



**COUNSELING  
SCHOOL COUNSELING  
CLINICAL COUNSELING  
MASTER'S PROGRAM  
GRADUATE STUDENTS  
HANDBOOK**

CENTENARY COLLEGE  
400 JEFFERSON STREET  
HACKETTSTOWN, NJ 07840

**Effective Fall 2014**

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## **INTRODUCTION**

Dear Graduate Student:

We are pleased to welcome you to the Counseling, School Counseling or Clinical Counseling, Program at Centenary College. The faculty is committed to making this a positive educational experience for you as we assist you in your personal and professional development. As you begin your program, we wish you success, and hope that you take full advantage of the opportunities that are provided for you in this program.

The content of this handbook contains information that will help guide you through your program. It is important to keep this handbook in a safe place because the information provided will be useful throughout your entire educational career.

Although this handbook provides important information, personal contact with staff members, professors, and faculty advisors is an equally important way to gain information and advice about your program. Therefore, the staff and faculty encourage you to request help or information in order to meet your personal, educational, and professional needs.

Warmly,

The Graduate Counseling Program Faculty and Staff

### **NOTE:**

Centenary College reserves the right to make amendments to this handbook and to the rules, requirements and procedures in the Graduate Counseling Program at any time. If material changes are made, students will be notified by appropriate means.

## OTHER INFORMATION SOURCES

This handbook focuses on the Graduate Counseling Program in particular. There is a great deal of other information, including rules and procedures for graduate students, licensure laws, CACREP standards, etc. that is provided in other official documents on the web site at Centenary College. These are:

- *The admissions web site is:*  
<http://www.centenarycollege.edu/cms/en/counseling-programs/>
- *Centenary College Graduate Catalog, including Regulations and Policies:*  
[http://wiki.centenarycollege.edu/index.php/Course\\_Catalog](http://wiki.centenarycollege.edu/index.php/Course_Catalog)
- *The New Jersey Professional Counselors licensure law & application:*  
<http://www.njconsumeraffairs.gov/proc/>
- *The State of New Jersey Department of Education School Counselor Certification:*  
<http://www.state.nj.us/education/educators/license/endorsements/2702S.pdf>
- *The State of New Jersey Department of Education Student Assistance Coordinator (SAC) Certification:*  
<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>
- *CACREP STANDARDS :*  
<http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf>

You should familiarize yourself with the content of these documents and keep them as references throughout your graduate study.

## MISSION

The Master of Arts (M.A.) in Counseling, School Counseling and Clinical Counseling programs are consistent with the mission and strategic plans of Centenary College. Through the use of synchronous and asynchronous modalities, the program promotes students' educational, professional, and personal development by supporting their overall wellness and encouraging a lifelong journey of professional learning and self-reflection.

### *Description, scope, and purpose of the program*

The Master of Arts (M.A.) in Counseling is a 45 credit degree program designed to provide graduates with fundamental competencies in the theory and practice of counseling. Opportunities are provided for acquiring skills and experience specific to counseling and consultation in organizations and environments such as business, education, criminal justice, and community service

The M.A. in School Counseling is a 48 credit degree program that is designed to be consistent with the requirements for the certification as a school counseling in New Jersey through the Department of Education.

The M.A. in Clinical Counseling is a 60 credit degree program that is designed to be consistent with the requirements for licensure as a professional counselor in New Jersey and to fulfill the accreditation requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the primary accrediting body in the professional counseling field. We have begun the application for accreditation in July 2014.

The program in clinical counseling will prepare graduates to function as independently licensed professional counselors (LPCs) in NJ. The program also will prepare students from many other states to attain their license, however, prior to enrollment students who wish to become licensed in a state other than NJ will need to check with their own state's licensing boards to ensure that Centenary College's program will meet their state's LPC requirements. Graduates will be trained to treat emotional and behavioral problems in individuals, families, and groups in a variety of professional settings. All students will complete core coursework that will provide them with advanced knowledge and skills as required by the accreditation body, in the following areas: a) foundations of counseling; b) intervention and prevention; c) diversity and advocacy; d) assessment; e) research and evaluation; and f) diagnosis. Additionally, students will take separate required classes specific to their track (clinical counseling or school counseling) and will obtain appropriate "hands on" clinical skills through the completion of supervised practicum experience(s) totaling a minimum of 100 clock hours and a supervised internship totaling a minimum of 600 (School) – 1000 (Clinical) clock hours.

## **PROGRAM OBJECTIVES**

The objectives of the Program are as follows:

1. To operate a counseling program offering a variety of degree programs that will, eventually be nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
2. To educate qualified and license-eligible Clinical Counselors and certified School Counselors.
3. To produce graduates who understand and pursue counseling:
  - as a research-based discipline
  - as a holistic approach to change that integrates developmental/humanistic, contextual and systemic orientations
  - from a multi-cultural perspective
  - with a view of the counselor as a systems consultant as well as an individual helper
4. To produce graduates who:
  - have excellent helping, communication, problem-solving, conflict resolution, consultation, and other intra-personal and inter-personal skills
  - are self-reflecting, self-renewing , and professionally current and active in the field
  - will report satisfaction with experiences within the program
  - employers will report satisfaction with the preparation and performance of program graduates
5. To develop leaders for the counseling field who develop and improve counseling programs and contribute to the counseling field— in districts, agencies, universities, government, and professional organizations, from the local and regional to state, national and international levels.
6. To contribute to the local and regional community by:
  - preparing qualified counselors to serve the area
  - training, consulting, and working with local community institutions
  - providing professional development opportunities for practicing counselors and related professionals
7. Assess and improve student learning outcomes and program effectiveness.

Program graduates will:

1. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Demonstrate skill in conducting intake interviews, mental status evaluations, biopsychosocial and mental health histories, and psychological assessments for treatment planning and caseload management.
4. Apply relevant research findings to inform the practice of clinical mental health counseling.
5. Analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs.
6. Develop and use measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
7. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
8. Apply and adhere to ethical and legal standards in clinical mental health counseling.
9. Apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.
10. Apply current record keeping standards related to clinical mental health counseling.

## DESCRIPTION OF PROGRAMS

### *Curriculum overview*

As noted in the introductory section, the proposed program is designed to fulfill the accreditation requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP; Tables 5 & 6), the primary accrediting body in the professional counseling field. Additionally, the curriculum will prepare graduates to be eligible for licensure as a professional counselor in New Jersey or certification as a school counselor in New Jersey.

The **Masters Degrees in Counseling** programs at Centenary College prepare students to become professional and thorough counselors in a variety of settings. Students are able to focus their studies to coincide with the future counseling career positions. Whether you are interested in corporate counseling, elementary and secondary school guidance, community support, or private practice counseling, Centenary's **Masters Degrees in Counseling** are designed to prepare students to work with diverse populations. Instructors are fully educated professionals who bring extensive life experience from a variety of industries. Our academic preparation for each program follows guidelines established by state licensure and certification boards.

### **Graduates of our programs will:**

- Gain a thorough understanding of and competence in the practice of individual and group counseling
- Acquire an appreciation for the role of the counselor in society and an understanding of the ethical and legal responsibilities associated with that role
- Acquire a comprehensive understanding of the theories of adaptive and maladaptive human behavior and their applicability to assessment and promotion of improved human functioning
- Develop competency in the design, conduct, and evaluation of counseling research; and acquire professional skills
- Acquire extensive practical experience in counseling under supervision in appropriate field settings.

The courses required in all programs are designed to provide students with the tools necessary to be effective entry-level counselors in a variety of settings, including veterans outreach centers and hospitals, community agencies, mental health settings and rural health settings.

In addition to reading the information provided in this section, you will be required to meet with your faculty advisor/mentor to discuss the courses you will be taking throughout your program. This is necessary because: (a) It is important to plan a course sequence that fits with the number of courses you intend to take each semester (including summer sessions) as well as any classes you want to transfer into the program. Not all courses are offered every semester or even every year, so it is important to develop a program of study with your advisor that takes these scheduling issues into account. (b) Courses and requirements may change over time, so the courses listed on the following pages, or the times they are offered may change. Your advisor will have the latest information about such changes, if any.

Once a “Program of Study” is completed, be sure to get approval from your advisor for any changes.

Internship settings and methods to find one that most fits your professional career will be secured through close work with your advisor and/or internship coordinator. In the internship handbook, you will see the learning outcomes that are necessary to demonstrate proficiency in your program. The site you choose (or sites) must be able to offer you opportunities to complete the competencies and learning outcomes.

### **RECOMMENDED ADVISEMENT SEQUENCE IN COUNSELING (45 Credits):**

**If there any changes please refer to the Centenary College Graduate Catalog.**

Counseling: [http://wiki.centenarycollege.edu/index.php/Master\\_of\\_Arts\\_in\\_Counseling](http://wiki.centenarycollege.edu/index.php/Master_of_Arts_in_Counseling)

The 3 year full-time program courses will be offered every year with a set sequence as listed. Course Descriptions will follow.

**2 year program:** Fall Starters: 9 credits (3 courses) each semester

**Fall – 1<sup>st</sup> Year** (e.g. 2014)

GCO 501: Counseling: The Profession

GCO 502: Ethics for the Counseling Profession

GCO 505: Counseling: Theory and Practice I

**Spring – 1<sup>st</sup> Year** (e.g. 2015)

GCO 506: Counseling: Theory and Practice II

GCO 510: Clinical Interviewing

GCO 541: Statistical Analysis

**Summer – 1<sup>st</sup> Year** (e.g. 2015)

GCO 561: Human Growth and Development

GCO 562: Social and Cultural Foundations of Behavior

**Fall – 2<sup>nd</sup> Year** (e.g. 2015)

GCO 520: Group Dynamics I

GCO 544: Research Methods in Counseling

GCO 546: Diagnostic Assessment

**Spring – 2<sup>nd</sup> Year** (e.g. 2016)

GCO 568: Maladaptive Behavior

GCO 566: Personality Theory

**Summer – 2<sup>nd</sup> year** (e.g. 2016)

GCO 525: Counseling Consultation

GCO 601: Field Experience I

**3-4 year program-** 6 credits (2 courses) each semester

**Fall – 1<sup>st</sup> Year** (e.g. 2014)

GCO 501: Counseling: The Profession

GCO 505: Counseling: Theory and Practice I

**Spring – 1<sup>st</sup> Year** (e.g. 2015)

GCO 502: Ethics for the Counseling Profession

GCO 506: Counseling: Theory and Practice II

- Summer – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 561: Human Growth and Development  
 GCO 562: Social and Cultural Foundations of Behavior
- Fall – 2<sup>nd</sup> Year** (e.g. 2015)  
 GCO 525: Counseling Consultation  
 GCO 541: Statistical Analysis
- Spring – 2<sup>nd</sup> Year** (e.g. 2016)  
 GCO 568: Maladaptive Behavior  
 GCO 544: Research Methods in Counseling
- Summer – 2<sup>nd</sup> Year** (e.g. 2016)  
 GCO 510: Clinical Interviewing
- Fall – 3<sup>rd</sup> Year** (e.g. 2016)  
 GCO 520: Group Dynamics I  
 GCO 546: Diagnostic Assessment
- Spring – 3<sup>rd</sup> Year** (e.g. 2017)  
 GCO 566: Personality Theory  
 GCO 601: Field Experience I

**RECOMMENDED ADVISEMENT SEQUENCE IN SCHOOL COUNSELING  
 (48 Credits):**

**If there any changes please refer to the Centenary College Graduate Catalog.**

School Counseling:

[http://wiki.centenarycollege.edu/index.php/Master\\_of\\_Arts\\_in\\_School\\_Counseling](http://wiki.centenarycollege.edu/index.php/Master_of_Arts_in_School_Counseling)

The 3 year full-time program courses will be offered every year with a set sequence as listed. Course Descriptions will follow.

**3 year program:** Fall Starters: 9 credits (3 courses) each semester

- Fall – 1<sup>st</sup> Year** (e.g. 2014)  
 GCO 501: Counseling: The Profession  
 GCO 502: Ethics for the Counseling Profession  
 GCO 505: Counseling: Theory and Practice I
- Spring – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 506: Counseling: Theory and Practice I  
 GCO 520: Group Dynamics I  
 GCO 541: Statistical Analysis
- Summer – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 561: Human Growth and Development  
 GCO 562: Social and Cultural Foundations of Behavior
- Fall – 2<sup>nd</sup> Year** (e.g. 2015)  
 GCO 544: Research Methods in Counseling  
 GCO 546: Diagnostic Assessment  
 GCO 586: Career Counseling
- Spring – 2<sup>nd</sup> Year** (e.g. 2016)  
 GCO 510: Clinical Interviewing  
 GED 601: Nature & Needs of Individuals with Disabilities

GED 608: Family Society and Children with Special Needs  
**Fall – 3<sup>rd</sup> year** (e.g. 2016)  
GCO 603: School Counseling Practicum I  
**Spring – 3<sup>rd</sup> year (e.g. 2017)**  
GCO 604: School Counseling Practicum II

**3-4 year program-** 6 credits (2 courses) each semester

**Fall – 1<sup>st</sup> Year** (e.g. 2014)  
GCO 501: Counseling: The Profession  
GCO 505: Counseling: Theory and Practice I  
**Spring – 1<sup>st</sup> Year** (e.g. 2015)  
GCO 502: Ethics for the Counseling Profession  
GCO 525: Counseling Consultation  
**Summer – 1<sup>st</sup> Year** (e.g. 2015)  
GCO 561: Human Growth and Development  
GCO 562: Social and Cultural Foundations of Behavior  
**Fall – 2<sup>nd</sup> Year** (e.g. 2015)  
GCO 520: Group Dynamics I  
GCO 541: Statistical Analysis  
**Spring – 2<sup>nd</sup> Year** (e.g. 2016)  
GCO 544: Research Methods in Counseling  
GCO 586: Career Counseling  
**Summer – 2<sup>nd</sup> Year** (e.g. 2016)  
GCO 510: Clinical Interviewing  
GED 601: Nature & Needs of Individuals with Disabilities  
**Fall – 3<sup>rd</sup> Year** (e.g. 2016)  
GCO 546: Diagnostic Assessment  
GED 608: Family Society and Children with Special Needs  
**Spring – 3<sup>rd</sup> Year** (e.g. 2017)  
GCO 603: School Counseling Practicum I  
**Summer - 3<sup>rd</sup> Year** (e.g. 2017)  
GCO 604: School Counseling Practicum II

### **RECOMMENDED ADVISEMENT SEQUENCE IN CLINICAL COUNSELING (60 Credits):**

**If there any changes please refer to the Centenary College Graduate Catalog.**

Clinical Counseling:

<http://www.centenarycollege.edu/cms/en/counseling-programs/clinical-counseling/>

The 3 year full-time program courses will be offered every year with a set sequence as listed.  
Course Descriptions will follow.

**3 year program:** Fall Starters: 9 credits (3 courses) each semester

**Fall – 1<sup>st</sup> Year** (e.g. 2014)  
GCO 501: Counseling: The Profession  
GCO 502: Ethics for the Counseling Profession

GCO 505: Counseling: Theory and Practice I  
**Spring – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 506: Counseling: Theory and Practice II  
 GCO 520: Group Dynamics I  
 GCO 541: Statistical Analysis  
**Summer – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 561: Human Growth and Development  
 GCO 562: Social and Cultural Foundations of Behavior  
**Fall – 2<sup>nd</sup> Year** (e.g. 2015)  
 GCO 544: Research Methods in Counseling  
 GCO 546: Diagnostic Assessment  
 GCO 568: Maladaptive Behavior I  
**Spring – 2<sup>nd</sup> Year** (e.g. 2016)  
 GCO 510: Clinical Interviewing  
 GCO 525: Counseling Consultation  
 GCO 566: Personality Theory  
**Summer – 2<sup>nd</sup> year** (e.g. 2016)  
 GCO 584: Lifespan Counseling  
 GCO 586: Career Counseling  
**Fall – 3<sup>rd</sup> Year** (e.g. 2016)  
 GCO 601: Field Experience I  
 Elective (GCO 530, 581, 582, 590, 591, 592, 593, 594, or **GED 601**)  
**(Required if you intend to combine with the School Certification)**  
**Spring – 3<sup>rd</sup> Year** (e.g. 2017)  
 GCO 602: Field Experience II  
 Elective (GCO 530, 581, 582, 590, 591, 592, 593, 594, or **GED 608**)  
**(Required if you intend to combine with the School Certification)**

**4 year program-** 6 credits (2 courses) each semester

**Fall – 1<sup>st</sup> Year** (e.g. 2014)  
 GCO 501: Counseling: The Profession  
 GCO 505: Counseling: Theory and Practice I  
**Spring – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 502: Ethics for the Counseling Profession  
 GCO 506: Counseling: Theory and Practice II  
**Summer – 1<sup>st</sup> Year** (e.g. 2015)  
 GCO 561: Human Growth and Development  
 GCO 562: Social and Cultural Foundations of Behavior  
**Fall – 2<sup>nd</sup> Year** (e.g. 2015)  
 GCO 541: Statistical Analysis  
 GCO 568: Maladaptive Behavior I  
**Spring – 2<sup>nd</sup> Year** (e.g. 2016)  
 GCO 510: Clinical Interviewing  
 GCO 544: Research Methods in Counseling  
**Summer – 2<sup>nd</sup> Year** (e.g. 2016)  
 GCO 584: Lifespan Counseling

- GCO 586: Career Counseling
- Fall – 3<sup>rd</sup> Year** (e.g. 2016)
  - GCO 520: Group Dynamics I
  - GCO 546: Diagnostic Assessment
- Spring – 3<sup>rd</sup> Year** (e.g. 2017)
  - GCO 525: Counseling Consultation
  - GCO 566: Personality Theory
- Summer - 3<sup>rd</sup> Year** (e.g. 2017)
  - GCO 601: Field Experience I
  - Elective (GCO 530, 581, 582, 590, 591, 592, 593, 594, **or GED 601**)  
**(Required if you intend to combine with the School Certification)**
- Fall- 4<sup>th</sup> Year** (e.g. 2017)
  - GCO 602: Field Experience II
  - Elective (GCO 530, 581, 582, 590, 591, 592, 593, 594, **or GED 601**)  
**(Required if you intend to combine with the School Certification)**

### COURSE REGISTRATION

Graduate students must register for a minimum of **3** credits each fall and spring semester. To be considered a full-time graduate student, you must register for 9 credits each fall and spring semester. Any exceptions to this require approval from the Program Director of the Graduate Counseling Program.

If you need take a leave of absence for a semester (or more) or withdraw from the program, a letter stating such (giving explanatory reasons) must be sent to the Program Director of the Graduate Counseling Program and the Registrar's Office. Otherwise, you may be dropped from the program. All graduate student records are monitored each semester to ensure appropriate progress in their degree programs. Once advisement has been completed and the scheduling forms have been signed, most courses can be registered by either of two methods.

a. In person

Enrollment can be done in person at the Registrar's office beginning on the registration dates posted on the website or sent via email.

b. Online Registration

In order to register in this manner on the college's website, you must have a Centenary College webmail account.

Keep in mind that the earlier you register the greater the likelihood that you will get into your preferred classes. If courses have been closed out due to capacity, please see your academic advisor. We **strongly** suggest meeting with your advisor each semester prior to registration to review the courses that you have completed and the courses that you still need to take. This will reduce any potential issues of taking courses that aren't required, missing required courses, and

issues with grades.

## STUDENT PERFORMANCE OBJECTIVES BASED UPON CACREP STANDARDS

The following list outlines the performance objectives for students in all our Masters programs in counseling. These are the skills, dispositions and values we strive to teach and the behaviors we expect our students to acquire and demonstrate throughout the program. Some courses emphasize some of these objectives more than others, but cumulatively the program seeks to teach and reinforce these objectives throughout the academic courses, practicum, internships, thesis and other experiences. Additional academic and internship competencies are noted at the end of these objectives.

Instructors note each student’s progress in demonstrating these objectives, and instructors and advisors discuss how students are progressing in this regard on a regular basis.

**Table 1. Student Learning Outcomes – Core Counseling Standards**

<b>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning</b>	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. history and philosophy of the counseling profession	<b>GCO 501</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	<b>GCO 501</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	<b>GCO 501, GCO 582</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
d. self-care strategies appropriate to the counselor role	<b>GCO 501</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
e. counseling supervision models, practices, and processes	<b>GCO 501</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
f. professional organizations, including membership benefits, activities, services to members, and current issues	<b>GCO 501, GCO 502</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	<b>GCO 501, GCO 502</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
h. the role and process of the professional counselor advocating on behalf of the profession	<b>GCO 501</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<b>GCO 501</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	<b>GCO 502</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
<b>2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following</b>	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	<b>GCO 562</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	<b>GCO 562</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
c. theories of multicultural counseling, identity development, and social justice	<b>GCO 562</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	<b>GCO 520, GCO 530, GCO 562</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body	<b>GCO 562</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	<b>GCO 562</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
<b>3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:</b>		
	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. theories of individual and family development and transitions across the life span	<b>GCO 561, GCO 584</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
b. theories of learning and personality development, including current understandings about neurobiological behavior	<b>GCO 561, GCO 566, GCO 584</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
c. effects of crises, disasters, and other trauma-causing events on persons of all ages	<b>GCO 561, GCO 582</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
d. theories and models of individual, cultural, couple, family, and community resilience	<b>GCO 530, GCO 561, GCO 584</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions	<b>GCO 561, GCO 584</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior	<b>GCO 561, GCO 566, GCO 568, GCO 584</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment	<b>GCO 561, GCO 584, GCO 590, GCO 592, GCO 594</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
h. theories for facilitating optimal development and wellness over the life span	<b>GCO 561, GCO 584</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
<b>4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:</b>		
	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. career development theories and decision-making models	<b>GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
b. career, avocational, educational, occupational and labor market information resources, and career information systems	<b>GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
c. career development program planning, organization, implementation, administration, and evaluation	<b>GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development	<b>GCO 530, GCO 562, GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
e. career and educational planning, placement, follow-up, and evaluation	<b>GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
f. assessment instruments and techniques relevant to career planning and decision making	<b>GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	<b>GCO 586</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> <li>• Role-play assignment</li> </ul>
<b>5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:</b>		
	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. an orientation to wellness and prevention as desired counseling goals	<b>GCO 505, GCO 506</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
b. counselor characteristics and behaviors that influence helping processes	<b>GCO 510</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
c. essential interviewing and counseling skills	<b>GCO 10</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> <li>• Written assignments</li> </ul>
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	<b>GCO 505, GCO 506</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions	<b>GCO 505, GCO 506</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
f. a general framework for understanding and practicing consultation	<b>GCO 510</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Written assignments</li> </ul>
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies	<b>GCO 510, GCO 582</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> <li>• Written assignments</li> </ul>
<b>6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:</b>		
	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work	<b>GCO 520</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> </ul>
b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles	<b>GCO 520</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> </ul>
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature	<b>GCO 520</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> </ul>
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	<b>GCO 520</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> </ul>

e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	<b>GCO 520</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Role-play assignment</li> </ul>
<b>7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:</b>		
	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. historical perspectives concerning the nature and meaning of assessment	<b>GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> </ul>
b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations	<b>GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Administer assessments and write reports</li> </ul>
c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	<b>GCO 541, GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Administer assessments and write reports</li> </ul>
d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)	<b>GCO 541, GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Administer assessments and write reports</li> </ul>
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)	<b>GCO 541, GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Administer assessments and write reports</li> </ul>
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	<b>GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Administer assessments and write reports</li> </ul>
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling	<b>GCO 546</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Administer assessments and write reports</li> </ul>
<b>8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:</b>		
	<b>Curriculum Element(s)</b>	<b>Assessment Method</b>
a. the importance of research in advancing the counseling profession	<b>GCO 544</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> </ul>
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research	<b>GCO 544</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Research project</li> </ul>
c. statistical methods used in conducting research and program evaluation	<b>GCO 541, GCO 544</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Research project</li> </ul>
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	<b>GCO 544</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Research project</li> </ul>
e. the use of research to inform evidence-based practice	<b>GCO 544</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Research project</li> </ul>
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	<b>GCO 544</b>	<ul style="list-style-type: none"> <li>• Quizzes, Exams</li> <li>• Research project</li> </ul>

**COUNSELING FACULTY  
CURRENT CONTACT INFORMATION**

Periodically, your advisor may need to contact students for a variety of reasons. Also, every student is on the department list serve. If you change your address, phone number or email, please give the new contact information to the Registrar to get it officially changed.

**FACULTY DIRECTORY**

Dr. Harriett Gaddy [gaddy@centenarycollege.edu](mailto:gaddy@centenarycollege.edu)  
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Brotherton Hall 206

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Graduate Counseling Program, Behavioral & Historical Studies  
Brotherton Hall 209

## FACULTY ADVISORS

Each student accepted into the Counseling Program will be assigned a faculty mentor/advisor. Upon being notified of your advisor, it is important for you to arrange a meeting with this faculty member in order to develop your program of study. This meeting should be arranged before you register for your first courses.

The role of the faculty advisor is extremely important for your success in your program. Advisors assist in developing programs of study, solving problems, monitoring students' progress, and providing other types of help and support when needed. Therefore, you should arrange personal meetings with your faculty advisor at regular intervals. Even if you do not have a particular problem, be sure to get together with your advisor at least once a year.

## NEW STUDENT ORIENTATION

Students are strongly encouraged to attend the new student orientation held prior to the students' first semester. The orientation is a valuable experience because students will be able to meet peers and faculty members. Furthermore, vital information regarding the program such as the graduate counseling program handbook, websites, and university resources will be provided to support the students as they transition to the graduate program.

## SYLLABI STATEMENTS

**DISABILITY ACCOMMODATIONS STATEMENT:** Students with documented disabilities are entitled under the law to reasonable accommodations. If you have a disability and need accommodations, please notify the instructor as early as possible during the semester. You should also contact the Office of Disability Services: 908-852-1400 ext. 2251 or [dso@centenarycollege.edu](mailto:dso@centenarycollege.edu)

**ACADEMIC HONESTY:** All students are expected to adhere to Centenary College's policy concerning academic honesty. Any student found cheating, plagiarizing, submitting non-original work, etc., will receive a grade of zero (0) for that work. Flagrant cases of academic dishonesty may result in the student being dismissed from the class and referred to the Academic Review Board for further action or sanction as deemed appropriate, up to and including dismissal from Centenary College. Individual instructors or departments may impose additional penalties. Check the syllabus for the policy that applies to each class.

**“PUBLICATION” OF WRITTEN WORK AND ASSIGNMENTS:** By your continuation in this course and by submitting written assignments and work, you understand that you are granting me permission under the Federal Education Records Act and a limited license to publish that work for the purposes of grading the work. That limited license extends to my submission, within my sole discretion, to various electronic grading tools (e.g., grading books, cite checkers, etc.) and to other faculty members.

**ACADEMIC CODE:** Students should be aware that all violations of the Academic Code, which can be found in the College Catalog and the Student Handbook, will be reported by the faculty member to the Academic Review Board for their consideration.

**WRITING COLLABORATORY:** Students, undergraduate and graduate, seeking help with writing assignments, as well as those wishing to develop their writing skills in general, are invited to visit **The Writing Collaboratory**, a tutoring center specializing in writing. The tutors, who offer one-on-one assistance, are advanced-level undergraduates specifically trained in proven methods. The Collaboratory hours are 10:00 a.m. to 7:00 p.m. Monday through Thursday. To get more information or to set up an appointment, send an e-mail to [collaboratory@centenarycollege.edu](mailto:collaboratory@centenarycollege.edu) or call 908-852-1400, ext. 2400.

**INCLEMENT WEATHER/ UNIVERSITY CLOSING POLICY:** This class will be cancelled only when the College is officially closed due to severe weather or other emergency situations. During times of severe weather or potential College closings, you should call 908-852-1400, consult the College webpage at [www.centenarycollege.edu](http://www.centenarycollege.edu), and make sure that you are enrolled to receive campus alerts. Otherwise, if the College is open, the class will meet as scheduled. However, if travel is treacherous for where you are, and the College is open, please choose safety over attendance; simply email/call me to inform me of your absence.

**GRADING CHART FOR COURSE WORK:**

<b>PERCENT RANGE</b>	<b>GRADE</b>
100.00% to 95.00%	A
94.99% to 90.00%	A-
89.00% to 85.00%	B+
84.99% to 80.00%	B
75.00% to 79.99%	B-
70.00% to 74.99%	C+
65.00% to 69.99%	C
60.00% to 64.99%	C-
59.99% to 0.00%	F

**DEGREE REQUIREMENTS**

There is a maximum of 12 credits allowed to be transferred into any of the counseling programs at Centenary College. All transferred courses are approved by the Program Director. It is highly recommended to obtain approval prior to taking a course at another institution. In order to receive a degree, Graduate students must maintain a GPA of 3.0 and pass the comprehensive examination.

Any graduate student who receives more than one grade of C (to include C+, C, and C-) will be dismissed from the program. No grades of D will be given (anything lower than a C- is an F). A grade of F will result in automatic dismissal from the program.

The graduate counseling programs of study must be completed within a period of eight years from the time the student first registers for graduate study. Exceptions to the five-year limitation must be requested in writing to the Program Director of the Graduate Counseling Program.

\*Please be advised that the program reserves the right to change degree requirements and that program course requirements are subject to change at any time.

### ENDORSEMENT POLICY

At various times, students require an endorsement (verbal or written recommendation) from the Graduate Counseling program in order to gain employment or credentials. Our policy is to endorse graduates only for positions, employment, or credentials which are directly related to the graduate's specialty area and for which the graduate has been prepared. Students should be aware of this policy and should seek endorsement only for employment and credentials for which the relevant training has been successfully completed.

### ETHICS

All students must be aware of and adhere to the American Counseling Association (ACA) Code of Ethics (2014). ***Read it, understand it, and live by it!*** If you have any questions concerning ethical dilemmas, please contact a faculty member.

### COMPREHENSIVE EXAMS

All Graduate Counseling Program students are required to successfully complete a comprehensive exam as part of their degree requirements. In order to take this exam all Counseling graduate students must register for GCO 606 (worth 0 credits) during registration, the semester prior to taking the exam.

The purpose for this process is:

- To ensure that students have attained an appropriate mastery of the competencies required for the Master's programs.
- To give students an opportunity to integrate the material covered in their coursework, field work, independent studies, and research and apply their learning to real life situations.
- To provide a pre-test experience for the required national counselor examination (NCE) for licensure.

Your class notes, textbooks, and written work used in all courses will be invaluable in helping you prepare for this exam. Keep your notes, papers and books with an eye toward this future use. **This exam is taken after completing at least 27 credits for the counseling and school counseling programs and 33 credits for clinical.** The exam is offered in both the fall (the week before Thanksgiving) and in the spring semester (in March, usually the week after spring break). Check with your advisor to get the exact date and times.

Part One is the Counselor Preparation Comprehensive Examination which covers the 8 CACREP common-core areas as defined by their standards for preparation. There are 160 items with 20 items per CACREP area. The core areas are: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Research, and Program Evaluation.

Part Two is detailed responses to case studies related to your counseling program.

The examination is computerized and is scored by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors. The cost for each student is \$45

which the student pays at the time of the exam (money orders only). In preparation for the exam many students form study groups to help prepare for the exam. You may want to form one for study purposes. Results are usually available in 3-4 weeks and students are notified by e-mail by the Department. Students have 2 opportunities to pass the exam. After a second unsuccessful attempt, the student will be dismissed from the program.

### **ASSESSMENT OF STUDENT PROGRESS**

The counseling faculty have the right and responsibility to monitor every student's progress through the program. The faculty, therefore, conducts a developmental and systematic assessment of each student's progress through the program. Students are routinely evaluated through the counseling program on the criteria of knowledge, personal characteristics, interpersonal skills, and counseling skills to determine if progress is adequate, if remedial work is needed, or if the student should be withdrawn from the program.

At any time, during a faculty meeting, a faculty member may bring up a student about whom there are academic, personal, interpersonal, or professional concerns. In addition, the faculty specifically addresses concerns about any student at the last faculty meeting of each semester. In the semester prior to the anticipated placement in internship, faculty members familiar with the student will evaluate her/his performance. Students who meet the criteria will be recommended for placement in internship.

Please be aware that success in the sequence of counseling courses requires some skills that may be different from those required for success in didactic courses; thus, success in didactic courses does not guarantee success in clinical courses. Furthermore, the sequence of clinical courses involves the demonstration of increasingly complex counseling skills and competences and, consequently, success in earlier courses(s) in the clinical sequence does not guarantee success in later course(s) in the sequence.

If a faculty member identifies concerns about a student, the instructor will complete the Professional Assessment Form (See Appendix B), will confer with the student, and will provide the student and the program director with a copy of the form. The concern will be presented to the faculty at the next regular faculty meeting. Students who evidence deficiencies will have the opportunity to develop and implement a plan, with the aid and support of faculty, to demonstrate improvement. Students who fail to improve will not be allowed to continue in the program, but will be encouraged to consult with their faculty advisor regarding alternative educational, training, or employment opportunities.

If the student decides to appeal the faculty's counsel, the program director will seek a resolution with the instructor(s) and the student. If no resolution is reached, the program director will refer the matter to the department chair who will convene an ad hoc hearing committee of three members. The committee will be composed of one faculty member designated by the instructor, one faculty member designated by the student, and one faculty member designated by the department chair who will serve as chair of the ad hoc committee. The committee will require a written statement from the instructor and the student and then will hold an oral hearing where the views of the instructor and the student will be heard. The committee will determine whether

the student will continue in the program without restriction, will continue in the program with remedial work, or will be withdrawn from the program. The committee will make specific recommendations. Efforts will be made to complete the appeals process and reach a decision within thirty (30) days. The decision will be conveyed to the instructor, the student, and the department chair in writing. All records in the case will be filed in the student's departmental file. See Appendix C for Performance Review Template.

## **STUDENT REVIEW PROCESS AND REMEDIATION PLAN**

The American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) require counselor educators to serve as gatekeepers for the counseling profession. As gatekeepers, faculty are ethically bound to monitor student development to make sure that upon graduation, certification and/or licensure, students are equipped with the appropriate knowledge, skills, and values for professional practice.

To monitor student progress and development, faculty members in the Graduate Counseling Program engage in a formal student review process each year. As part of this process each student is reviewed in three key areas, clinical competencies, personal maturity and interpersonal skills, and academic aptitude and coursework. This process allows faculty to address critical areas such as impairment, incompetence, ethical misconduct, and problematic behaviors that could potentially impact future clients.

During the yearly student review process, every student is reviewed by the Graduate Counseling Program Department. If an issue is identified, the student will be directed to meet with his/her advisor to discuss the concerns. If remediation is needed, a remediation plan will be developed that will be signed by the student, the student's advisor, and then approved by the Program Director of the Graduate Counseling Program. Additionally, all faculty involved will receive a copy of the remediation plan. This is so faculty can provide encouragement and feedback. The advisor will monitor progress according to an agreed upon timeline, and a faculty review will determine the next course of action, if needed.

Problematic behaviors on the part of students may also arise throughout the year, outside of the formal yearly student review process. When concerns are identified outside the context of the formal yearly review, the identified concerns will be addressed with students on a case-by-case basis and the Student Review Committee will request to meet with the student to facilitate a timely and positive response to address the behavior(s) and issue of concern(s). The same process is then followed as described above. In this case, if remediation is needed, a remediation plan will be developed that will be signed by the student, the student's advisor, and then approved by the Student Review Committee. A designated program faculty member (usually the student's advisor) will monitor progress according to this plan and determine the next course of action, if needed. If a remediation plan is not needed, a professional development plan may be established so that the student is aware of the necessary steps they must take for continued and successful development professionally.

Some examples of problematic behaviors that could have significant implications for students include:

- Absenteeism or chronic tardiness
- Lack of participation in class
- Unprofessional/unethical conduct
- Academic concerns (failure to turn in assignments, poor performance on assignments, poor communication skills, cheating/plagiarism, poor writing)
- Interpersonal concerns (inappropriate self-disclosure, failure to respect boundaries, unprofessional interactions with faculty, unwillingness to respect others' points of view, poor hygiene/self-care)
- Unwillingness and/or inability to use and to accept feedback
- Inability to express feelings effectively and appropriately
- Inability to handle conflict

Some potential Remediation Activities could include:

- Self-referral to individual and/or group counseling
- Focused reading in particular area
- Completion of academic paper or presentation to faculty
- Taking “incomplete” or attending course for 2<sup>nd</sup> time
- Receiving more specific feedback/assistance from a particular faculty member
- Developing additional tapes/additional practice with clinical skills
- Volunteer work to gain experience
- Suspension from program
- Recommendation for Dismissal from program
- Referral to writing center
- Referral to the Academic Review Board
- Decrease in course load
- Increased supervision
- Prescribed courses

Appeals of decisions made by the Graduate Counseling Program Department are directed to the Program Director or Provost of the College. See Appendix A for remediation plan template.

## **INTERNSHIP POLICIES**

The internship is completed in the last academic year of study. Students do have the option to take Internship I and II in the same semester given that all other coursework is completed prior to the beginning their internship. Students may only have two courses left prior to entering Internship I. Application packets for Internship will be provided by Dr. Meredith Drew, Internship Coordinator. Each semester there is an internship meeting for students preparing to register for the upcoming semester. All requirements are addressed in the Internship Handbook. Internship applications must be approved before students can register for the course.

In regard to both practicum and internship, students often ask many questions. Below are a list of different questions and their answers.

### ***Can I participate in more than one internship at a time?***

Yes. However, you are still required to develop a new “Internship Contract” with the new site before you begin and all appropriate paperwork is completed as detailed in the Internship Handbook.

### ***Can I change internship sites?***

The expectation is that Internships are year-long experiences either at the same site or two different sites. It is possible to change internship sites if (a) your current placement really isn’t working and attempts to improve it have failed, or (b) a too-good-to-pass-up opportunity arises. Therefore, an internship site may be changed if the following conditions are met:

1. Your current internship site supervisor accepts the change. You have a contract with her/him now, and it hurts the program and opportunities for future practicum and internship students if site supervisors feel abandoned, as they may no longer be willing to be site supervisors. The needs of your current clients and counseling groups must also be taken into consideration. Once you have talked to your site supervisor, you need to discuss your interest for change with the Internship Coordinator. The Internship Coordinator will contact the site supervisor to discuss the change with him/her. If the site supervisor agrees with the change, then this criterion is satisfied.
2. If you have completed a significant number of hours at your current site, your current site supervisor completes an “Evaluation Form,” so that we have her/his evaluation of your work at that site.
3. Your new site is an appropriate setting for your continued internship.
4. There is a qualified supervisor at your new site who agrees to provide site supervision for you. This means a professional with a Master’s degree in counseling or a closely related field and at least two years’ experience at the site, preferably with experience and/or education in clinical supervision, and licensed as either LPC, LCSW, Licensed Psychologist or Licensed Psychiatrist.

5. You develop a new “Internship Contract” with the new supervisor before you begin at the new site and all appropriate paperwork is completed as detailed in the Internship Handbook.
6. You continue to meet all the requirements of the internship, such as tapes and attending classes and supervision.

***Can a student take a paid internship?***

Yes. Occasionally, the opportunity occurs for an intern to be paid by the internship site. This may happen if a counselor at the site goes on maternity or sick leave or leaves abruptly, and since the Intern is already working successfully at the site, she is asked to fill in for the departing employee. It may also occur that a student already working as a counselor (typically a community counselor) sees an opportunity to do the Internship at her work site while continuing to be employed there.

***Can a student do her internship at her current work site?***

The answer is “Yes,” under the following conditions:

1. The Internship will involve a **substantially new learning experience** in which the student engages in a new type of counseling or works with a new client population. The student cannot simply continue his or her normal work and receive Internship credit for it.
2. There is appropriate supervision. That means a site supervisor who meets all of the qualifications of a site supervisor, but who also has expertise in the new type of counseling or with the new population and can therefore support and facilitate the student’s learning experience. This person cannot be the student’s co-worker/friend who may find it difficult to act or be perceived as a supervisor with one’s peer/ friend. In addition, the site supervisor must be different from the current site administrator.
3. There are no other potentially serious role conflicts or problematic situations at the site.

***Can an intern receive pay as a substitute, part-time or full-time employee during the internship?***

In past experience, an intern shifting from practicum student or intern to employee at the internship site has often created problems. When an intern is an employee, agencies often forget that the intern is there for a learning experience and assigns the intern to duties that might be beyond the intern’s capability, reduce supervision of the intern, and/or neglect to facilitate new learning experiences for the intern. Simultaneously, the intern is often more reluctant to ask for help or to say she is not ready for a particular assignment, because after all, she is being treated as and paid as a regular counselor or because she hopes to be offered a permanent position at the site and does not want to appear inexperienced.

Therefore, if you will be paid at the internship site (e.g., as a substitute or part-time or full-time counselor), these additional requirements apply:

1. Your administrative supervisor and site supervisor recognize that you are still doing your practicum/internship, which means that weekly 1 hour supervision, provision of new learning experiences, and on-going support are still important and expected. It does not mean that since you are now a paid member of the staff you can be "left alone", which has sometimes happened in the past when interns became employees. To be sure that this criterion is met, the Internship Coordinator will speak with the Site Supervisor and, if needed, the site administrator (principal, director, etc.). The site supervisor /administrator will sign an addendum to the Internship Contract agreeing that a) the Intern will receive on-going supervision, b) the Intern will not be asked to engage in activities that are beyond her professional capacity, and c) the site will honor the intern's program needs, including work hours that enable the intern to get to classes on time.

2. You will still be willing to ask your site supervisor and others for help, say "I'm not yet qualified to do that," or "I'm going to need some help and support to fulfill that assignment." Again, in the past, interns who became employees have felt they could not say "no" or ask for help because they were being paid or because they hoped to be offered a permanent position at the site and did not want to appear inexperienced. The first goal of the internship is still learning.

3. You are required to participate in the Internship course for its entire length. By working full-time, for example, an intern could accumulate 600 hours in one semester. The intern must still participate fully in the Internship course and group supervisions throughout the semester, in order to benefit from the ongoing supervision, learning experiences, and reflection opportunities that the Internship course provides.

## **DIVERSITY POLICY**

The department understands the importance of addressing the needs of an increasingly diverse society. The department strives to attract and increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. Issues of diversity are integrated throughout all courses and developed more fully through specialization courses as well as the multicultural counseling course.

## **ATTENDANCE AND PARTICIPATION POLICIES**

Students are expected to attend and participate in scheduled course activities regularly in order to maximize opportunities to profit from and contribute to the quality of intellectual interchange in the online learning community. Regular and active participation in such activities is critical to ensuring the integrity of educational process and the academic credentials a graduate of the program receives.

As in the traditional classroom, regular attendance in an online course is expected throughout the duration of the term. In an online course, a student's presence is evidenced by active, timely, and meaningful participation in virtual chats, discussion board assignments, synchronous and asynchronous class meetings, threaded discussions, and other assignments required by the professor. Students are also expected to watch recorded materials such as mini-lectures and demonstrations when they are assigned. Lack of participation may result in a student being

marked absent for that class session. Having a substitute participate in the registered student's place is a violation of academic integrity and subject to sanctions. Similarly, it is a violation of academic integrity to feign participation in course activities (e.g., logging on to a recorded mini-lecture and letting it play without actually watching). As a student begins their professional journey in the counselor education program, adherence to the profession's code of ethics is essential. Academic integrity and professional integrity are mandated and essential to becoming an effective, competent professional counselor. Students are responsible for maintaining the highest ethical performance possible throughout their professional journeys.

Punctual and regular attendance at classes is expected except when a student is prevented from doing so by illness, death in the family, or a similar emergency. If such circumstances inhibit a student's ability to attend and participate in classes and/or submit assignments on schedule, the student is responsible for informing his or her instructor(s).

Individual course regulations about class attendance and participation are left to the discretion of the instructor. Attendance and participation regulations will be conveyed to students at the beginning of the semester and must be delineated in the syllabus. If a student does not participate in class activities for 10 days and does not contact the persons listed above regarding their circumstances, they may be dropped from the course(s) and from the program.

### **COMPLAINTS, GRIEVANCES, PETITIONS**

The academic advisor is the first person whom students should normally consult about all matters pertaining to their academic experience at Centenary College or in the field experience setting. If the student has further questions or concerns, they may speak with the program director. We ask all students to discuss concerns first with the course instructor. If there are continued issues, students may request to meet with the program director and/or Provost of the College.

### **PERSONAL/PROFESSIONAL DEVELOPMENT AND COUNSELING SERVICES**

During the course of the program, students will engage in certain exercises and experiential activities to learn clinical techniques and promote self-awareness. These activities are not intended as therapy or counseling for the student. However, any exploration into the self has the potential to invoke emotions, memories or personal insights that may prove unpleasant or disconcerting.

Participating as a client in individual or group counseling fosters professional growth for future counselors. Counseling helps us grow as a person, gain insight into our own lives and the relationships and systems in which we operate, and resolve our own conflicts. Even if we are experiencing no particular conflicts or problems ourselves, counseling can be a means of further growth, learning, and professional growth. Counseling is a form of inquiry, a mode of research. Once we have experienced counseling from the perspective of a client, the deeper understanding we will have of the counseling process and the institutional practice of counseling. For all these reasons and others, we **strongly** encourage all students to take the opportunity of receiving even

a limited number of counseling sessions—for their own personal development and to help them to become successful in their future careers as professional counselors.

You may know of professional counselors with whom you might work with as a client. If a student would like to contact Centenary College's counseling center, an appointment can be set up or referrals could be made by program faculty. Students outside the Hackettstown area can seek referrals to professionals in their local area from a primary care physician, their health insurance website/ the back of their insurance card, or trusted others. Students who are having any academic, professional, or personal problems are encouraged to utilize this service, and students who are having none of these difficulties are equally encouraged to do so. Students engaged in such counseling are assured that their sessions are completely confidential.

Aside from the need or opportunity for formal counseling, students may demonstrate attitudes or behavior which Graduate Counseling Program Faculty perceives as potentially problematic for professional counselors. The faculty reserves the right to provide feedback to students regarding communication skills, interpersonal relations, attitudes and behavior which seem relevant to the role of professional counselor, if they believe the student may benefit from this information.

### **PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

There are many professional opportunities available to you in the field of counseling. These opportunities may include workshops or conferences that are designed to help you meet your professional and educational needs. Workshops/ Conferences will be announced via an email and/or within the student's classrooms, and on the bulletin boards outside offices in Brotherton 2<sup>nd</sup> floor.

Additionally, students may choose to join the Graduate Counseling Club. This organization provides service to the college, community, counseling profession and provides opportunities for leadership, research, and growth for counselor trainees in the field. The club meets regularly with officers leading the way. There is a posted notice on the Brotherton Bulletin Board that provides meeting dates and other club announcements for all interested members.

### **PROFESSIONAL MEMBERSHIP**

All students are required to join the American Counseling Association (ACA) prior to beginning their practicum; however, joining the professional association upon entrance into the program is recommended. As a professional, it is important to remain current in your professional field by keeping updated on new trends and issues. Joining ACA or another organization is an effective method for staying current in the counseling field. Members receive professional newsletters, journals, and announcements of professional activities. ACA has several divisions which members can join to stay current in and receive information about their specific area of career interest.

Membership in ACA is also an excellent way to obtain low cost professional liability insurance, which is *required* of students doing the Practicum and Internship courses. Students can take

advantage of the student discounted membership rates. To obtain information on ACA and its divisions, call 1-800-347-6647 or visit their website at, <http://www.counseling.org/>.

We also recommend that students join the New Jersey Counseling Association (NJCA) to remain active and aware of what is happening in the state of New Jersey for counselors. NJCA hosts an annual conference in April, which is a great opportunity for students to attend for not only continued education, but networking for professional opportunities.

### **LIABILITY INSURANCE**

Professional liability insurance is readily available to students who are American Counseling Association members at a very reasonable cost. Information about ACA and student liability insurance is available at, 1-800-347-6647 or online at, <http://www.counseling.org/>.

### **NATIONAL BOARD OF CERTIFIED COUNSELORS EXAM**

When you complete your graduate program and supervised counseling hours, you will be eligible to become a nationally certified counselor. You will learn about the National Board of Certified Counselors in one or more of your courses. Information on signing up for the National Counselor Exam and notice of instructions are sent out each semester. Centenary College hosts the exam each April and October. This exam is taken in your final semester at Centenary College or up to one year post-graduation. The exam may be taken at any time after that, at a location other than Centenary College.

### **PROFESSIONAL COUNSELING LICENSURE IN NEW JERSEY**

To work as a mental health counselor in New Jersey, counselors must meet these requirements:

- 1) A degree from a graduate program with a completion of 60 semester hours of graduate coursework in counseling or an approved field closely related to professional counseling.
- 2) Passing the National Counselor Examination for Licensure and Certification (NCE) given by NBCC.
- 3) Four thousand five hundred (4500) supervised hours of post-Masters experience in a mental health counseling setting (these hours can include the internship experience). In order for internship hours to be included, please request a letter from the Program Director.

Further details on these requirements will be provided to students during their programs.

### **CERTIFICATION FOR SCHOOL COUNSELORS & SAC IN NEW JERSEY**

To work as a school counselor or student assistance counselor (SAC) in New Jersey, school counselors must meet these requirements:

- 1) Completion of all program courses as stated in the student handbook and upon entrance into the school counseling program or student assistance certification program.

2) Application to the state of NJ (through Centenary College's Department of Education) for certification as school counselor or student assistance counselor. Fees and further details will be provided by the Internship Coordinator upon completion and eligibility for certification.

## **FREQUENTLY ASKED QUESTIONS**

### **The Counseling Profession**

#### ***What is Counseling?***

The American Counseling Association (ACA) in 1997 adopted a definition of professional counseling as, "...the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology." Counseling can be more precisely defined as a relatively short-term, interpersonal, theory-based process of helping persons who are basically psychologically healthy resolve developmental and situational problems. Counseling activities are guided by ethical and legal standards and go through distinct stages from initiation to termination. Personal, social, vocational, and educational matters are all areas of concern; and the profession encompasses a number of subspecialties. A practitioner must complete a required course of study on either the master's or doctoral level to be licensed or certified as a professional. For more detailed information on how ACA currently defines counseling, please log on to: <http://www.counseling.org/Resources/ConsumersMedia.aspx>

#### ***What is the difference between counseling and other mental health professions such as clinical psychology and social work?***

Counseling is distinguished from other mental health disciplines by both its history and its emphasis. Other helping professions such as psychiatry and clinical psychology concentrate primarily on the treatment of severe emotional disorders. Social work deals basically with the social and legal aspects of assisting others in need. In contrast, counseling focuses on development and the prevention of serious mental health problems through education and short-term treatment. It emphasizes growth as well as remediation. Counselors work with persons, groups, families and systems that are experiencing situational and long-term problems. Counseling's emphasis on development, prevention, and treatment make it attractive to those seeking healthy life-stage transitions and productive lives (Cole & Sarnof, 1980; Romano, 1992).

#### ***How long will it take to complete the Graduate Counseling Programs?***

Each of the programs takes a minimum of 2 years to complete depending on the status of the student and how many classes you take per semester. For a more detailed description, please see the chart on pages 7-11 of this handbook.

#### ***Is there a comprehensive examination to complete the graduate counseling program?***

Yes, to successfully complete the master's degree, students must take the Counselor Preparation Examination (CPCE) which covers the eight Council for the Accreditation of Counseling and

Related Programs (CACREP) common-core areas as defined by their Standards for Preparation:

1. Human Growth and Development – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and Cultural Foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. Helping Relationships – studies that provide an understanding of counseling and consultation processes.
4. Group Work – studies that provide an understanding of group development, dynamics, counseling theories, groups counseling methods and skills, and other group work approaches.
5. Career and Lifestyle Development – studies that provide an understanding of career development and related life factors.
6. Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. Research and Program Evaluation – studies that provide an understanding of types of research methods, basic statistics and ethical and legal consideration in research.
8. Professional Orientation and Ethics – studies that provide an understanding of all aspects of professional functioning including history, roles, organizations structures, ethics, standards, and credentialing.

Students will take the comprehensive exam the next or final semester of the program. In the Fall and Spring semester, the exam will be given on a Saturday towards the end of the semester (time to be determined).

***Are there study guides that you recommend for the comprehensive exam?***

Yes, we recommend the following study guides:

Rosenthal, H. (2007). Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams and the Counselor Preparation Comprehensive Examination (3rd ed.). (Paperback, list price, \$5.00)

Preparation Guide for the National Counselor Examination for Licensure and Certification. Price: \$34.95 (price includes postage and handling.) Available through the NBCC website at <http://www.nbc.org/Asets/nbc-orderform.pdf34>

Spitzer, R. L., Gibbon, M., Skodo, A. E., Williams, J. B. W., & First, M. B. (2002). Case book: A learning companion to the diagnostic and statistical manual of mental disorders (4th ed.). Washington, DC: American Psychiatric Publishing.

American Psychiatric Association. (2013). *DSM-5*. Washington, DC: American Psychiatric Association.

## **Counselor Licensure Information**

### ***What is a counseling license?***

A counseling license allows a counseling professional with the proper education, experience, and supervision to offer counseling services to children, adolescents and adults in NJ. A counseling license is required to work in a community agency setting. It is not required, but is highly recommended, for individuals working in schools and in higher education settings. There are two types of licenses in NJ. The first license is called the Licensed Associate Counselor (LAC), which may be likened to a “temporary permit.” The second level license is called the Licensed Professional Counselor (LPC).

### ***Where and when do I sign up to take the National Counselor Exam?***

It is highly encouraged that you take the National Counselor Exam immediately after the completion of 60 graduate credits in counseling, which includes a master’s degree in counseling from a regionally accredited institution of high education. You may register to take the exam at Centenary College. Students will be informed where and when several months prior to the exam. If you do not take the exam at Centenary College, you need to obtain an exam registration form from the NJ state credentialing board. Therefore, contact the NJ State Licensing Board at <http://www.state.nj.us/lps/ca/medical/procounsel.htm> or call (973) 504-6415.

The NJ state credentialing board representatives will determine whether you are eligible to receive an exam registration form. The registration form will list the exam dates, registration deadlines, and exam locations for state credentialing exams. For more information about the exam, you can also log onto the National Board for Certified Counselors website at: <http://www.nbcc.org/nce>.

### ***How long will it take to earn my LPC?***

To earn your LPC, you must complete 4500 hours of a planned supervised counseling work experience with one hour per week of supervision with a qualified supervisor (i.e., a licensed professional counselor, licensed clinical social worker, psychologist, or psychiatrist.) This is equivalent to 3 years full-time counseling work. Note that the Board will accept NO MORE than 1500 hours per year for the supervised counseling experience.

### ***What are the job prospects for licensed professional counselors?***

According to the Bureau of Labor Statistics, the occupational outlook is excellent. “Mental health counselors will be needed to staff statewide networks that are being established to improve services for children and adolescents with serious emotional disturbances and for their

families. Under managed care systems, insurance companies are increasingly providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists”.

## CHECKLIST AND TIME LINE

This checklist will help you keep track of some of your responsibilities as you progress through the Graduate Counseling Program. The items below do not reflect *every* step, form, and hurdle in your path; rather the list highlights some of the benchmarks that we particularly want to call to your attention—so you have a sense of the flow of events and so you don’t forget any important steps. You should consult the other handbooks and pay attention to other information that comes your way throughout the program to be sure you are current with other responsibilities or deadlines that the Graduate Counseling Program or Centenary College may have established.

### BEFORE OR AT THE BEGINNING OF YOUR PROGRAM

\_\_\_\_\_ **Attend New Student Orientation.** This will be offered prior to the student beginning their first semester (either August or January). Students are strongly encouraged to go through the orientation in its entirety in order to familiarize themselves with the expectations, resources, and information necessary to be successful in the program.

\_\_\_\_\_ **Meet with your assigned faculty advisor and develop a program of study.** This should be done as soon as possible upon beginning your program. It is important to plan your course of study with your advisor right from the beginning, so you are sure to take your courses in the most logical order. Your graduation could be delayed for as much as a year if you take some of the courses in the wrong sequence.

\_\_\_\_\_ **Read this Handbook; and sign and turn in the form on the last page.**

### DURING YOUR PROGRAM

\_\_\_\_\_ **Join ACA and obtain professional liability insurance.** This must be done before beginning the Practicum in Counseling. Proof of insurance will be required before beginning the practicum experience and collected by the course instructor.

\_\_\_\_\_ **Participate in personal counseling.** This is optional but highly recommended. It can take place at any time during your program. See section on Personal/Professional Development and Counseling Services for more discussion and information on this subject.

\_\_\_\_\_ **Learn about the Supervised Counseling Internship.** In the semester prior to the year you will be entering practicum and internship, the Internship Coordinator will hold synchronous meetings to describe the Supervised Counseling Internship. At this time you will receive information about arranging your internship site.

\_\_\_\_\_ **Continue your ACA membership and professional liability insurance.** Proof

of continued insurance coverage will be required before beginning Internship I *and* Internship II.

\_\_\_\_\_ **Arrange your internship site.** Again information on this and assistance in identifying a site will be provided each semester.

## **DURING THE LAST YEAR OF YOUR PROGRAM**

### Fall

\_\_\_\_\_ **Begin planning your job search.** If you will be looking for a new job upon graduation, begin planning in the fall of your last year. Now is the time to start talking to people about and informally visiting potential schools or agencies where you might want to work.

\_\_\_\_\_ Discuss **the National Counselor Exam with your advisor.** If interested, attend the meeting and obtain an application packet with details related to the exam.

### Spring

\_\_\_\_\_ **Take the NBCC exam.** This of course is optional. See the section above.

\_\_\_\_\_ **Attend Graduation.** More on that later.

## STUDENT SIGN-OFF SHEET

After reading the *Counseling Student's Handbook*, please complete this form and submit it to the Program Director. Students must complete and submit this form by their first semester. (This form must be signed prior to beginning the program and placed in each counseling student's file.)

I, \_\_\_\_\_ (student name) have received and read the Graduate Counseling Program Student Handbook.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth therein.

I understand that it is my responsibility to meet the requirements stated in the Handbook. I also understand that it is my responsibility to regularly (i.e., weekly) check my e-mail account, Moodle account for the Counseling, Clinical Counseling, or School Counseling program, and the Counseling bulletin boards located outside the department offices on the 2<sup>nd</sup> floor of Brotherton to keep abreast of any announcements and news about courses, the program, and the counseling profession.

I understand that the Counseling faculty will meet every semester to review every Counseling student's progress through the program. I further understand that the Counseling faculty has the right and responsibility to monitor my academic progress, professional ethical behavior, and personal and interpersonal qualities necessary to succeed as a professional counselor and based on that monitoring, to render a judgment about my standing in the Counseling, Clinical Counseling, or School Counseling program – whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation may include the requirement of personal counseling which I will undertake at my own expense.

I understand that success in the sequence of clinical courses, including but not limited to GCO 501, GCO 502, GCO 510, GCO 520, and GCO 544, requires some skills that may be different from those required for success in didactic courses; thus, I understand that success in didactic courses does not guarantee success in clinical courses. I also understand that the sequence of clinical courses involves the demonstration of increasingly complex counseling skills and competencies and, consequently, success in earlier course(s) in the clinical sequence does not guarantee success in later course(s) in the sequence.

I understand that it is solely my responsibility to keep all syllabi and make copies and keep all practicum and supervision documents and time logs, maintaining all of these documents in a file for when I apply for licensure.

I understand that the Master's program meets current educational requirements for the Marriage and Family Therapy Examiners Board for Licensure as a licensed professional counselor (LPC) and thus prepares me for, but does not guarantee licensure as a professional counselor in NJ. I

also understand that the faculty will provide information about licensure in various courses throughout the program; however, it is my responsibility to be aware of the NJ policies and procedures necessary to become licensed. I further understand that the program faculty and Centenary College have no authority over the licensure process.

\_\_\_\_\_

Date

I, \_\_\_\_\_, have read this *Counseling Student's*  
Student Name (print)

*Handbook*. I understand its contents, and I agree to abide by the policies, procedures, and ethical standards of the Graduate Counseling Program at Centenary College and the counseling profession.

\_\_\_\_\_

Student Signature

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone #: \_\_\_\_\_

Program (please circle one):

COUNSELING

SCHOOL COUNSELING

CLINICAL COUNSELING

# Appendix A

## REMEDIATION PLAN TEMPLATE

### Graduate Counseling Program Student Performance Remediation Plan

\_\_\_ Initial Plan Review    \_\_\_ Follow-up    \_\_\_ Final Review

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor \_\_\_\_\_ ID \_\_\_\_\_

Identified Areas of Concern:

- 1.
- 2.
- 3.
- 4.
- 5.

Remediation Plan and Schedule:

Specific Behavioral Objectives & Target Dates	Method of Remediation	Met? Yes/No (and date)
1.		
2.		
3.		
4.		
5.		

Progress Since Last Review (if applicable): \_\_\_ Sufficient    \_\_\_ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internship Coordinator & Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Program Director & Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Responsible for  
Implementing Remediation  
Plan (if different from  
Advisor) \_\_\_\_\_

Date: \_\_\_\_\_

Date of Next Review (if applicable):

## APPENDIX B

### PROFESSIONAL ASSESSMENT FORM FOR AT-RISK STUDENTS

**To the Instructor:** This form is required and is to be used to monitor the progress of our students through the program. Kindly take the time to complete it.

**Directions:** Check the area in which you have a concern. Make comments as appropriate, including any noteworthy behaviors or qualities that you have observed and return the completed form to the Program Director of the Graduate Counseling Program for inclusion in the student's folder.

Student Name \_\_\_\_\_ Course Number \_\_\_\_\_

Faculty Name: \_\_\_\_\_ Semester/Year \_\_\_\_\_

#### PROFESSIONAL COMPETENCIES:

Class attendance/punctuality  
Professional attitude and practice  
Interpersonal skills  
Preparation for class (i.e., readings, assignments, etc.)  
Academic performance  
Responsiveness to constructive criticism  
Ability to build collegial, collaborative spirit in class with peers and professor  
Ability to plan work effectively; timelines in submitting work  
Rapport with colleagues  
Rapport with students  
Assessment skills  
Oral communication skills  
Written communication skills  
Conceptualization skills  
Theoretical knowledge  
Counseling skills  
Multicultural skills  
Technological skills  
Ethical knowledge and behavior  
Self-awareness and self-knowledge  
Interest in the program  
Respect for confidentiality  
Response to suggestions  
Ability to manage unexpected situations  
Ability to work independently  
Ability to work with others  
Ability to consult/ collaborate with others  
General knowledge of counseling  
Knowledge of individual and group counseling  
Responsiveness to supervision



**APPENDIX C  
PERFORMANCE REVIEW**

Student Name: \_\_\_\_\_  
Course Name: \_\_\_\_\_

Final Grade for Course: \_\_\_\_\_  
Professor: \_\_\_\_\_

**Faculty:** Please provide name of each student in your class along with the grade the student earned in your class. Also, please indicate the number on the dimensions of Knowledge, Skills, and Professionalism that best describes each student's performance in your course. This review will be completed in GCO 501, 505, 510, 520, 544, 561, 562, and 586.

*Knowledge refers to content areas of knowledge and skill based on CACREP standards.*

*Skills refer to the demonstrated ability to apply knowledge to practice as well as clarity of written and oral communication.*

*Professionalism refers to demonstrating attitudes, interpersonal skills, self-awareness, and behaviors that are consistent with both counseling and institutional standards of conduct.*

For each dimension, please use the following scale:

1= very unsatisfactory; 2=unsatisfactory; 3=neutral; 4= satisfactory; 5=very satisfactory

Professional appearance: \_\_\_\_\_

Fulfilling obligations to the program, agencies, clients, and colleagues: \_\_\_\_\_

Being punctual and dependable: \_\_\_\_\_

Observing deadlines, prioritizing responsibilities: \_\_\_\_\_

Regular attendance: \_\_\_\_\_

Accurately completing assigned work: \_\_\_\_\_

Establishing and maintaining professional, respectful, collaborative, and collegial relationships with others despite social differences and level of authority: \_\_\_\_\_

Honestly assessing own strengths, limitations, and suitability for professional practice: \_\_\_\_\_

Willingness to seek, accept and use feedback for professional development: \_\_\_\_\_

Behavior and classroom performance that adhere to the ethical expectations and obligations for professional practice: \_\_\_\_\_

Using proper educational and organizational channels for conflict resolution: \_\_\_\_\_

Knowledge of how own values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships: \_\_\_\_\_

Signature of Faculty Member: \_\_\_\_\_

*Please submit this form to the Program Director, Graduate Counseling Program*