc.). Graduate Assistants also receive a stipend for the full 10-month appointment. The value of the tuition remission is non-taxable.

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

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

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

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

American Counseling Association

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

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

Divisions of ACA

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

Association for Adult Development and Aging (AADA)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.
Association for Assessment and Research in Counseling (AARC)
Originally the Association for Measurement and Evaluation in Guidance, AARC was chartered in 1965. The purpose of AARC is to promote the effective use of assessment in the counseling profession.

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

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

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

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

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

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homoprejudice.

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

American Mental Health Counselors Association (AMHCA)
Chartered in 1978, AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.
American Rehabilitation Counseling Association (ARCA)
ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

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

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW)
Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

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

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

International Association of Marriage and Family Counselors (IAMFC)
Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

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

National Career Development Association (NCDA)
Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.
National Employment Counseling Association (NECA)
NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

Chi Sigma Iota
Chi Sigma Iota (CSI) is the international academic and professional honor society of professional counseling. It was established for counselors-in-training, counselor educators, and professional counselors who are committed to research and service through professional counseling. Its mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

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

PROGRAM POLICIES

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

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

2. Retention Policy (Approved September 2011)

Academic Standing for Program Retention
Students matriculated in the Counseling Program are required to maintain a minimum overall GPA of 3.0 and must not earn more than one C level grade (C+, C, or C-) throughout graduate course work. Students who earn two grades that are C level or below or who earn one F grade will be subject to dismissal. See “Clinical Courses” (#2) for additional information on requirements specific to academic grades for clinical courses.
If a student receives a grade of “C” in any required course in her/his counseling program (including electives), the following procedures must be followed:

A. Meet with your advisor. To continue enrollment in the next semester, your advisor will sign a form stating that you met with her/him about the earned grade of “C.” Most likely you will have already registered for the following semester’s classes, so your advisor will work with you to determine which course(s) is most appropriate for continued registration.

B. Because we realize the seriousness to your academic progression and understanding of a major knowledge/skill area of the counseling profession, any student receiving a grade of “C” will be able to register for no more than one or two courses the following semester. The decision of taking one or two courses remains with the advisor, with input from the instructor of the course where the “C” was earned, and signed off by the program coordinator and the department chair.

C. A grade of “C” in clinical classes (COUN 588, 584, 624, 654, 674) requires formal remediation (see separate program policy on clinical course remediation).

3. Counseling Program Statement of Student Impairment

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

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

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

4. Newly Admitted Students

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

1. Only taking one course: COUN 552;
2. Only taking two courses: COUN 552 and COUN 588;
3. If taking more than two courses, then COUN 552 and COUN 588 are both required, and additional course selection depends on the required prerequisites for the other courses. COUN 577, Counseling Theories, is generally recommended if students are taking more than two courses in the first term.
Students who fail to earn a “B” or better in COUN 588 will follow remediation procedures as outlined in the program’s skill remediation policy. The current policy for non-degree students will remain the same.

5. Course Load
A course load of nine (9) credits constitutes full-time enrollment for graduate students in the fall and spring. Students in any Master’s Counseling Program or Certificate Program may register for a maximum of:
- Twelve (12) credits in the Fall and Spring semesters
- Three (3) credits in the Winter Session
- Six (6) credits in the 8-week Summer Session
- Three (3) credits in the Summer Pre-Session (3 or 4 week session)
- Three (3) credits in the Summer Post-Session (3 or 4 week session)

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

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

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

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student’s ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. In addition, the faculty member may consult with the faculty advisor and/or other program faculty. This should be done prior to initiating
formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences, formal remediation procedures may be implemented as delineated below.

A. Plan for Remediation of Clinical Work

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

A. The instructor assigning the grade of “B-“ or less in a clinical course must notify the program coordinator who, in turn, will notify the Chair of the department. The student will also be notified at this time.

B. The instructor assigning the grade of “B-“ or less will develop a proposed remediation plan for the student and present it to the Retention and Review committee (hereafter referred to as Committee). The instructor may consult with the Committee in developing the plan. A representative of the Committee will then meet with the student to review the remediation plan. At that meeting, the instructor and the student’s advisor may be present. To continue enrollment in the next semester, a representative from the Committee will sign a form stating that the student met with the Committee about the remediation plan. The remediation plan must be approved at least two weeks before the start of the next semester.

C. The instructor will:
   1) Develop an appropriate remediation plan in consultation with the Committee;
   2) Share the remediation plan with the Program Coordinator for relevant input, if necessary;
   3) Meet with the student, who is expected to attend a meeting to review the remediation plan;
   4) Share a copy of the remediation plan with: Department Chair, Advisor, Remediation Committee, previous instructor, instructor of remediation, and student. The Program Coordinator will consult with the Department Chair over the results of the meeting and the remediation plan.

D. The student must earn a grade of “B” or better in the remediation, thus demonstrating mastery of the deficit skills, in order to continue in the program. If a student again earns a grade of B- or less, dismissal from the program will be recommended. The student must earn a grade of “B” or better in COUN 674, Internship II, in order to complete the program.

E. The student may only take up to one other course with the required remediation plan; the additional course must be approved by the Committee, in consultation with the student’s advisor.

F. The program faculty may make the recommendation that a remediation plan is not advisable, and the student may be dismissed from the program. An example of this may occur if a student earns a grade of “F” in a clinical course.

B. Remediation Related to Professional and Ethical Issues

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

1. When a determination is made by a faculty member that an educational or professional-related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. In consultation with the Committee, the faculty member will outline the issues at hand and provide recommendations for a remediation plan. The Committee will then develop the remediation plan in consultation with the faculty member and advisor. A representative of the Committee will then meet with the student to review the remediation plan. At that meeting, the instructor and the student’s advisor may be present. This interaction process will allow the student an opportunity to discuss the information presented regarding a problem area. The following procedures will be followed in developing and carrying out the remediation plan:

   a) The faculty member will complete a disposition form detailing these concerns.
   b) The faculty member will meet with the student regarding concerns.
   c) The faculty member will forward the concerns to the student’s advisor, who will then meet with the student to discuss the stated concerns. The faculty member documents the meeting and forwards all information to the advisor.
   d) The Review and Retention Committee will be notified by the advisor regarding concerns and the need for a remediation plan.
   e) In consultation with the faculty and advisor, the Committee will develop a remediation plan.
   f) The student will sign the agreement stipulated in the remediation plan, signifying 1) acknowledgement of the plan and 2) agreement to the implementation of the plan.
   g) Students are subject to dismissal, probation, or continued remediation if they choose not to follow the plan or are unable to complete the requirements therein.
   h) The student will submit the required documents to the Review and Retention Committee. The Committee reviews the documents and determines whether the plan is satisfactorily completed, then makes a recommendation to the Program Coordinator. The Program Coordinator will consult with the Department Chair over the results of the meeting and the remediation plan.
   i) The Program Coordinator will inform the student of the decision both verbally and in writing.

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

- A behavioral description of the problem;
- Course of remediation;
- Criteria stated in behavioral terms for completing the remediation or probationary status;
- Evaluation criteria
- A specific time frame for meeting these criteria;
• A summary of the options available to the student (e.g., following the remediation plan, appeals, withdrawal from the program); and
• A description of the consequences of not meeting criteria within the time frame.

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

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

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

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

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

The Program utilizes the Counselor Preparation Comprehensive Examination (CPCE-CBT), a standardized, computer-based multiple-choice exam used by graduate counseling programs nationally. It is developed by the Center for Credentialing and Education (CCE). The CCE is
the same company that assists with credentialing and assessment for the National Board for Certified Counselors (NBCC).

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

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

Students may take the Comprehensive Examination three (3) times. If students fail the Comprehensive Examination three times, they will be dismissed from the Counseling Program

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

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

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

The faculty of the Counseling Program at Montclair State University embraces diversity through learning and does not discriminate on the basis of race, color, gender, age, religion,
sexual orientation, national origin, ancestry, marital status, and physical or mental disability (not interfering with counseling performances).

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

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

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

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

a) Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.

b) A summary of the appeal options available to the student.

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

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

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

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

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

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

Continuous Matriculation Requirement
Students must complete at least six credits in each academic year and must be continuously enrolled in the fall and spring semesters until completion of all requirements for graduation, including the semester in which they graduate. Students who do not register for a credit-bearing course or who have not been granted an approved leave of absence in either the Fall
or Spring semesters must register for the Continuous Matriculation course (GRAD-MC1 for Master's/Certificate programs) in that semester and pay a continuous enrollment fee ($50.00 for GRADMCC-1). For more information go to https://www.montclair.edu/graduate/current-students/policies-procedures-guidelines/#ContinuousMat

**Leave of Absence**

_Students may request ONE leave of absence for the entire duration of the graduate program._

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

**Grades of Incomplete**

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

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

<table>
<thead>
<tr>
<th>Semester Incomplete was assigned</th>
<th>Deadline to complete coursework to remove Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Fall and/or Winter Semester</td>
<td>February 15</td>
</tr>
<tr>
<td>Previous Spring Semester</td>
<td>June 30</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>October 15</td>
</tr>
</tbody>
</table>

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

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

Students who need full-time status for Federal Financial Aid and students who receive their health insurance through Montclair State University must register for nine (9) credits each semester, including when they are enrolled in practicum and internship courses. Students who receive Federal Financial Aid as part-time students must be enrolled for a minimum of 4.5 credits each semester, including when they are enrolled in practicum and internship courses.
Title IX
Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private colleges, and universities receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

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

ADDITIONAL TOOLS

NEST

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

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

Canvas
Canvas is Montclair State University’s learning management system (LMS). Canvas is a tool that allows students to manage their courses as well as interact with classmates and instructors. In the case of hybrid courses, Canvas will be used to supplement the days class does not meet. It provides for dynamic interaction across features and easily integrates multimedia technologies.
and social media applications. The user-interface design of Canvas is much simpler and more user-friendly, which reduces the learning curve for both faculty and students. To assist the University's faculty, staff, and student users successfully utilize Canvas, Information Technology's Technology Training and Integration Group (IT-TT&I) provides a set of training classes/workshops, which include face-to-face, online and evening classes. Register today.

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

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

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

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

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

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

The University Health Center (UHC) is a comprehensive outpatient health care facility serving all registered students. The department functions in the same manner as a private medical office. Students enrolled at MSU pay a mandatory University Health fee which covers most services at UHC. Prescription medication and diagnostic testing are common additional costs. Call 973-655-4361 or visit https://www.montclair.edu/university-health-center/
Counseling and Psychological Services (CAPS) offers individual and group counseling to students, as well as a variety of educational and consultative services. Counselors, supervisors, and faculty who have self-insight are more effective in fulfilling their various roles and in reducing the likelihood of personal issues negatively impacting their work with clients, supervisees, or students. If you’re experiencing difficulties, CAPS (located on the 1st floor of Russ Hall; 973-655-5211) is one campus resource available to assist students. Services are free and confidential. Visit http://www.montclair.edu/caps/.

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

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

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

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

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

Additional Student Services for Wellness. Go to http://www.montclair.edu/student-services/guide/wellness/ for additional resources and for a review of all student services go to
the new Student Services section on the MSU website at http://www.montclair.edu/student-services.

In case of emergencies call University Police at 973-655-5222.
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Phone Number: (973) 655-2097
Email: glosofhh@mail.montclair.edu
Education: Ph.D., American University; M.A, University of Maryland-College Park; B.A., State University of New York, Buffalo
Professional Research/Interests: Spirituality and cultural issues in counseling, supervision, and counselor education; Preparing counselors as social justice advocates; Best practices in counseling supervision; Professional ethics.
Website: http://www.montclair.edu/~glosofhh

Michael D. Hannon
Office: University Hall, Room 3190
Phone Number: (973) 655-7611
Email: hannonmi@mail.montclair.edu
Education: The Pennsylvania State University; Ed.S. Rider University; M.Ed. University of Delaware; B.S. University of Delaware
Research/Interests: Wellness of racial/ethnic minority fathers and families of children with autism; urban school counseling
Website: http://www.montclair.edu/~hannon

Leslie Kooyman
Office: University Hall, Room 3213
Phone Number: (973) 655-7182
Email: kooymanl@mail.montclair.edu
Education: Ph.D., University of North Carolina, Charlotte; M.A., University of North Carolina, Charlotte; B.S., University of Santa Clara
Website: http://www.montclair.edu/~kooymanl

Dana Heller Levitt (CACREP Liaison)
Office: University Hall, Room 3169
Phone Number: (973) 655-2097
Email: levittd@mail.montclair.edu
Education: Ph.D., Counselor Education, University of Virginia; M.Ed., Counselor Education, University of Virginia; B.A., Psychology, James Madison University
Professional Research/Interests: Ethics; values in counseling; counselor pedagogy and counselor education; religious/cultural issues in counseling; body image/eating disorders; and gender issues.
http://www.montclair.edu/~levittd

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Email: pierceg@mail.montclair.edu
Education: Ed.D., Columbia University; M.A., Teachers College, Columbia University; M.A., Fairleigh Dickinson University; B.A., Douglass College, Rutgers, The State University
Professional Research/Interests: Holistic approaches to counseling; Ecotherapy & Ecofeminist Therapy; Gender/ Women's Issues; Feminist Counseling; Feminist pedagogy; Faculty Development, Organization Development & Management Education; Cultural Analysis.
Website: http://www.montclair.edu/~pierceg

Edina Renfro-Michel
Office: University Hall, Room 3215
Phone Number: (973) 655-5381
Email: renfromichee@mail.montclair.edu
Education: Ph.D., Mississippi State University; M.Ed., University of New Orleans; B.A., University of New Orleans
Professional Research/Interests: Counselor Supervision, Adult Child Attachment, Technology in Counselor Education.
Website: http://www.montclair.edu/~renfromichee

Angela I. Sheely-Moore, Director Ph.D. Program in Counselor Education
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Programs, play therapy, filial therapy, multicultural counseling, and counselor education.
Website: http://www.montclair.edu/~sheely

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

Adjunct Faculty
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William Baker  bakerw4@mail.montclair.edu
Carol Boyer  boyerc@mail.montclair.edu
Anthony Cannella  cannella@mail.montclair.edu
Bette Da Giau  daginaub@mail.montclair.edu
Gary McClain  mcclaing@mail.montclair.edu
Arien Muzacz  muzaczamontclair.edu
Cheryl Notari  notaric@mail.montclair.edu
Kevin Schafer  schaferk@mail.montclair.edu
Sue Seidenfeld  seidenfelds@mail.montclair.edu
William Simpkins  simpkinsw@mail.montclair.edu

DESCRIPTION OF CERTIFICATE PROGRAMS

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

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

**Required Courses:**
COUN 604 Clinical Assessment and Diagnosis  
COUN 605 Clinical Mental Health Counseling  
COUN 579 Appraisal of the Individual  

**Electives: (3-9 semester hours minimum)**
COUN 673 Gender Issues in Counseling  
COUN 568 Theories of Consultation  
COUN 564 Counseling Children and Adolescents  
COUN 540 Introduction to Substance Abuse Counseling  
COUN 569 Treatment in Context of Family  
COUN 570 Counseling Adults  
COUN 584 Group Counseling: Theory and Practice  
COUN 590 Clinical Applications in Addictions Counseling  
COUN 592 Theories of College Student Development  
COUN 652 Introduction to Marriage, Couples, and Family Counseling  
COUN 651 Gerontological Counseling  
COUN 666 Advanced Ethical and Legal Issues in Counseling  
COUN 667 Counseling the Adoption Triad  
COUN 672 Counseling the Aging  
COUN 665 Ecotherapy: Applied Ecopsychology  
COUN 653 Selected Topics in Counseling (as announced)  

*Other electives may be approved by advisor  
Total semester hours: 9-21  

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

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

I. Required Courses (9 semester hours):
COUN 583 Counseling in Schools I  
COUN 581 Community Resources
Select one of the following with advisor approval, based on state requirements:
COUN 564 Counseling Children and Adolescents
COUN 579 Appraisal of the Individual
EDFD 582 Learning Theories
PSYC 565 Child and Adolescent Psychopathology

II. Electives- Choice(s) must have approval of advisor, based on state requirements.
Select a minimum of 3-9 semester hours from the following:
COUN 531 Counseling Across the Lifespan
COUN 540 Introduction to Substance Abuse Counseling
COUN 584 Group Counseling: Theories and Practice
COUN 653 Selected Topics in Counseling (as announced)
PSYC 560 Advanced Educational Psychology
PSYC 561 Developmental Psychology

**Internship Component**
Students who have not completed a faculty-approved, 600 hour, school counseling (K-12) internship, will also need to complete COUN 654 Internship I and COUN 674 Internship II, in addition to required coursework as described above. This requirement is a mandate from the State Department of Education in NJ. Approval from the Advisor for the Post-Master’s Certificate Programs must be given to apply for internship.

Total semester hours 12-24

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

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

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

*Applicants hold a valid NJ or out-of-state standard certificate as a school psychologist, school social worker, school counselor, director of school counseling services or school nurse; or a valid Licensed Clinical Alcohol and Drug Counselor credential issued by the New Jersey Alcohol and Drug Counselor Committee of the Marriage and Family Board; or a valid Certified Prevention Specialist*
credential issued by the Addiction Professionals Certification Board of New Jersey; or a standard NJ or out-of-state instructional certificate; or hold a master’s or higher degree from a regionally accredited college or university.

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

I. Required Courses (24 semester hours):
COUN 545 Community Resources: Alcoholism/Substance Abuse Counseling
COUN 540 Introduction to Substance Abuse Counseling
COUN 564 Counseling Children and Adolescents
COUN 588 Counseling Techniques
COUN 591 Family Seminar: Alcohol and Substance Abuse Counseling
(Prerequisites: COUN 540 or HLTH 511)
ELAD 521 Education Law
ELAD 531 Program Planning and Development
HLTH 511 Biomedical and Psychosocial Perspectives on Drugs

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

Sequence for CADC
COUN 540 Introduction to Substance Abuse Counseling
COUN 545 Community Resources: Alcoholism/Substance Abuse Counseling
COUN 590 Clinical Applications in Addictions Counseling
COUN 591 Seminar in Alcohol and Substance Abuse Counseling
HLTH 511 Biomedical and Psychosocial Perspectives on Drugs
COUN 640 Counseling Co-Occurring Disorders

Students who successfully complete the Master's in Counseling program with a CADC focus will fulfill the total educational clock hours (270) required by the APCBNJ. After completing the coursework at MSU for a Master's degree, full certification or licensure would include these additional requirements:
- 3000 hours of supervised work experience, including at least 300 hours of supervised practical training in all core course areas;
- Participation in at least 30 alcohol and drug abuse self-help meetings;
- Successful completion of an oral and written examination
Please consult the website and the consumer Affairs Division if you have questions or need further information.
http://www.njconsumeraffairs.gov/alcohol/index.htm

**LICENSURE AND CERTIFICATION**

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

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

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

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

**Certification as a School Counselor in the State of New Jersey**
It is the responsibility of the student to remain informed about the process of becoming a Certified School Counselor in New Jersey. The MSU master’s program in school counseling meets the requirements for certification as a school counselor in New Jersey. Only after
completing a final audit with the University and graduating does the University send all the documentation necessary to the State Department of Education for the student to be certified as a school counselor. The University handles the application for certification as a school counselor for students, upon graduation, with the appropriate degree program completed. The University and/or Counseling Program is not involved in any special circumstances for certification as a school counselor (e.g., emergency certification); such situations must be handled personally by the student and/or school involved. For more information about certification as a school counselor, contact the State Department of Education directly.

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

Appendix A:
Programs of Study
### Concentration: Addictions Counseling

Complete 9 courses for 27 semester hours:

1. **Professional Core Courses:**

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

2. **Practicum:**

   Complete for 3 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Grade</th>
<th>Professor</th>
<th>Taken</th>
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</thead>
<tbody>
<tr>
<td>COUN 624</td>
<td>Counseling Practicum</td>
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</tbody>
</table>

3. **Concentration Requirements and Electives:**

   1. Complete 7 courses for 21 semester hours:

      | Course Code | Course Title                                                | S.H. | Grade | Professor | Taken |
      |-------------|-------------------------------------------------------------|------|-------|-----------|-------|
      | COUN 539    | Orientation to Profession: Addictions Counseling            | 3    |       |           |       |
      | COUN 540    | Introduction to Substance Abuse Counseling                 | 3    |       |           |       |
      | COUN 590    | Clinical Applications in Addictions                         | 3    |       |           |       |
      | COUN 591    | Family Seminar: Alcohol and Drug Abuse                     | 3    |       |           |       |
      | COUN 604    | Clinical Assessment and Diagnosis                           | 3    |       |           |       |
      | COUN 640    | Counseling Co-Occurring Disorders                          | 3    |       |           |       |
      | COUN 668    | Biomedical & Psychosocial Perspective on Drug              | 3    |       |           |       |

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

      | Course Code | Course Title                                                | S.H. | Grade | Professor | Taken |
      |-------------|-------------------------------------------------------------|------|-------|-----------|-------|
      | COUN 564    | Counseling Children and Adolescents                         | 3    |       |           |       |
      | COUN 568    | Theories of Consultation                                   | 3    |       |           |       |
      | COUN 569    | Treatment in the Context of Family                          | 3    |       |           |       |
      | COUN 570    | Counseling Adults                                           | 3    |       |           |       |
      | COUN 651    | Gerontological Counseling                                  | 3    |       |           |       |
      | COUN 653    | Special Topics in Counseling                               | 3    |       |           |       |

      Crisis Counseling
      LGBT Identity Development
      Play Therapy
      Creative Arts in Counseling
      Spirituality in Counseling

      | Course Code | Course Title                                                | S.H. | Grade | Professor | Taken |
      |-------------|-------------------------------------------------------------|------|-------|-----------|-------|
      | COUN 665    | Ecotherapy: Applied Ecopsychology                            | 3    |       |           |       |
      | COUN 667    | Counseling the Adoption Triad                               | 3    |       |           |       |
      | COUN 672    | Counseling Older Adults                                     | 3    |       |           |       |
      | COUN 673    | Gender Issues in Counseling                                 | 3    |       |           |       |
      | CHAD 521    | Substance Abuse and Family Crisis                           | 3    |       |           |       |

4. **Internship:**

   Complete 2 courses for 6 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>S.H.</th>
<th>Grade</th>
<th>Professor</th>
<th>Taken</th>
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<tr>
<td>COUN 654</td>
<td>Internship in Counseling I</td>
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<tr>
<td>COUN 674</td>
<td>Internship in Counseling II</td>
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5. **Comprehensive Examination:**

   Successfully complete the Comprehensive Examination.
Complete 9 courses for 27 semester hours:

1. **Professional Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>S.H.</th>
<th>Grade</th>
<th>Professor</th>
<th>Taken</th>
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<td>EDFD 503</td>
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2. **Practicum:**

Complete for 3 semester hours:

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<tr>
<th>Course</th>
<th>S.H.</th>
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3. **Concentration Requirements and Electives:**

1. Complete 6 courses for 18 semester hours:

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<th>Grade</th>
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2. Complete 2 courses from the following for 6 semester hours:

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<tr>
<th>Course</th>
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<th>Grade</th>
<th>Professor</th>
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<td>COUN 653</td>
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- Crisis Counseling
- LGBT Identity Development
- Play Therapy
- Creative Arts in Counseling
- Spirituality in Counseling

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<tr>
<th>Course</th>
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<th>Grade</th>
<th>Professor</th>
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<tr>
<td>COUN 665</td>
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<td>COUN 673</td>
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4. **Internship:**

Complete 2 courses for 6 semester hours:

<table>
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<tr>
<th>Course</th>
<th>S.H.</th>
<th>Grade</th>
<th>Professor</th>
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<tr>
<td>COUN 674</td>
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</table>

5. **Comprehensive Examination:**

6. Successfully complete the Comprehensive Examination.
DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP

MASTER OF ARTS DEGREE IN COUNSELING (48 SEMESTER HOURS)

CONCENTRATION: SCHOOL COUNSELING

Complete 9 courses for 27 semester hours:

1. **Professional Core Courses:**
   - COUN 531 Counseling Across the Life Span 3
   - COUN 552 Introduction to Professional and Ethical Issues 3
   - COUN 577 Counseling Theories 3
   - COUN 579 Appraisal of the Individual 3
   - COUN 582 Career Counseling 3
   - COUN 584 Group Counseling: Theory and Practice 3
   - COUN 588 Counseling Techniques 3
   - COUN 595 Multicultural Counseling and Development 3
   - EDFD 503 Methods of Research 3

2. **Practicum:**
   - Complete for 3 semester hours:
     - COUN 624 Counseling Practicum 3

3. **Concentration Requirements and Electives:**
   - 1. Complete 2 courses for 6 semester hours:
     - COUN 583 Counseling in Schools I 3
     - COUN 586 Counseling in Schools II 3
   - 2. Complete 2 courses from the following for 6 semester hours:
     - COUN 540 Introduction to Substance Abuse Counseling 3
     - COUN 564 Counseling Children and Adolescents 3
     - COUN 568 Theories of Consultation 3
     - COUN 569 Treatment in the Context of Family 3
     - COUN 570 Counseling Adults 3
     - COUN 583 Counseling in Schools I 3
     - COUN 586 Counseling in Schools II 3
     - COUN 595 Multicultural Counseling and Development 3
     - EDFD 503 Methods of Research 3
     - COUN 624 Counseling Practicum 3
     - COUN 651 Gerontological Counseling 3
     - COUN 652 Intro. to Marriage, Couples, and Family Counseling 3
     - COUN 653 Special Topics in Counseling 3
     - Crisis Counseling 3
     - LGBT Identity Development 3
     - Play Therapy 3
     - Creative Arts in Counseling 3
     - Spirituality in Counseling 3
     - COUN 665 Ecotherapy: Applied Ecopsychology 3
     - COUN 666 Advanced Ethical and Legal Issues in Counseling 3
     - COUN 667 Counseling the Adoption Triad 3
     - COUN 672 Counseling Older Adults 3
     - COUN 673 Gender Issues in Counseling 3
     - SPED 579 Special Education For Students with Disabilities 3

4. **Internship:**
   - Complete 2 courses for 6 semester hours:
     - COUN 654 Internship in Counseling I 3
     - COUN 674 Internship in Counseling II 3

5. **Comprehensive Examination:**
   - Successfully complete the Comprehensive Examination.
### MONTCLAIR STATE UNIVERSITY
DEPARTMENT OF COUNSELING AND EDUCATIONAL LEADERSHIP

**MASTER OF ARTS DEGREE IN COUNSELING (48 SEMESTER HOURS)**

**CONCENTRATION: STUDENT AFFAIRS/HIGHER EDUCATION**

Complete 9 courses for 27 semester hours:

1. **Professional Core Courses:**

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<td>Counseling Theories</td>
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<tr>
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<td>Group Counseling: Theory and Practice</td>
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2. **Practicum:**

Complete for 3 semester hours:

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3. **Concentration Requirements and Electives:**

1. Complete 2 courses for 6 semester hours:

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

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<td>COUN 564</td>
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<td>COUN 568</td>
<td>Theories of Consultation</td>
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<td>COUN 569</td>
<td>Treatment in the Context of Family</td>
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<td>COUN 652</td>
<td>Intro. to Marriage, Couples, and Family Counseling</td>
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<td>Crisis Counseling</td>
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<td>LGBT Identity Development</td>
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<td></td>
<td>Play Therapy</td>
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<td>Spirituality in Counseling</td>
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<td>COUN 665</td>
<td>Ecotherapy: Applied Ecopsychology</td>
<td>3</td>
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<tr>
<td>COUN 666</td>
<td>Advanced Ethical and Legal Issues in Counseling</td>
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<td>COUN 667</td>
<td>Counseling the Adoption Triad</td>
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<td>Counseling Older Adults</td>
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<td>COUN 673</td>
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<tr>
<td>ELAD 560</td>
<td>Leadership and Administration in Student Affairs</td>
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4. **Internship:**

Complete 2 courses for 6 semester hours:

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<th>Grade</th>
<th>Professor</th>
<th>Taken</th>
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</thead>
<tbody>
<tr>
<td>COUN 654</td>
<td>Internship in Counseling I</td>
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<tr>
<td>COUN 674</td>
<td>Internship in Counseling II</td>
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5. **Comprehensive Examination:**

Successfully complete the Comprehensive Examination.
Appendix: B

Program Planning Considerations

Course Offerings by Term (subject to change)

Course Sequencing by Program
Program Planning Considerations

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

1. **Students are responsible for:** (a) becoming familiar with the procedures of the University (see the MSU Graduate Catalog and other materials available through the Graduate School); (b) knowing deadlines for registration, add/drop, filing for graduation; (c) meeting with their advisor and using that person for advice and counsel; and (d) reviewing any course prerequisites.

2. **Out-of-class requirements.** Many courses require time commitments beyond actual class meetings. For example, when taking COUN 552, Counseling Techniques students will need to plan on reviewing video recordings of their sessions and this must be done in the Center for Clinical Services. Also, as previously noted in this document, during practicum and internship courses, students have a specific number of hours that they must be on site. We encourage students to talk with their advisors about such requirements and to plan accordingly to maximize their learning experiences.

3. **Course offerings.** Although we offer some courses in the afternoon (typically 2:30-5:00), most of our courses are offered in the evening (between 5:15-10:45 p.m.).

4. **Prerequisites.** Many courses in the Counseling Program have pre-requisite classes that provide foundation material. The pre-requisites are required and must be completed before taking the next course. We do not waive these pre-requisites. You can check for pre-requisites by clicking on the link "View Catalog Entry" under the course listing in NEST.

5. **Closed classes.** The current system does not allow us to utilize wait lists; however, we still want to know if you get closed out of a class you are interested in taking. If this happens, please e-mail Ms. Gesualdi (gesualdil@montclair.edu), our Department Administrator. Please copy your advisor and the appropriate Program Coordinator (Dr. Baden for students in the School and Student Affairs concentrations and Dr. Glosoff for students in Addictions and Clinical Mental Health). Lucille Gesualdi will track the number of students interested in closed courses. If there is enough demand, we can sometimes open additional sections.

6. **Permits for Other Departments.** To take a course listed on your Program of Study from another Department, once your registration window opens, please e-mail your name, CWID, desired course name, course # and section, and CRN# to the appropriate contact below:
   - **PSYC** - Sanaz Saminejad - saminejads@mail.montclair.edu
   - **SPED** - Susan Hagen - hagens@mail.montclair.edu
   - **HEALTH** - mailbox - pppermit@mail.montclair.edu
   - **EDFD** - Brenda Godbolt - godboltb@mail.montclair.edu
   - **Student Affairs Courses** (ELAD531, ELAD560, ELAD520, ELAD670, ELAD558, and COUN592) – Sherlene Ayala – ayalas@montclair.edu. Courses Listed are Tentative. Please note that although we will try our best to offer courses as they are listed in this appendix, there are times when courses may be canceled due to low enrollment. In addition, if the faculty decide to change the semester(s) in which courses listed, the Program Coordinators will notify students via our student listserv.
Schedule of Course Offerings

FALL

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

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

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

Clinical Courses
COUN 624- Counseling Practicum
COUN 654- Internship in Counseling
COUN 674- Internship in Counseling II

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

SPRING

Core Courses
COUN 531- Counseling Across the Lifespan
COUN 539- Orientation to the Profession: Addictions Counseling
COUN 552- Introduction to Professional and Ethical Issues in Counseling
COUN 577- Counseling Theories
COUN 579- Appraisal of the Individual
COUN 582- Career Counseling
COUN 584- Group Counseling: Theory and Practice
COUN 588- Counseling Techniques
COUN 595- Multicultural Counseling and Development
*EDFD 503- Methods of Research

Required Concentration Courses (Possible Electives for Other Concentrations)
COUN 539- Orientation to the Profession: Addictions Counseling (Addictions)
COUN 545- Community Resources/Substance Abuse Counseling (CADC, SAC)
COUN 583- Counseling in Schools I (School)
COUN 586- Counseling in Schools II (School)
COUN 589- Student Services in Higher Education (Higher Ed.)
COUN 591- Family Seminar: Substance Abuse Counseling (Addictions)
COUN 604- Case Management and DSM Diagnosis in Counseling (Addictions & CMHC)
COUN 605- Clinical Mental Health Counseling (CMHC)
COUN 652- Introduction to Marriage, Couples and Family Counseling (CMHC)
COUN 666- Advanced Ethical and Legal Issues in Counseling
*HLTH 511- Biomedical and Psychosocial Perspectives on Drugs (Addictions)

Electives
COUN Elective (All Concentrations)

Clinical Courses
COUN 624- Counseling Practicum
COUN 654- Internship in Counseling
COUN 674- Internship in Counseling II

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

SUMMER
Core Courses
COUN 531- Counseling Across the Lifespan
COUN 552- Introduction to Professional and Ethical Issues in Counseling
COUN 577- Counseling Theories
COUN 579- Appraisal of the Individual
COUN 582- Career Counseling
COUN 584- Group Counseling: Theory and Practice
COUN 588- Counseling Techniques
COUN 595- Multicultural Counseling and Development
*EDFD 503- Methods of Research
*HLTH 511- Biomedical and Psychosocial Perspectives on Drugs (Addictions) (pre-summer session)

Required Concentration Courses (Possible Electives for Other Concentrations)
COUN 540- Introduction to Alcohol/Drug Counseling (Addictions & CMHC)
COUN 590- Clinical Applications in Addictions Counseling (Addictions)
COUN 666- Advanced Ethical and Legal Issues in Counseling -CMHC (Start Summer 2016)
ELAD 531- Program Planning and Development in Educational Settings Higher Ed.)  
(Summer 2015)

Electives  
COUN Electives (All Concentrations)

Clinical Courses  
COUN 624- Counseling Practicum  
COUN 654- Internship in Counseling  
COUN 674- Internship in Counseling II

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

Semester Offerings by Course

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

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

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

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

COUN 583- Counseling in Schools I (School)  
  - SPRING; FALL

COUN 586- Counseling in Schools II (School)  
  - SPRING; FALL

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

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

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

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

COUN 604- Case Management and DSM Diagnosis in Counseling (Addictions & CMHC)  
  - SUMMER; FALL

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

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

COUN 652- Introduction to Marriage, Couples and Family Counseling (CMHC)  
  - SPRING; FALL

COUN 666- Advanced Ethical and Legal Issues in Counseling
• **SPRING; SUMMER**

**COUN 668- Supervision, Consultation and Leadership**
- FALL
- **COUN Elective** (All Specializations)
- SPRING; SUMMER; FALL

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

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

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

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

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

## Course Sequence

### Addictions

#### Fall Start

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### Course Sequence

#### School Counseling

**Fall Start**

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| **Spring I**     | **Spring I**     | **Spring I**     |
| 595              | 595              | 588              |
| 584              | 584              | EDFD 503         |
| 579              |                  |                  |
|                  | 531 or Elective  | 579 or Elective  |
|                  |                  | 584 or 595       |
|                  |                  |                  |

| **Summer I**     | **Summer I**     | **Summer I**     |
| 531 or Elective  | 579 or Elective  | 584 or 595       |
| 582 or Elective  | 531 or Elective  |                  |
|                  |                  |                  |

| **Fall II**      | **Fall II**      | **Fall II**      |
| 583              | 579 or Elective  | 584 or 595       |
| 582 or Elective  | 583              |                  |
| 624              | 582 or 531 or Elective |
|                  |                  |                  |

| **Spring II**    | **Spring II**    | **Spring II**    |
| 654              | 586              | 579              |
| 586              | 624              | 586              |
|                  | 582 or 531 or Elective |
|                  |                  |                  |

| **Summer II**    | **Summer II**    | **Summer II**    |
| (Elective if not yet taken) | (Elective if not yet taken) | 531 |
|                  |                  |                  |

| **Fall III**     | **Fall III**     | **Fall III**     |
| 674              | 654              | 582              |
|                  |                  | Elective         |

<p>| <strong>Spring III</strong>   | <strong>Spring III</strong>   |                  |
| 674              | 624              | 624 or Elective  |
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## Course Sequence

### Student Affairs/Higher Education

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