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Congratulations on choosing Kean University for your Graduate Studies, and welcome to the Kean Counselor Education Department! At the heart of our success is a group of dedicated students and faculty who are richly diverse and genuinely interested in your success.

The Counselor Education Department Student Handbook is designed to help you plan your academic program and give you important information regarding program requirements, procedures, and expectations. No manual can be totally comprehensive; you will have many questions as you proceed through your chosen program. Take the time to get to know the faculty and rely on them for advisement, and plan to participate in Counselor Education activities such as Chi Sigma Iota Honor Society, and Special Events. You will find that you have much in common with your classmates, and will form bonds that last a lifetime.

We look forward to getting to know you---and you getting to know us!
COUNSELOR EDUCATION DEPARTMENT OVERVIEW

Nathan Weiss Graduate College
Department of Counselor Education

Vision
The Counselor Education Department (CED) envisions a Counseling program that maintains its CACREP accreditation in order to train highly qualified graduates specializing in School and Clinical Mental Health Counseling. CED will expand its resources to create cutting edge programs that prepare graduates to address ever-changing societal needs and contribute to the counseling profession as practitioners, scientists, and counselor-educators.

Mission
The mission of the Counselor Education Department (CED) is to provide students with a broad-based graduate education in counseling, and who are sensitive to cultural, gender and sexual orientation differences, and fosters a commitment to lifelong self-exploration and professional development. CED provides full and part-time students from the Northeast region and the New York/New Jersey metropolitan area affordable graduate level CACREP accredited programs in a variety of Master’s and post-graduate areas. In keeping with the University’s mission, CED is sensitive to the needs of first generation students and those from underserved minority groups.

Goal
The goal of the CED Program is to provide graduate counseling training based on the CACREP Professional Counseling Competencies (i.e., common core, supervised experiences and specialized studies).

Objectives
Upon graduation from the Counselor Education Department students will be able to:

PROGRAMMATIC
A. Explain the philosophy, role, current trends and evidence based/best practices of the counseling profession;
B. Explain the nature and needs of individuals across the lifespan;
C. Describe the impact of sociological, economic and multicultural factors on counseling;
D. Apply individual and group counseling theories to facilitate individual, group and career counseling;
E. Apply lifestyle and career development theories and career assessment tools;
F. Conduct, interpret and utilize professional research and existing data;
G. Administer appraisal and assessment instruments in counseling;
H. Apply professional, legal and ethical standards in counseling;
I. Practice social justice advocacy for clients;
J. Collaborate with key constituents in their particular settings; and;
K. Identify his/her own limitations, seek supervision and participate in professional development.

SCHOOL COUNSELING
A. Practice advocacy for appropriate role and functions of the school counselor
B. Differentiates the developmental needs of elementary, middle, high school and special education students
C. Develop, implement, and assess a comprehensive school counseling program that addresses prevention and remediation

**CLINICAL MENTAL HEALTH COUNSELING**

A. Diagnose, develop a treatment plan, and understand the range of mental health service delivery options;
B. Apply prevention, education and advocacy to promote optimal human functioning, wellness, and mental health; and
C. Diagnose clients with co-occurring disorders, consider appropriate counseling strategies, and how co-occurring disorders impact treatment in a continuum of care

**Department Description**

The Kean University Counselor Education Department (CED) offers 2 degree programs that are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CED programs are designed to train professional counselors who are competent in a variety of settings including elementary and secondary schools, colleges, agencies, community settings, and alcohol/drug counseling or rehabilitation programs. CED provides training in theory, skills development and practical application through (a) course work; (b) supervised practice; (c) internships; and (d) research and evaluation.

CED faculty subscribes to a student-oriented approach where personal and professional growth is encouraged. Both the fulltime and adjunct faculty are highly qualified professionals committed to providing the best learning experiences.

CED offers three specialized Master’s degree options in Counseling:
- School Counseling* (leading to NJ Certification)
- Clinical Mental Health Counseling*
- Drug/Alcohol Abuse Counseling*
  *CACREP accredited

CED also offers the following certification and endorsement options:
- Post-master’s Director of School Counseling (NJ Certification Endorsement)
- Substance Awareness Coordinator (NJ SAC Certification Endorsement)
- Post-masters Licensed Professional Counseling (LPC courses)
New Jersey Professional Counselor Licensing Law
Professional Counseling Competencies

The following is provided as a guide for students to understand how their coursework or areas of deficit, in the case of the 48 credit programs the New Jersey Professional Counselor Examiners Committee, can be completed when making application for the Licensed Associate Counselor.

1. **Core areas for course distribution**

1.1 Counseling Theory and Practice: includes the study of basic theories, principles and techniques of counseling, and their application to professional counseling settings.

1.2 Helping Relationship: includes studies that provide a broad understanding of philosophic bases of helping processes; basic and advanced helping skills; consultation theories and their applications; client and helper self-understanding and self development; and facilitation of consultee change.

1.3 Human Growth and Development and Maladaptive Behavior (abnormal or psychopathology): includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels; normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts.

1.4 Lifestyle and Career Development: includes studies that provide a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision-making; career development program planning resources; and career option identification.

1.5 Group Dynamics, Processes, Counseling and Consulting: includes studies that provide a broad understanding of group development dynamics; group counseling theories; group leadership styles; basic and advanced counseling methods and skills; and other group approaches.

1.6 Appraisal of Individuals: includes studies that provide a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods; validity and reliability; psychometric statistics; factors that influence appraisals; use of appraisal results in the helping process; and the specific ability to administer and interpret tests and inventories to assess and identify abilities, interests and career options.

1.7 Social and Cultural Foundations: includes studies that provide a broad understanding of societal changes and trends; human roles; societal subgroups; social mores and interaction patterns; multicultural and pluralistic trends; differing lifestyles and major societal concerns including stress, person abuse, substance abuse, discrimination and methods of alleviating these concerns.

1.8 Research and Evaluation: includes studies that provide a broad understanding of types of research; basic statistics; research report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

1.9 Counseling Profession: includes studies that provide a broad understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; and professional preparation standards and credentialing.
2. **Supervised Experience**

2.1 Laboratory Experiences: Observation and participation in specific activities that include role-playing, field visits, and interviews.

2.2 Supervised Counseling Practicum: 120 hours of supervised interaction with individuals and groups actually receiving services from counselor trainees.

2.3 Internships I and II: 2 semesters of 300 hours each for a total of 600 hours of supervised field (on-the-job) placement in a counseling setting.

**Diversity Policy**

The Counselor Education Department adheres to a policy on diversity recruitment and retention policy that resembles the Kean University Diversity Plan, which states:

The profound demographic changes underway in this state (NJ) and on this campus provide the moral, economic, cultural and educational justification necessary for viewing as compelling institutional interest, the attainment of increased diversity in our university. (2001).

The student population continues to be one of the most diverse populations among 4-year institutions in New Jersey. The newly revised mission statement emphasizes Kean’s ongoing commitment to serving the educational needs of a socially, culturally, and linguistically diverse student body. Further, the new mission celebrates Kean’s historical record of providing opportunity and access for the underrepresented, including minorities and women.

The Counselor Education (CED) faculty recruits prospective students at the School Counseling Association meetings (dates vary), Ocean County College (dates vary), and Kean University Graduate Open House (September/January). Following recruitment, the faculty adheres to University affirmative action policies and procedures that do not discriminate in the admission of students, their periodic evaluations, and their graduation. Students are treated fairly on the basis of race/color, national origin, religion, creed, disability, age, marital status, sexual orientation, gender identity expression, and veteran status.

The Kean University College of Education NCATE accredited, and the School Counseling degree option trains students to become informed, dynamic professionals who have the knowledge, skills, and dispositions to be effective counselors in diverse settings. Thus, diversity is reflected in the Department’s theoretical underpinnings, student body, faculty composition, and conceptual body of knowledge taught in all courses. These underpinnings ensure that students of diverse backgrounds feel included and accepted.

Diversity is also reflected in the composition of the Counselor Education Advisory Board, a valued group that provides feedback to the faculty regarding the best practices of the Department, areas in need of improvement, and suggestions to make improvements. Members of the Advisory Board are experts in the field as well as current and former students who represent diverse ethnic and cultural backgrounds.

Other daily practices strengthen CED’s recruitment and retention of students of diverse ethnic and cultural backgrounds. The implementation of some of these practices include the following:

- As profound demographic changes occur in New Jersey and on this campus, faculty members meet periodically to assess best practices in teaching and adapting to students of diverse backgrounds, and to review and recommend textbooks that reflect and value diversity.
Partnerships with school districts, community agencies, and businesses are fostered continuously to connect students to diverse practice settings and diverse populations.

Faculty members are committed to the use of diverse teaching strategies and technologies to accommodate a variety of learning styles in classrooms and to accommodate adult learners who encounter multiple stressors and are at risk of dropping out. To illustrate this point, reviews for comprehensive examinations are offered in a group format and online, with faculty encouragement to form small study groups.

Faculty members engage in scholarship that considers diversity issues from theoretical as well as practical perspectives, thus contributing to the body of knowledge within the field of counseling.

Faculty members engage in significant community service, including assisting underserved and at-risk populations within the institution and in the community, incorporate pertinent experiences into classroom teachings, and serve as role models of service.

**Endorsement Policy**

Only persons who are known to the Counselor Education faculty as trainees and who are specifically trained for the position for which endorsement is requested will receive faculty endorsement. Only those persons who have completed:

- The School Counseling Option will be endorsed for school counseling positions and School Counselor Certification by the New Jersey Department of Education.
- The Clinical Mental Health Counseling Option will be endorsed for positions in clinical settings and for initial licensure as a Licensed Associate Counselor (LAC) leading to the Licensed Professional Counselor (LPC) credential.
- The School Counseling with LPC Option will be endorsed for school counseling positions and School Counselor Certification by the New Jersey Department of Education and for positions in clinical settings and for initial licensure as a Licensed Associate Counselor (LAC) leading to the Licensed Professional Counselor (LPC) credential.
- The Drug and Alcohol Counseling Option will be endorsed for positions in substance abuse treatment facilities.
- The Post-MA Licensed Professional Counselor Option will be endorsed for licensure-eligibility, except for graduates of the 60 credit Clinical Mental Health Option. The candidates must complete other requirements before the New Jersey Professional Counselor Examiners Committee will issue a license.
- The Director of School Counseling Certification Option will be endorsed for Director of School Counseling Certification by the New Jersey Department of Education.
- The Substance Awareness Coordinator (SAC) Option will be endorsed as certification-eligible with the New Jersey Department of Education as a Substance Awareness Coordinator. The candidate must complete other requirements before the NJ Department of Education will approve certification.
GENERAL INFORMATION

Financial Aid

Financial Aid may be available to Graduate Students who are attending Kean University on a full time or part time basis. Students applying for federal financial aid must be matriculated, be enrolled for a minimum of six credit hours each semester and file a Free Application for Federal Student Aid (FAFSA).

Graduate Assistantships

Graduate Assistantships may be available on campus for full time matriculated graduate students. Graduate Assistants receive a waiver of tuition and fees plus a weekly stipend for a 15-20 hour work-week. This is an excellent opportunity to attend graduate school in the evening while working part time. Assistantship positions are competitive and may involve placement in computer labs, administrative services, research areas and student services. Graduate Assistants must take a minimum of 9 credits in their program each semester. Appointments usually begin with the Fall semester; however a limited number of assistantships may be available in the spring. For Graduate Assistantship information and application, students may contact the Office of Graduate Student Services at 908-737-3449.

Academic Specialists

Academic specialist positions are part-time (up to 15 hours per week) with no waiver of tuition or fees may be available depending on budgetary constraints. Positions are competitive and students may be placed in offices and settings across campus. Interested students should contact Kean Human Resources at 908-737-3300 for eligibility requirements.

Other Financial Aid Sources

Kean University participates in a number of federal grant/loan programs, including the Educational Opportunity (EEO) Fund Grant Program, the Federal Perkins Loan Program, the Federal Direct Loan Program, and the Federal College Work-Study Program. Students may obtain information on these resources from the Office of Financial Aid at 908-737-3190, or may visit the Financial Aid Page at the Kean University web site, www.kean.edu.

Electronic Communication

Email

Effective November 1, 2006, CED faculty and staff will ONLY use students’ Kean email addresses for direct electronic communication. Students should check their Kean email regularly to remain abreast of deadlines and announcements, or link their Kean account to their personal email address. Failure to use this email address may result in missing important announcements and information for which the Department will not be responsible.

Counselor Education Department Web Page

The Counselor Education Department will provide Department and University information and deadlines, as well as conference announcements, job postings, scholarship information, etc. through its webpage (grad.kean.edu/counseling) and on Facebook (Kean University Counseling Program). An email blast system enrollment is on the CED webpage that will result in receiving regular email blasts. The Department will continue to make postings on the CED information board across from HH-309. Note that some information may not be posted at both locations. The Student Handbook, supervisor manual, and other large documents are available only online.
Students are responsible to check the web site and CED board on a regular basis. Students remain ultimately responsible for meeting all Departmental and University deadlines. The faculty sponsors the web page and information board as “courtesy only”.

**Matriculation and Registration**

Kean University has a strict policy regarding matriculation: Students are allowed to take NO MORE THAN two (2) courses as a non-matriculated student. All students planning to pursue studies in the Counselor Education Department must plan to matriculate before or during their first semester as a graduate student at Kean. Application materials may be obtained either online at www.kean.edu or from the Office of Graduate Admissions at 908-737-3355.

Kean permits early registration for MATRICULATED STUDENTS ONLY either online at www.kean.edu or in person (See Registration Bulletin for exact dates). Registration for an upcoming semester may begin as early as 6 months prior to the start of the semester (i.e., early registration for fall courses occurs in March). Many CED courses are taught only one or two times a year, or have very limited enrollment; thus many courses are filled by in-person registration immediately prior to the start of each semester, often “locking out” non-matriculated students.

All students are required to meet with their assigned advisor within 12 months of beginning the program to develop a planned program of study. Students are urged to meet with a faculty member for advisement prior to registration to discuss their projected courses for the upcoming semester (see Individual Advisement below).

*Approved Petition Only Courses*

Some CED courses are listed in the Keanwise as “approved petition only”. This means that a student may not register for that class, unless he/she is approved by the Department. Students request a petition for the course through an online survey link that is sent via email before each semester’s registration by the Department’s Managing Administrative Assistant.

**Group Advisement**

Students will receive group advisement during their first class (CED 5910). Group advisement sessions may be scheduled for current and potential students who must attend a group advisement meeting. The Nathan Weiss Graduate College holds a new student orientation prior to beginning the semester and faculty from the Counselor Education department attend and provide general advisement for incoming students. A separate Comprehensive Examination advisement session is held each semester. The Department’s website is: www.kean.edu/~counsel

**Individual Advisement**

All students enrolled in the Counselor Education Department are assigned a faculty advisor at the conclusion of CED 5910. Students should see their faculty advisor soon after beginning CED classes and must complete a planned program sheet within the first 12 months to ensure correct sequencing of courses.

Faculty members hold regular office hours throughout fall and spring semesters, during which time they are available to answer questions and provide guidance throughout the student’s course of study. Faculty office hours are subject to change each semester due to changes in class schedules, but current office hours are prominently posted outside each faculty member’s office and on the CED website. A schedule of any faculty member’s office hours may also be obtained by calling the Department main office at 908-737-3861.
Student Retention Procedures
The Counselor Education Department (CED) faculty recognizes that becoming an effective counselor requires more than an acceptable grade point average and classroom performance. It involves maintenance of high personal standards and commitment to the counseling profession, as well. All students seeking the Master of Art’s in Counseling degree are admitted on a conditional status. The following describes the Selections Process used during and upon the completion of the 9-credit core.

1. Instructors in CED 5910 (Intro.), 5962 (Group Process), 5950 (P&P) complete the Fitness to Practice form (appended) for students of concern at the end of the semester.

2. Students MUST receive a letter grade of B or better in CED 5910 (Intro.) and 5950 (P&P) and a “pass” in 5962 (Group Process).

3. The Faculty reviews the ratings and, prior to completion of the three Core Courses, may schedule students for an interview if there appears to be a concern. The following criteria is based on national standards:
   - Awareness of human needs of self and others;
   - Potential of the student to develop and demonstrate effective helping skills; and
   - Potential of the student to successfully complete graduate work.

4. Upon review of all documents and observations, the Faculty will prepare a letter to accept those students for program where there are no concerns.

5. The Faculty may, based on information contained in the Fitness to Practice (FTP) form:
   a. Interview a student individually in order to make a final determination
   b. Interview a student to discuss the recommendation for denial of acceptance
   c. Have the Advisor provide feedback to the student about concerns that should be considered before moving forward
   d. Recommend a remediation plan be developed with the student. Said plans can include, but are not limited to:
      1. an agreed upon term of individual counseling with the counselor completing an official report about student’s counseling to be included in the student’s CED admission file,
      2. completing an additional course with a grade of ‘B’ or higher,
      3. re-taking a core course to receive a grade of ‘A’
         a. if the course is not taken at Kean, an official transcript must be submitted

6. Students disagreeing with the Faculty’s decision may make an appeal in writing to the Department Chair within 10 days of the Faculty’s decision. Following appeal level the process will follow the University’s appeal process. The CED Chairperson will notify the student in writing of the Selections Committee’s decision. Students who successfully meet selection criteria are fully admitted to their CED Option, and are eligible to take advanced level courses (such as practicum, internship, and advanced seminar). Students who do not meet criteria will be offered one of two options:
   a. Withdraw from the Counselor Education Department; or
   b. Continue in the CED on a conditional basis, with a contract to follow specified recommendations for remediation of deficit areas within a specified time frame.

7. Students who are offered the option of continued conditional status must establish a schedule and meet with their advisor to monitor progress toward remediation of deficit areas. Remediation may
include, but is not limited to retaking specified courses and/or seeking professional counseling services. Students failing to follow these recommendations will be dismissed from the Counselor Education Department.

At the end of the contractual period for remediation of deficits for a conditional student, CED Faculty will review the student’s progress, and the CED Chairperson will notify that student in writing of the Faculty’s recommendations for full admission or dismissal. Students wishing to appeal admission decisions should follow standard grievance procedures (see Kean University Graduate Catalog).

All students, whether conditionally or provisionally admitted to the Counselor Education Department, are expected to conduct themselves according to the academic standards of Kean University and the ethical and professional standards set forth by the American Counseling Association. Failure to do so may result in dismissal from the CED and/or Kean University.

The chart on the next page shows the systematic assessment process used by the Department at key transition points during a student’s program to insure appropriate progress in personal and professional development is continuing. It should be noted the FTP form is to be used throughout the program and in ALL courses, as the need arises to identify individual student problem areas.
## Systematic Assessment of Students in Counselor Education

<table>
<thead>
<tr>
<th>Key Transition/ Assessment Points</th>
<th># of Credits Completed</th>
<th>Means</th>
<th>Assessment Measure/ Format</th>
<th>Remediation Process</th>
</tr>
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<tbody>
<tr>
<td>1. Application to the program</td>
<td>0</td>
<td>- Application for Admission</td>
<td>-Bachelor’s degree -Minimum 3.0 GPA -GRE/MAT -Personal Statement -Letters of recommendation</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>2. Conditional Acceptance</td>
<td>0-9</td>
<td>CED 5910 CED 5962 CED 5950</td>
<td>-Admissions Rating Scale by Professor of each course</td>
<td>-Audit courses -Referral to personal counseling -Referral to career counseling -Extra practice of Counseling Microskills with a professor</td>
</tr>
<tr>
<td>3. Transition to Full candidacy in program</td>
<td>9-21</td>
<td>-Satisfactorily pass CED 5910, CED 5962, CED 5950 (B or better)</td>
<td>-Exams -Literature Review -Reflective journals -Experiential exercises -Counseling tapes &amp; transcription -Self-awareness</td>
<td>-Audit courses -Referral to personal counseling -Referral to career counseling</td>
</tr>
</tbody>
</table>

- Faculty Selection Committee group interview
- Written self-evaluation regarding needs of self & others and potential to develop & demonstrate effective helping skills
- Faculty evaluation of self & others and potential to develop & demonstrate effective helping skills
- Faculty meet together to develop student remediation plan
- Audit courses
- Referral to personal counseling
- Referral to career counseling
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<tr>
<td>4. Prior to Practicum &amp; Internship</td>
<td>27 (SC)</td>
<td>33 (CMHC)</td>
<td>Faculty meeting reviewing students practicum candidates</td>
<td>-Faculty Practicum/Internship Review Scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Audit courses from credits 9-27 (SC) and 9-33 (CMHC)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-Professional development opportunities</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-Mentored by Post-masters counselor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Referral to personal counseling</td>
</tr>
<tr>
<td>5. Portfolio</td>
<td>Semester of graduation</td>
<td>Final Portfolio</td>
<td>Rubric includes: -Self care plan -Strengths &amp; weaknesses -Theory statement -Program development -Professional development documentation</td>
<td>-Portfolio revision to address weakness area</td>
</tr>
<tr>
<td>6. Practicum &amp; Internship Completion</td>
<td>Varies</td>
<td>-Successful completion of Practicum, Internship I and Internship II</td>
<td>-Pre and post practicum/internship self assessment -Online evaluation by site supervisor -Case presentations -Audio/video presentations of sessions</td>
<td>-Repeat audio/video taping and case presentation -Revise case presentation -Audit course -Professional development</td>
</tr>
<tr>
<td>7. Program Completion</td>
<td>48 credits (SC, A/DA) 60 credits (CMHC)</td>
<td>-Completion of 48 (SC, A/DA) or 60 (CMHC) graduate credits</td>
<td>GPA of 3.0 or higher</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Comprehensive Exam (in future Portfolio)</td>
<td>Pass</td>
<td></td>
</tr>
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# Fitness to Practice Standards

<table>
<thead>
<tr>
<th>1. Follows Code of Ethics, Laws, and Academic Policies</th>
<th>Competence Achieved</th>
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</thead>
</table>
| **Competence Not Achieved**                           | - Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers.  
- Demonstrates awareness of personal values and does not impose personal values on others.  
- Follows applicable professional counseling ethical codes and laws. |
| - Displays inappropriate and or disrespectful boundaries with clients, faculty, supervisors, or peers  
- Does not demonstrate awareness of personal values or imposes personal values on others.  
- Breaches applicable professional counseling ethical codes and laws. | |

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<tr>
<th>2. Displays Multicultural Competence</th>
<th>Competence Achieved</th>
</tr>
</thead>
</table>
| **Competence Not Achieved**        | - Demonstrates sensitivity to diversity.  
- Demonstrates multicultural counseling competencies. |
| - Discriminates or expresses prejudice towards those of a different race, culture, gender, religion, sexual orientation, age, ability status, gender identity, marital status / partnership, language preference, or SES status than self.  
- Does not demonstrate multicultural counseling competencies. | |

<table>
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<tr>
<th>3. Open to New Ideas</th>
<th>Competence Achieved</th>
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</thead>
</table>
| **Competence Not Achieved** | - Openly discusses and respects perspectives of other than own.  
- Considers others’ perspectives and points of view. |
| - Dogmatic about own perspective and ideas.  
- Unable or unwilling to consider others’ points of view. | |

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<tr>
<th>4. Aware of Own Impact on Others</th>
<th>Competence Achieved</th>
</tr>
</thead>
</table>
| **Competence Not Achieved**     | - Recognizes how words and actions impact others.  
- Avoids blaming others and examines own role in problems.  
- Respectful toward peers, supervisors, and instructors. |
| - Shows little or no concern for how others are impacted by them.  
- Blames others for problems without self-examination.  
- Disrespectful towards peers, supervisors, and or instructors (monopolizes discussion or gossips). | |

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<tr>
<th>5.Responsive, Adaptable, and Cooperative</th>
<th>Competence Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence Not Achieved</strong></td>
<td>- Shows reasonable effort to adjust behaviors in response to changes in professional and interpersonal contexts.</td>
</tr>
<tr>
<td>Competence Not Achieved</td>
<td>Competence Achieved</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Shows little or no effort to adjust behaviors in response to changes in professional and interpersonal contexts. -Expresses intolerance of changes in programmatic, academic, clinical, or supervisory settings. -Reactionary and defensive in response. -Shows little or no engagement in cooperative activities. -Monopolizes cooperative activities.</td>
<td>Expresses tolerance of change in programmatic, academic, clinical, or supervisory settings. -Thoughtful and reflective in response. - Appropriately cooperates in cooperative activities. -Compromises in cooperative activities.</td>
</tr>
</tbody>
</table>
| **6. Receptive to and Uses Feedback**  
*Competence Not Achieved*  
- Responds to feedback with defensiveness, anger, and or denial.  
- Shows little or no evidence of incorporating feedback.  
| **Competence Achieved**  
- Responsive, open, and receptive to feedback.  
- Appropriately incorporates feedback. |
| **7. Responds to Conflict Appropriately**  
*Competence Not Achieved*  
- Shows minimal willingness to examine own role in conflict.  
- Shows minimal effort and or ability at problem solving.  
- Does not address conflict directly with individuals involved and addresses with others instead.  
| **Competence Achieved**  
- Actively examines and acknowledges own role in conflict.  
- Actively participates in problem solving efforts.  
- Appropriately expresses emotions when conflicts are addressed.  
- Addresses conflict directly with individuals involved. |
| **8. Accepts Personal Responsibility**  
*Competence Not Achieved*  
- Refuses to admit mistakes or examine own contribution to problems.  
- Lies, minimizes, or embellishes the truth to extricate self from problems.  
| **Competence Achieved**  
- Examines own role in problems.  
- Accurate and honest in describing own and others roles in problems.  
- Accepts own mistakes and responds to them as opportunity for self-improvement. |
| **9. Expresses Feelings Effectively and Appropriately**  
*Competence Not Achieved*  
- Does not express own feelings appropriately  
- Does not recognize or acknowledge feelings of others  
- Acts out negative feelings  
| **Competence Achieved**  
- Expresses own feelings.  
- Acknowledges others feelings.  
- Acts professionally while experiencing difficult emotions.  
- Expression of own feelings is a appropriate to the setting. |
(through negative behaviors) rather than articulating them.
- Expression of feelings is inappropriate to the setting.

<table>
<thead>
<tr>
<th>10. <strong>Dependable In Meeting Obligations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence Not Achieved</strong></td>
</tr>
<tr>
<td>- Absent from scheduled program obligations (ex. Class, supervision, GA, or clinical site) and does not notify others in advance.</td>
</tr>
<tr>
<td>- Arrives late for scheduled obligations,</td>
</tr>
<tr>
<td>- Rarely meets deadlines (ie. practicum and internship paperwork, applications, tapes, other assignments) or paperwork is incomplete when submitted.</td>
</tr>
<tr>
<td><strong>Competence Achieved</strong></td>
</tr>
<tr>
<td>- Satisfactorily meets attendance requirements and notifies others in advance regarding absences.</td>
</tr>
<tr>
<td>- Submits proper documentation</td>
</tr>
<tr>
<td>- Arrives on-time for scheduled obligations.</td>
</tr>
<tr>
<td>- Meets deadlines and satisfactorily completes paperwork.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. <strong>Including Social Media Related to the University</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence Not Achieved</strong></td>
</tr>
<tr>
<td>- Posts inappropriate comments on Kean’s Facebook Page</td>
</tr>
<tr>
<td>- Tweets inappropriate messages to fellow peers</td>
</tr>
<tr>
<td><strong>Competence Achieved</strong></td>
</tr>
<tr>
<td>Posts appropriate comments on Kean’s Facebook Page</td>
</tr>
<tr>
<td>- Tweets appropriate messages to fellow peers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. <strong>Appropriate Classroom Participation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence Not Achieved</strong></td>
</tr>
<tr>
<td>- Fails to participate in large group classroom discussion</td>
</tr>
<tr>
<td>- Limited participation in small group work</td>
</tr>
<tr>
<td>- Student is overly talkative and</td>
</tr>
<tr>
<td>- Student participates too much</td>
</tr>
<tr>
<td><strong>Competence Achieved</strong></td>
</tr>
<tr>
<td>- Participates appropriately in large group</td>
</tr>
<tr>
<td>- Participates actively in small group work</td>
</tr>
<tr>
<td>- Student is respectful of peers’ insight and feedback</td>
</tr>
<tr>
<td>- Student allows for peers to share thoughts and perceptions</td>
</tr>
</tbody>
</table>
**Practicum and Internships**

Counselor Education majors are required to complete a total of 720 hours of supervised field experience in counseling settings appropriate to their choice of Option. Students may complete more than the required hours and submit documentation in order to receive the verification certificate of these additional hours. Field courses should be taken in the following sequence:

CED 5980 - Practicum in Counseling/Human Services (120 hrs.)
CED 5985 - Internship in Counseling/Human Services I (300 hrs.)
CED 5986 – Internship in Counseling/Human Services II (300 hrs.)
CED 5987 - Internship LPC Option (300 hours)

**Eligibility**

1. Students should be fully admitted (3 core courses) to a specific Option in the Counselor Education Department
2. Students must have completed no less than 27 specified credits for School Counseling or 33 specified credits for Clinical Mental Health Counseling. Distribution of the courses varies by Option. There are specific courses that must be completed prior to registering for practicum (See Appendix D).
3. Students must complete an Application for Practicum/Internships available from the CED website prior to enrolling in the first field course (CED 5980). The application includes all information necessary for field experience eligibility, such as required coursework and a criminal background check. Applications may be obtained from the CED website. Faculty will review the applications for Practicum only to determine if a student is prepared to proceed with direct contact with clients. Deadlines for filing the application are:
   - October 1 for the spring semester
   - March 1 for the first or second summer session, AND fall semester.

Applications are submitted as directed online.

**Guidelines for selecting a site**

1. Student must locate a site on his/her own (with advisement). However, CED maintains approved sites for student reference, and uses an on-campus program for the Practicum and is available for Clinical Mental Health Counseling Internship. A spreadsheet of all previous sites with supervisors willing to take interns is available from the Department Administrative Assistant or the Clinical Coordinator.
2. The site supervisor must be an appropriately certified/licensed professional. The student is responsible for providing supervisory requirements, forms, etc. to the on-site supervisor. The academic supervisor (instructor) will be available to clarify requirements, responsibilities, etc.
3. The site must provide needed hands-on counseling experience relevant to his/her chosen Option. Student must obtain site approval from Clinical Coordinator prior to beginning field experience. If the site has already been approved the student must provide written documentation of the approval to their current instructor. A simple contract (Standard Agreement) must be completed to approve the site if none is current and on file. If the site requires a Non-Standard Agreement a more lengthy negotiation process will be involved. Students must be permitted to video or audio record at their site. If a site does not permit either, students must obtain an additional site where recording is permitted.
4. **ALL PRACTICUM/INTERNSHIP STUDENTS MUST SHOW PROOF OF PERSONAL LIABILITY INSURANCE BEFORE BEGINNING ANY FIELD COURSES.** Information on insurance may be obtained from faculty advisors or by contacting ACA Student Membership Services at [www.counseling.org](http://www.counseling.org). Student membership in the American Counseling Association provides free insurance.

5. Students in the School Counseling Option must complete BOTH internships in accredited school settings, and students in the Clinical Mental Health Option must complete BOTH internships in an approved clinical setting. These are accreditation requirements.

### DEADLINES

<table>
<thead>
<tr>
<th>Date of Graduation</th>
<th>Submission Period</th>
<th>Final Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>Internship I/Next to last semester</td>
<td>February 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>August</td>
<td>Internship I/Next to last semester</td>
<td>April 15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>December</td>
<td>Internship I/Next to last semester</td>
<td>September 15&lt;sup&gt;th&lt;/sup&gt;</td>
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</table>

### Comprehensive Professional Counselor Examination (CPCE)

The Counselor Education Program (CED) at Kean University follows the Council for the Accreditation of Counseling Related Educational Programs (CACREP) Professional Counseling Competencies (i.e., common core, supervised experiences, and specialized studies). Before the completion of the Program, the student will demonstrate learning outcomes based upon CACREP Professional Competencies by completing the Comprehensive Professional Counselor Examination (CPCE). This examination will be held on the first Saturday of November and March. Additional administrations of the CPCE may be scheduled at CED’s discretion.

### Counselor Education Grading Policy

The Counselor Education Department at Kean University is committed to the highest professional standards. In compliance with those standards, the following is the grading policy for all Counselor Education courses:

1. Students must receive a grade of "B" or better in all courses. Students receiving a grade of “C” in a course must meet with their faculty advisor to request permission to repeat the course. Only one course may be repeated. Students receiving a grade of "D" or lower are subject to dismissal and must meet with the CED Chairperson before taking further classes.

2. The grading standard for admission to advanced Counselor Education courses (courses that have a prerequisite) is a minimum of "B" or better.

This grading policy applies to ALL matriculated, non-matriculated, and special students without exception.

**IMPORTANT NOTE:** The Counselor Education Department employs a more rigorous GPA standard than overall Graduate College requirements; thus students may be subject to dismissal from the Counselor Education Department while in good standing in the general Kean University Graduate College. (See University Academic Dismissal Policy below.)
Incomplete Course Grades (from the NWGC Student Handbook)

A grade of incomplete (IN, IP, IC) may be reported for a student who has completed course requirements throughout the semester and then because of illness or other unusual and substantiated cause has been unable to take the final examination or to complete a limited amount of assigned work due near the end of the semester. Unsubstantiated absences from class may not be used to justify an incomplete grade. Class attendance in subsequent semesters may not be required by the instructor as a condition for removal of the incomplete grade. If a substantial amount of work has been missed for medical or other valid reasons, the student should petition the college dean to be withdrawn from all courses.

It is the responsibility of the student to initiate a request for a grade of incomplete by contacting the instructor of the course and filling out the form “Conditions for an Incomplete Grade and Its Removal.” The instructor of the course must receive this request prior to the submission of grades at the end of the semester. If no such request is received or if the instructor judges the request unacceptable, an appropriate semester grade shall be submitted based upon the student’s attainment of the stated goals of the course.

It is the student’s responsibility to make up the examination or other work prescribed in a contract written by the instructor as part of the form “Conditions for an Incomplete Grade and Its Removal.” This contract will also indicate the final grade to be assigned if the student’s unfinished work is not completed by a specific date. The prescribed time period will be no later than the last day of the eleventh week of the fall or spring semester immediately following the receipt of the incomplete grade. An earlier deadline may be agreed upon by the instructor and the student and in most cases it is expected that a shorter period of time will be specified in the contract for the removal of the IN, IP and IC. This time line does not apply to graduating seniors; incomplete grades must be completed no later than two weeks after the graduation date. Example: For May degree candidates, incomplete grades must be completed no later than two weeks after the May ceremony. For January and August candidates, no later than the end of the month.

When the student has made up the assignment(s) or taken the examination on time, the instructor forwards a change of grade form for action by the department chairperson and the college dean. The dean then transmits the form to the Office of the Registrar for processing the grade change. If the student has not completed the work according to schedule, the instructor reports as the final grade for the semester the grade recorded in the contract worked out with the student. The final grade must be submitted to the Office of the Registrar before the degree is posted to the student’s record. Once the degree has been posted, the academic record is frozen and no changes are permitted.

CED Incomplete Policy

Incomplete Grades
In order to be eligible to receive an Incomplete (INC) grade for a semester, with the exception of Practicum and Internship hours, the following criteria must be met at the time that the student requests an Incomplete grade:

- Document a reason – health or family emergency during the semester (Students are reminded to bring issues of illness or person problems to their instructor as soon as possible during the semester in which they are enrolled)
- Currently hold a passing grade (B- or higher) for the course
- Completed the majority of the assignments for the semester to that point
- Have three weeks (3) remaining in the semester
• Attended classes consistent with the CED attendance policy and any requirements, specific to individual classes
• Complete the Conditions for an Incomplete Grade and Its Removal, specifying a deadline that shall not exceed the eleventh (11) week into the new semester and submit this to the instructor for signature if in agreement.

Change of Grades
Any change of a grade once the semester has ended and grades posted may be made only if there is an error in the final grade. The exception to this policy is the Incomplete grade, which requires the approval of the Department Chair and then the Dean.

Personal Counseling
In addition to remediation plans where students are required to attend counseling as a condition of their continued enrollment, students are encouraged to seek personal counseling when appropriate, while attending the program. The University Counseling Center is an available resource free to students. The Department also maintains a list of community agencies with sliding fee scales and a list of licensed practitioners who have agreed to provide a reduced fee for graduate students.

Grade Grievances
If a student believes that he or she has not been graded fairly in a course, it is the student’s right to initiate a grade grievance. A formal process exists for the resolution of such problems. Requests for reconsideration of a grade must be brought to the faculty member as soon as possible after the conclusion of the course and no later than the end of the eighth week of the next major semester. The steps in the process are outlined below; it is understood that if a satisfactory resolution is reached at any level, the process ends. If at a given step either party is dissatisfied with the proposed resolution, the dissatisfied party may request reconsideration at the next level. Decisions made by the College Dean are final, with no provision for further appeal beyond that point.

The student meets with the faculty member to request information about the faculty member’s grading decision or evaluative judgment. If after receiving an explanation from the faculty member, the student remains dissatisfied, he or she may request reconsideration of the grade by the faculty member.

The student meets with the departmental chairperson to discuss the assigned grade. The chairperson may choose to intervene directly at that point and attempt to seek a resolution or may decide to refer the question to the departmental Grievance Committee and convene the committee in accordance with departmental policies and procedures.

The departmental Grievance Committee, composed of faculty members and at least one student, hears the grievance. The committee determines (in accordance with prevailing departmental practices and the specifics of the particular grievance) a procedure to follow. The student and/or faculty member may be asked to submit materials in writing, or both may be invited or required to appear before the committee. The committee may schedule these meetings so that the parties appear separately or together; additional information may be requested by the committee as needed.

The Grievance Committee makes a determination and notifies the student and the faculty member in writing of its decision.

If the decision of the Grievance Committee is not acceptable to either of the parties involved or if implementation of the decision requires the attention of the College Dean, the grievance must be brought to
the Dean and all relevant materials are forwarded to the Dean’s office (Kean University Graduate Catalog, 2006).
**Cheating Policy**

Cheating on examinations, submitting work of others as one's own, or plagiarism in any form (including obtaining research papers from the Internet) will result in penalties ranging from an “F” on an assignment to dismissal from the University, depending on the seriousness of the offense. Refer to the University’s Academic Integrity Policy.

**University Academic Dismissal Policy**

Graduate students not maintaining a 3.0 average:

- after completion of 12 attempted credits will be placed on probation
- after completion of 18 attempted credits will be dismissed.

Students who have experienced unusual problems will have the right to appeal. All graduate grades are computed in the student’s grade point average regardless of whether a course has been repeated and earned a higher grade. This includes all prior non-matriculated graduate coursework. However, this is considered when a student appeals for reinstatement. Students dismissed from the University are notified by letter from the appropriate College Dean (Kean University Graduate Catalog, 2006).

IMPORTANT NOTE: Students matriculated in the Counselor Education Department are expected to earn a “B” in ALL COUNSELOR EDUCATION courses. Students unable to maintain a “B” average in all Counselor Education courses are subject to dismissal from the Counselor Education Program, even if they are eligible to remain in Graduate School at Kean University (See CED Grading Policy above).

**University Non-academic Dismissal Policy**

When a student’s actions are judged by competent authority, using established procedure, to be detrimental to the interests of the University community, that person may be required to withdraw. (Kean University Graduate Catalog, 2006)

**University Reinstatement After Academic Dismissal or Discontinuation Policy**

Appeals by students dismissed at the end of the regular academic year for academic reasons are considered by the University Committee for Academic Appeal, made up of representatives from the student body, the faculty and the administration of the University. The Committee’s chairperson forwards all Committee recommendations to the appropriate College Dean. Decisions on academic appeal by the College Dean are final.

This decision will take one of three forms: reinstatement to good academic standing; reinstatement to probationary status; or denial of appeal.

Students who have been dismissed or discontinued may not take courses at Kean University under any circumstances unless officially reinstated by a College Dean. (Kean University Graduate Catalog, 2006)

**National, State and University Affiliations**

Students are expected to demonstrate their commitment to the counseling profession by volunteering to serve on committees, working at conferences, obtaining student memberships and active participation in some or all of the following professional counseling associations/activities:
American Counseling Association (ACA) – the national organization for professional counselors offers student membership and a division for graduate students in counseling. ACA provides a magazine (Counseling Today), a journal publication (Journal of Counseling and Development), and sponsors workshops and seminars across the nation, including an annual national conference. Student members receive malpractice insurance free until graduation. Membership information may be obtained from faculty advisors or by visiting the ACA web site at www.counseling.org.

New Jersey Counseling Association (NJCA) – the state branch of ACA offers a significantly reduced-rate student membership for Counselor Education students. NJCA offers a quarterly newsletter, an online journal, and sponsors workshops and seminars across New Jersey, including an annual state conference. Students may also join an affiliate Division. Membership information may be obtained from faculty advisors or by visiting the NJCA web site at www.njcounseling.org.

American School Counselor Association – the national organization for counselors working in a school setting. ASCA provides a journal (Professional School Counseling), electronic and print newsletters and magazines, and a national conference. Membership information may be obtained by going to www.schoolcounselor.org

New Jersey School Counselor Association- the state branch of ASCA offering an electronic newsletter, CEU opportunities including a fall and spring conference, and advocacy. Membership information may be obtained by going to www.njsca.org

Chi Sigma Iota - The Counselor Education Department sponsors a local chapter of the Chi Sigma Iota Counseling Academic and Professional Honor Society International (Kappa Upsilon Nu) for outstanding Counselor Education students. Interested students should contact the faculty sponsor designated on the CED website or watch announcements about nominations.

Financial Support for Conference Presentations
Counselor Education Department-Dr. Madelyn Healy Fund – This fund was established by the late Dr. Madelyn Healy, a member of CED until her retirement, for educational enrichment and professional development of Kean graduate students fully admitted to the CED. Awards may include, but are not restricted to registration and travel fees for state, regional, and national counseling conferences that provide opportunities for networking and/or presentation of student research. Interested students should contact the Counselor Education Department Chairperson or their faculty advisor for additional information.
COUNSELOR EDUCATION DEPARTMENT
DEGREE OPTIONS

MASTER OF ARTS DEGREE IN COUNSELING

School Counseling Option

The Option in School Counseling provides education, training and NJ state certification in School Counseling. The School Counseling Option is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and approved by the New Jersey Department of Education to offer School Counselor Certification. It provides comprehensive training in both elementary and secondary school counseling, including supervised practicum and internships.

Option Objectives:

a. Practice advocacy for appropriate role and functions of the school counselor
b. Differentiates the developmental needs of elementary, middle, high school and special education students
c. Develop, implement, and assess a comprehensive school counseling program that addresses prevention and remediation

Option requirements

REQUIRED COURSES: 9 credits
CED 5910 Orientation to Professional Counseling
CED 5962 Process in Counseling
CED 5950 Principles and Procedures of Counseling

STUDENTS MUST BE FULLY ADMITTED BY THE SELECTIONS COMMITTEE FOLLOWING COMPLETION OF THE THREE CORE COURSES.

REQUIRED COURSES: 21 credits
CED 5050 Appraisal and Assessment in Counseling
CED 5915 Multicultural Counseling
CED 5952 Theories of Counseling
CED 5963 Theory and Practice of Group Counseling
CED 5975 Career Counseling and Development
CED 5925 Counseling Perspectives in Human Development
CED 5997 Research Methods in Counseling

SPECIALIZED COURSES: 9 credits
CED 5944 School Counseling
CED 5945 Selected Topics in Counseling Children & Adolescents

SELECT 3 additional credits from the following, with advisement
ASD 5000 Introduction to Autism Spectrum Disorders & Assoc. Conditions
ASD 5001 Principles & Practices in Behavior Management*
ASD 5007 Teaching Social Skills to Youth Diagnosed with Autism & Spectrum Disorders* (*must be taken together to receive 3 credits)
CED 5979 Diagnosis and Treatment of Psychopathology
PRACTICUM AND INTERNSHIP: 9 Credits
CED 5980  Practicum in Counseling
CED 5985  Internship in Counseling I
CED 5986  Internship in Counseling II

Total Credits: 48
MASTER OF ARTS DEGREE IN COUNSELING

Clinical Mental Health Counseling Option

The Option in Clinical Mental Health Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Option provides training in professional counseling for work in a variety of settings including agencies, community organizations, mental health centers, colleges, and hospitals.

Option Objectives:
A. Diagnose, develop a treatment plan, and understand the range of mental health service delivery options;
B. Apply prevention, education and advocacy to promote optimal human functioning, wellness, and mental health; and
C. Diagnose clients with co-occurring disorders, consider appropriate counseling strategies, and how co-occurring disorders impact treatment in a continuum of care.

Option requirements;

CORE COURSES: 9 credits
CED 5910 Orientation to Professional Counseling
CED 5962 Group Process in Counseling
CED 5950 Principles and Procedures of Counseling

STUDENTS MUST BE FULLY ADMITTED BY THE SELECTIONS COMMITTEE FOLLOWING COMPLETION OF THE THREE CORE COURSES.

REQUIRED COURSES: 24 credits
CED 5050 Appraisal and Assessment in Counseling
CED 5915 Multicultural Counseling
CED 5952 Theories of Counseling
CED 5963 Theory and Practice of Group Counseling
CED 5975 Career Counseling and Development
CED 5925 Counseling Perspectives in Human Development
CED 5945 Selected Topics in Counseling Children & Adolescents
CED 5997 Research Methods in Counseling

SPECIALIZED COURSES: 18 credits
CED 5501 Survey of Alcohol and Drug Abuse Counseling
CED 5972 Clinical Mental Health Counseling
CED 5979 Diagnosis and Treatment of Psychopathology
CED 5965 Introduction to Family Counseling
CED 5989 Clinical Counselor Supervision
CED 5993 Legal, Ethical and Professional Issues in Counseling

PRACTICUM AND INTERNSHIP: 9 Credits
CED 5980 Practicum in Counseling
CED 5985 Internship in Counseling I
CED 5986 Internship in Counseling II

Total Credits: 60
### MASTER OF ARTS DEGREE IN COUNSELING

**School Counseling with LPC Qualification Option**

<table>
<thead>
<tr>
<th>CORE COURSES - 9 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5910</td>
</tr>
<tr>
<td>CED 5962</td>
</tr>
<tr>
<td>CED 5950</td>
</tr>
</tbody>
</table>

Students must be fully admitted by the selection committee following completion of the three core courses.

<table>
<thead>
<tr>
<th>REQUIRED COURSES – 21 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5050</td>
</tr>
<tr>
<td>CED 5915</td>
</tr>
<tr>
<td>CED 5952</td>
</tr>
<tr>
<td>CED 5963</td>
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<tr>
<td>CED 5975</td>
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<tr>
<td>CED 5997</td>
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<tr>
<td>CED 5925</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIALIZED COURSES – 18 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5501</td>
</tr>
<tr>
<td>CED 5972</td>
</tr>
<tr>
<td>CED 5979</td>
</tr>
<tr>
<td>CED 5965</td>
</tr>
<tr>
<td>CED 5944</td>
</tr>
<tr>
<td>CED 5945</td>
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</tbody>
</table>

*These are suggested courses to be used towards the LPC qualification. Prior advisement is required to determine if there are appropriate substitutions to the curriculum.

<table>
<thead>
<tr>
<th>PRACTICUM AND INTERNSHIP COURSES - 12 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5980</td>
</tr>
<tr>
<td>CED 5987</td>
</tr>
<tr>
<td>CED 5985</td>
</tr>
<tr>
<td>CED 5986</td>
</tr>
</tbody>
</table>

**60 Credits**
MASTER OF ARTS DEGREE IN COUNSELING

Drug/Alcohol Counseling Option

The Option in Drug/Alcohol Counseling offers training in professional counseling for work in a drug/alcohol treatment and rehabilitation settings. The option provides comprehensive training involving the knowledge and skills required to work effectively as a professional counselor.

Option Objectives for Drug/Alcohol Counseling:
A. To provide students with a common core of professional counseling competencies;
B. To provide students with specialized studies in the field of alcohol and drug abuse counseling; and
C. To provide students with supervised experiences in alcohol and abuse counseling.

Option requirements

Core Courses: 9 credits
CED 5910 Orientation to Professional Counseling
CED 5962 Group Process in Counseling
CED 5950 Principles and Procedures of Counseling

Required Courses: 12 credits
CED 5050 Appraisal and Assessment
CED 5952 Theories of Counseling
CED 5963 Theory and Practice of Group Counseling
CED 5975 Career Counseling & Development

Specialized Courses: 12 credits
CED 5501 Survey of Alcohol/Drug Counseling
CED 5502 Coordinating Alcohol, Tobacco, & Drug Abuse Programs & Services (Prerequisite CED 5501)
CED 5503 Impact of Alcohol, Tobacco, and Drugs Across the Lifespan (Prerequisite CED 5501)
CED 5504 Assessment & Counseling Alcohol/Drug-Affected Children, Adolescents & Families (Prerequisite CED 5501)

Practicum and Internships: 9 credits
CED 5980 Practicum in Counseling
CED 5985 Internship in Counseling I
CED 5986 Internship in Counseling II

Research: 6 credits
CED 5998-5999 Advanced Seminar

Total Credits: 48
Director of School Counseling endorsement (certification) option

The Director of School Counseling Option is designed to train professional school counselors for the position of director/administrator/supervisor of guidance and counseling in the public schools. Applicants who hold a valid New Jersey School Counseling certificate, can document three years of successful experience as a school counselor in an accredited school district, and who complete this Option are eligible to receive Director of School Counseling Certification from the New Jersey Dept. of Education. Upon completion of this Option, students should file an application for certification through the Office of Graduate Students Services.

Option Objectives:

- To prepare professional school counseling personnel for the position of director or administrator/supervisor of school counseling services;
- To provide individuals with the necessary education and training in curriculum, supervision and administration; and
- To assist the student in acquiring those technical and social skills associated with curriculum design and supervisory leadership.

Eligibility:

Students entering the certification program for Director of School Counseling must have NJ certification in School Counseling and a Master’s Degree in Counseling. To be qualified for certification, three years of successful experience as a school counselor is required.

Option requirements

Required Courses

CED 5989 Practicum in Counselor Supervision
CED 5993 Seminar in Ethical, Legal, and Professional Issues in Counseling
IEL 5502 Public School Administration I
IEL 5613 Curriculum Development and Evaluation

TOTAL CREDITS: 12
Substance Awareness Coordinator (SAC) endorsement (certification-eligible)

The Counselor Education Department at Kean University is approved by the N.J. Department of Education to offer a graduate program that fulfills the academic requirements for the Substance Awareness Coordinator (SAC) Certificate. The primary goal of this option is to prepare students for the position of Substance Awareness Coordinator in a New Jersey public school.

Completion of 21-27 credits, depending on a student’s background, does NOT result in immediate certification as a SAC; completion of the coursework makes a person “eligible for certification”. The person must also work for one year in a school setting under the supervision of a certified SAC before receiving a permanent certification from the NJ Department of Education.

The NJ Administrative Code has changed; therefore, only individuals holding one of the following are eligible for this program:

• Standard instructional certificate
• CADC, LCADC, CPS credentials
• Certification as a School Counselor, School Social Worker, School Psychologist, or School Nurse.

(Note that according to the NJ Department of Education, these individuals are exempt from a Practicum).

IMPORTANT NOTE: If a student wishes to pursue SAC certification, he/she should speak to the Department Chair or the Advisor for the Drug/Alcohol MA Option since the Certification process is rather complicated.

Program Objectives

• To provide students with specialized studies leading to N.J. certification in SAC; and
• To provide students with supervised experiences in substance awareness coordination.

Option requirements

Core Courses: 9 credits
CED 5910 Orientation to Professional Counseling & Human Services
CED 5962 Group Process
CED 5950 Principles & Procedures of Counseling

Required Courses: 15 credits
CED 5501 Survey of Alcohol and Drug Abuse Counseling
CED 5943 School Counseling
CED 5502 Coordinating Alcohol, Tobacco, and Other Drug Abuse Programs/Services (Prerequisite CED 5501)
CED 5503 Impact of Alcohol, Tobacco, and Drugs Across the Lifespan (Prerequisite CED 5501)
CED 5504 Assessment & Counseling Alcohol/Drug-Affected Children, Adolescents & Families (Prerequisite CED 5501)

Practicum in SAC: 3 credits
CED 5980 Practicum in Counseling (SAC)*

*Students holding School Certification as Psychologist, Social Worker, Counselor, Nurse are exempt from the Practicum.

TOTAL CREDITS: 21-27*
*NOTE: Up to 6 credits may be waived depending on the student’s background and prior courses taken for other certifications and degrees (i.e., Psychologist, Social Worker, School Counselor, LCADC), reducing the requirement to 21 credits. In all instances students must take a minimum of 21 credits.
The Post-Master’s Licensed Professional Counseling Option is intended for counselors who hold a Master’s degree in Counseling and wish to become a Licensed Professional Counselor (LPC) in New Jersey. In addition to other requirements, the New Jersey Counselor Licensure Law requires a total of 60 graduate credits, including 45 credits in 8 of 9 specified competency areas (see next page). A Counselor Education faculty advisor will evaluate each candidate’s transcripts to determine an individual’s eligibility for the Option, and to develop a specific course of study for that student.

Admission Requirements
In addition to Kean University’s general admission requirements for post-Master’s study, applicants must:

A. Hold a Master’s degree in Counseling (or one with “Counseling” in its title that
B. is acceptable to the LPC Examiners Committee), and
C. Have an individual interview with a designated faculty advisor to develop an individualized plan of study.

Option Requirements
Successful completion of additional graduate credits in specified LPC competency areas as determined through advisement.

**REQUIRED COURSES – 3 CREDITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5987</td>
<td>Advanced Internship: Individual Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**ADDITIONAL COURSES**

Choose 9-15 credits with advisement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5501</td>
<td>Survey of Alcohol and Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>CED 5925</td>
<td>Counseling Perspectives in Human Development</td>
<td>3</td>
</tr>
<tr>
<td>CED 5972</td>
<td>Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 5979</td>
<td>Diagnosis and Treatment of Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CED 5989</td>
<td>Practicum in Counselor Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CED 5993</td>
<td>Ethical, Legal and Professional Standards Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Of 12-18 Credits To Complete Program

**Applicants and admitted students should be aware that the 12 credit minimum assumes a 48-credit degree. Admitted students may be required to take as few as 12 credits or as many as 18 credits based on New Jersey Licensing requirements of 60 credits with 45 credits distributed across 8 of 9 areas. Before registering for courses, students must speak with an advisor to determine which additional courses are necessary to meet the LPC requirements.

New Jersey Licensure (LPC) Information

ALL questions other than those related to academic requirements should be addressed directly to the Professional Counselor Examiners Committee. For complete information, including a licensure application, contact:

Professional Counselor Examiners Committee
124 Halsey St.
Newark, NJ 07102
(973) 504-6582
Professional Counselor/Associate Counselor Applicant Course
Work Check Sheet

As set forth in N.J.A.C. 13:34-10 through 28, the 60 graduate semester hours in course work will include 45 graduate semester hours distributed in eight of the following areas. Please list which courses indicated on your transcript(s) satisfy the relevant areas. Do not list a course more than once.

<table>
<thead>
<tr>
<th>Area</th>
<th>Course title</th>
<th>Hours</th>
<th>College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling theory and practice.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The helping relationship.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human growth and development, and maladaptive behavior.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifestyle and career development.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group dynamics, processing, counseling and consulting.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraisal of individuals.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and cultural foundations.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and evaluation.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The counseling profession.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total hours ___________
APPENDICES
**APPENDIX A: Petition And Application Requirements At A Glance**

<table>
<thead>
<tr>
<th>Course</th>
<th>Deadline(s) for application</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>October 1 (for Spring)</td>
<td>27 cr. School/33 cr. CMHC plus all core, required, &amp; specialized courses completed</td>
</tr>
<tr>
<td></td>
<td>March 1 (for Fall)</td>
<td></td>
</tr>
<tr>
<td>Internships</td>
<td>October 1 (for Spring)</td>
<td>30 or 33 cr. with Prac School</td>
</tr>
<tr>
<td></td>
<td>March 1 (for Fall)</td>
<td>36 or 39 cr. with Prac CMHC</td>
</tr>
<tr>
<td>Principles &amp; Procedures</td>
<td>Date announced during prior semester</td>
<td>CED 5910 &amp; 5962</td>
</tr>
</tbody>
</table>

*Note that attendance at ALL sessions is expected or the course must be repeated*
## APPENDIX B: Clinical Mental Health Guidesheet

### COURSE REQUIREMENTS FOR THE MASTERS OF ARTS DEGREE:
**COUNSELING: CLINICAL MENTAL HEALTH COUNSELING**

This course requirement sheet should be maintained by the student and presented to the advisor at meetings for graduate advisement.

**Passing Score On the CPCE Required For Degree Completion**

<table>
<thead>
<tr>
<th>SH</th>
<th>GRADE</th>
<th>DATE</th>
</tr>
</thead>
</table>

### CORE COURSES: 9 credits

- **CED 5910** Orientation to Professional Counseling 3
- **CED 5962** Group Process in Counseling 3
- **CED 5950** Principles and Procedures in Counseling 3

**STUDENTS MUST BE FULLY ADMITTED FOLLOWING COMPLETION OF THE THREE CORE COURSES.**

### REQUIRED COURSES: 24 credits

- **CED 5050** Appraisal and Assessment in Counseling 3
- **CED 5915** Multicultural Counseling 3
- **CED 5952** Theories of Counseling 3
- **CED 5963** Theory and Practice of Group Counseling 3
- **CED 5975** Career Counseling and Development 3
- **CED 5925** Counseling Perspectives in Human Development 3
- **CED 5945** Selected Topics in Counseling Children & Adolescents 3
- **CED 5997** Research Methods in Counseling 3

### SPECIALIZED COURSES 18 credits

- **CED 5501** Survey of Alcohol and Drug Abuse Counseling 3
- **CED 5972** Clinical Mental Health Counseling 3
- **CED 5979** Diagnosis and Treatment of Psychopathology 3
- **CED 5965** Introduction to Family Counseling 3
- **CED 5989** Seminar in Counselor Supervision 3
- **CED 5993** Legal, Ethical and Professional Issues in Counseling 3

### PRACTICUM AND INTERNSHIP 9 Credits

- **CED 5980** Practicum in Counseling 3
- **CED 5985** Internship in Counseling I 3
- **CED 5986** Internship in Counseling II 3

**TOTAL CREDITS: 60**
APPENDIX C: School Counseling Guidesheet

COURSE REQUIREMENTS FOR THE MASTERS OF ARTS DEGREE: COUNSELING: SCHOOL COUNSELING

This course requirement sheet should be maintained by the student and presented to the advisor at meetings for graduate advisement.

**Passing score on the CPCE required for degree completion**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**CORE COURSES: 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**REQUIRED COURSES: 21 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**SPECIALIZED COURSES 9 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**SELECT 3 additional credits from the following, with advisement**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**PRACTICUM AND INTERNSHIP 9 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
</table>

**TOTAL CREDITS: 48**
# APPENDIX D: School Counseling with LPC Qualification

## KEAN UNIVERSITY

NATHAN WEISS GRADUATE COLLEGE

## COURSE REQUIREMENTS FOR THE MASTERS OF ARTS DEGREE IN COUNSELING

OPTION: SCHOOL COUNSELING AND LPC QUALIFICATION

This course requirement sheet should be maintained by the student and presented to the advisor at further meetings for graduate advisement.

**PASSING SCORE ON PORTFOLIO REQUIRED FOR DEGREE COMPLETION**

<table>
<thead>
<tr>
<th>CORE COURSES: 9 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5910 Introduction to Counseling &amp; Human Services</td>
</tr>
<tr>
<td>CED 5962 Group Process in Counseling</td>
</tr>
<tr>
<td>CED 5950 Principles and Procedures in Counseling</td>
</tr>
</tbody>
</table>

**STUDENTS MUST BE FULLY ADMITTED BY THE SELECTIONS COMMITTEE FOLLOWING COMPLETION OF THE THREE CORE COURSES.**

<table>
<thead>
<tr>
<th>REQUIRED COURSES: 21 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5050 Appraisal and Assessment in Counseling**</td>
</tr>
<tr>
<td>CED 5915 Multicultural Counseling**</td>
</tr>
<tr>
<td>CED 5952 Theories of Counseling</td>
</tr>
<tr>
<td>CED 5963 Theory and Practice of Group Counseling</td>
</tr>
<tr>
<td>CED 5975 Career Counseling and Development</td>
</tr>
<tr>
<td>CED 5925 Counseling Perspectives in Human Development**</td>
</tr>
<tr>
<td>CED 5997 Research Methods in Counseling**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIALIZED COURSES 18 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5501 Survey of Alcohol and Drug Abuse Counseling**</td>
</tr>
<tr>
<td>CED 5972 Clinical Mental Health Counseling</td>
</tr>
<tr>
<td>CED 5979 Diagnosis and Treatment of Psychopathology</td>
</tr>
<tr>
<td>CED 5965 Introduction to Family Counseling</td>
</tr>
<tr>
<td>CED 5945 Selected Topics in Counseling Children &amp; Adolescents</td>
</tr>
<tr>
<td>CED 5944 School Counseling**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRACTICUM AND INTERNSHIP 12 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 5980 Practicum in Counseling (Mental Health Setting)</td>
</tr>
<tr>
<td>CED 5987 Advanced Internship (Mental Health Setting)</td>
</tr>
<tr>
<td>CED 5985 Internship in Counseling I (K-12 school)</td>
</tr>
<tr>
<td>CED 5986 Internship in Counseling II (K-12 school)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 60**

** Can take before or in same semester as P&P
APPENDIX E: Pre-Requisite & Co-Requisite Courses

CLINICAL MENTAL HEALTH COUNSELING

PRE REQS FOR PRACTICUM (33 credits)
CED 5910 Orientation to Professional Counseling*
CED 5962 Group Process*
CED 5950 Principles & Procedures of Counseling
CED 5050 Appraisal and Assessment*
CED 5952 Theories of Counseling
CED 5972 Clinical Mental Health Counseling
CED 5975 Career Counseling
CED 5963 Theory & Practice of Group Counseling
CED 5915 Multicultural Counseling
CED 5979 Diagnosis & Treatment of Psychopathology
CED 5501 Survey of Alcohol and Drug Abuse Counseling*

CONCURRENT COURSES
CED 5925 Counseling Perspectives in Human Development*
CED 5945 Selected Topics in Counseling Children & Adolescents
CED 5997 Research Methods in Counseling*
CED 5965 Intro to Family (Pre-Req CED 5950)
CED 5993 Legal & Ethical Issues in Counseling

COURSE TAKEN IN FINAL SEMESTER
CED 5989 Clinical Counselor Supervision

PRACTICUM AND INTERNSHIP
CED 5980 Practicum
CED 5985 Internship I
CED 5986 Internship II

*Courses can be taken before being fully admitted or concurrent with CED 5950
SCHOOL COUNSELING

PRE REQS FOR PRACTICUM (27 credits)
CED 5910 Orientation to Professional Counseling*
CED 5962 Group Process*
CED 5050 Appraisal and Assessment*
CED 5950 Principles & Procedures of Counseling
CED 5952 Theories of Counseling
CED 5944 School Counseling*
CED 5975 Career Counseling
CED 5963 Theory & Practice of Group Counseling
CED 5945 Career Counseling
CED 5915 Multicultural Counseling

MUST BE TAKEN WITH OR BEFORE PRACTICUM
CED 5945 Selected Topics in Counseling Children & Adolescents

CONCURRENT COURSES
CED 5925 Counseling Perspectives in Human Development*
CED 5997 Research Methods in Counseling*
CED 5979 Diagnosis & Treatment of Psychopathology OR ASD Elective

PRACTICUM AND INTERNSHIP
CED 5980 Practicum
CED 5985 Internship I
CED 5986 Internship II

*Courses can be taken before being fully admitted or concurrent with CED 5950
APPENDIX F: Direct Client Contact

DIRECT CLIENT CONTACT HOURS FOR PRACTICUM & INTERNSHIPS

Direct contact hours are those that include face-to-face time with an individual client or group of clients.

<table>
<thead>
<tr>
<th>Practicum</th>
<th>40 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hours – Group</td>
<td></td>
</tr>
<tr>
<td>20 hours – Individual</td>
<td></td>
</tr>
<tr>
<td>Internship I &amp; II</td>
<td>60 hours each – 120 hours total (per semester)</td>
</tr>
<tr>
<td>60 hours – Group</td>
<td></td>
</tr>
<tr>
<td>60 hours – Individual</td>
<td></td>
</tr>
</tbody>
</table>

The Practicum course is designed to meet the competencies of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Section III (Professional Practice). F.1-6. The 120 hour requirement includes:

- 40 hours of direct services at site
- Internship Contract
- 20 hours of individual counseling
- written and oral presentation & audio or videotape
- Individual Counseling Progress Report monthly
- 20 hours of group counseling (with case notes - written/oral presentation & audio or videotape)
- Group Counseling Session Analysis monthly
- Internship Logs monthly
- 80 hours of indirect service at site including on site supervision, report writing, training/orientation, case conferences, etc.

The Internship I and II courses are designed to meet the competencies of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Section III (Professional Practice). G.1-6. The 300 hour requirement includes:

- 120 hours of direct services at site
- Internship Contract
- 60 hours of individual counseling (with case notes for one client of 5 sessions
- written and oral presentation & audio or videotape
- Individual Counseling Progress Report monthly
- 60 hours of group counseling (with case notes - written/oral presentation & audio or videotape)
- Group Counseling Session Analysis monthly
- Internship Logs monthly
- 120 hours of indirect service at site including on site supervision, report writing, training/orientation, case conferences, etc.
- 30 hours of group supervision by professors
- Student self-evaluation pre and post course
- 10 hours of preparation for presentations/assignments for Internship class
- 20 hours of documented related professional experience:
- On and off campus professional development activities
- Informational interviews with professional counselors
- Develop a resource network of referrals, websites, self-help resources, books, videos, support groups for client use. Disseminate to classmates.
- Read counseling books and journal articles with brief reports

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APPENDIX G: Fitness to Practice form

Counselor Education Department
Fitness to Practice Evaluation Form

Student Name: ___________________________ Student ID: ___________________________

Evaluator: ___________________________ Date: ___________________________

This is to notify you that your professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Competence not achieved</th>
<th>Competence achieved</th>
<th>No opportunity to observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows ethical &amp; legal considerations &amp; academic policies</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>2. Displays multicultural competence/ responsiveness</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>3. Open to new ideas</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>4. Aware of own impact on others</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>5. Responsive, adaptable, and cooperative</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>6. Receptive to and uses feedback</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>7. Responds to conflict appropriately</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>8. Accepts personal responsibility</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>9. Expresses feelings effectively and appropriately</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>10. Dependable in meeting obligations</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
<tr>
<td>11. Behaves maturely and professionally at all times</td>
<td>___</td>
<td>___</td>
<td>___ N/A</td>
</tr>
</tbody>
</table>
I. Competence achieved in each FTP Standard observed?:  ☐ yes ☐ no
If no, describe the specific behavior(s) observed indicating competence not achieved:

What will happen next? (Describe responsibility of student and/or faculty)

☐ resolved ☐ remediation plan
☐ referred to Faculty Review Committee
☐ Other (explain)

Signatures:

_________________________________________  _______________________________________
Student Signature  Evaluating Faculty Signature

Signature of Others in Attendance (if applicable):

_________________________________________

Date to be completed (if applicable):

_________________________________________

Signatures upon completion (acknowledges the student completed remediation plan/other):

_________________________________________  _______________________________________
Student Signature  Evaluating Faculty Signature

Date completed (if applicable):

_________________________________________

Signature of Department Chair upon Completion (upon student receipt of evaluation with no remediation plan/other or upon completion of remediation plan/other):

_________________________________________
Chairperson, Counselor
Education Department

*This form is to be filed in the student’s cumulative folder within the Counselor Education Department.
*Adapted from the University of Texas at San Antonio’s Fitness to Practice (2012) form.