

WILLIAM PATERSON UNIVERSITY
College of Education

**Department of Special Education,
Professional Counseling, and
Disability Studies**

PROFESSIONAL COUNSELING PROGRAM
**Clinical Mental Health Counseling
and
School Counseling Concentrations**

Graduate Program Handbook

Effective November, 2023

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**William Paterson University College of Education
Department of Special Education, Professional Counseling, & Disability Studies
Professional Counseling Program Student Handbook**

Introduction

Welcome to the Master of Education (M.Ed.) in Professional Counseling in the Department of Special Education, Professional Counseling, and Disability Studies at William Paterson University. The Professional Counseling Program offers two concentrations in counseling: Clinical Mental Health Counseling Concentration and School Counseling Concentration. The Professional Counseling Graduate Handbook will help you find the information you will need to successfully develop your program of study for the degree you are seeking. We hope you will use this handbook in conjunction with your advisor as a planning guide and to help you succeed in the program.

Graduate Student Responsibilities

Graduate studies are more rigorous than studies at the undergraduate level and students bear more responsibility for their academic achievements. The following is a general list of expectations the Professional Counseling Program faculty have for graduate students. Individual faculty will provide additional responsibilities for specific courses in course syllabi.

William Paterson University Professional Counseling Program graduate student responsibilities include, but are not limited to:

- Being prepared with materials as outlined on course syllabi
- Knowing semester schedules, assignment due dates and times, class meeting times, and classroom locations
- Independently obtaining any materials, content, or assignments missed due to class absence or late arrival
- Writing papers in APA formatting
- Demonstrating graduate level writing skills (i.e., research papers, literature reviews, online postings [this includes spelling and grammar])
- Demonstrating dispositions appropriate for the counseling profession

Program Mission

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited Professional Counseling Program at William Paterson University seeks to prepare, educate, and mentor ethical and competent professional counselors who are knowledgeable in issues of diversity and life span development. The program further seeks to enhance development of self-awareness, skills in advocating for clients/students and the profession, consultation and collaboration skills, and clinical practice in a diverse and technological society.

Program Objectives

1. To provide professional counselors with a knowledge base that encompasses the eight core curriculum areas as delineated by CACREP and the State of New Jersey
2. To encourage professional counselors to develop a broad understanding of multicultural issues and to be competent to advocate for and meet the needs of clients/students from diverse backgrounds
3. To prepare professional counselors who are able to provide competent and effective direct services to clients/students across the life span in clinical mental health and school settings
4. To prepare professional counselors to be competent and ethical consultants in community, mental health, and school settings
5. To prepare professional counselors who exhibit sound ethical decision making in their counseling practice
6. To prepare professional counselors to utilize and participate in current research in the counseling field
7. To prepare professional counselors to conceptualize client/student issues from a holistic, bio-psychosocial perspective
8. To prepare professional counselors who exhibit professional dispositions appropriate for the counseling profession

Program Learning Outcomes

(Program learning outcomes are demonstrated by the program's critical assessments)

1. The counselor trainee will demonstrate a knowledge base that encompasses the eight core curriculum areas as delineated by CACREP and the State of New Jersey as evidenced by performance on the pre- internship benchmark exam and the student portfolio.
2. The counselor trainee will demonstrate a broad understanding of multicultural issues and the ability to advocate for, and meet the needs of, clients/students from diverse backgrounds as evidenced by the student portfolio and the evaluation of the counselor trainee's performance in Practicum and Internship.
3. The counselor trainee will demonstrate the ability to provide competent and effective direct services to clients/students across the life span in mental health and school settings as evidenced by evaluation of the counselor trainee's performance in Foundations and Techniques of Counseling (CSP 6010), Practicum (CSP 6300 for School Counseling concentration or CSP 6320 for Clinical Mental Health Counseling concentration) and Internship I and II (CSP 6860 and CSP 6870).
4. The counselor trainee will demonstrate the ability to provide competent and ethical consulting services in community, mental health, and school settings as evidenced by the comprehensive program development project.
5. The counselor trainee will demonstrate the ability to make sound ethical decisions as evidenced by the student portfolio and the evaluation of the counselor trainee's performance in Practicum and Internship evaluations.
6. The counselor trainee will demonstrate the ability to utilize and participate in current research in the counseling field as evidenced by the student portfolio and the comprehensive program development project.
7. The counselor trainee will demonstrate the ability to conceptualize client/student issues from a holistic and bio-psycho-social perspective as evidenced by the student portfolio and pre-internship benchmark exam.

8. The counselor trainee will exhibit professional dispositions appropriate for the counseling profession as evidenced by evaluation of the counselor trainee's performance in all coursework, including Practicum and Internship.

Program Critical Assessments/Evaluations

1. Student Portfolio
2. Pre-internship Benchmark Exam
3. Comprehensive Clinical Mental Health Program Development Project / Comprehensive School Counseling Resource Notebook
4. Evaluation of Counseling Trainee's performance in Foundations and Techniques in Counseling (CSP 6010)
5. Evaluation of Counselor Trainee's performance in Practicum (CSP 6300 for School concentration or CSP 6320 for Mental Health concentration)
6. Evaluation of Counseling Intern performance in Internship I and II (CSP 6860 and 6870)

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Director, School Counseling Program
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CACREP Liaison
Faculty Advisor, Chi Sigma Iota

Director, Clinical Mental Health Counseling Program
Co-Coordinator, SAC Program
CACREP Liaison
Faculty Advisor, Chi Sigma Iota

Clinical Mental Health Counseling Concentration

The CACREP accredited Clinical Mental Health Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master of Education degree in Professional Counseling with a concentration in Clinical Mental Health Counseling and eligibility as a Licensed Associate Counselor (LAC), the first step towards obtaining the Licensed Professional Counselor (LPC) credential in the state of New Jersey. (Note: A passing score on the National Counselor Examination is required in order to apply for the LAC and/or LPC.). More information on the LAC and LPC may be obtained at the State of New Jersey website at <http://www.njconsumeraffairs.gov/pc/Pages/default.aspx> or from your academic advisor.

School Counseling Concentration

The CACREP accredited School Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master of Education degree (M.Ed.) in Professional Counseling with a concentration in School Counseling. After completing all requirements, graduates are eligible for certification as a school counselor in the state of New Jersey. Graduates of the program are also eligible to sit for the National Counselor Examination (NCE), which leads to becoming a National Certified Counselor (NCC). To obtain NCC certification you must pass the NCE and graduate from a CACREP accredited program such as the one at William Paterson University. More information on the NCC may be obtained from the NBCC website at www.nbcc.org or from your academic advisor.

Department Office

The office of the Department of Special Education, Professional Counseling, and Disability Studies is located at 1600 Valley Road, Room 3010. Hours are from 9:00am to 4:30pm, Monday through Friday. The phone number is (973) 720-2118. If you need assistance when the office is closed, you may leave a voice mail message, and someone will return your call as soon as possible.

Advising

All new students must meet with academic advisors as soon as possible. Meeting regularly with your advisor helps develop a strong working relationship, allowing your advisor to help you in the most effective way. To schedule an appointment with your advisor, contact your advisor directly.

During advising sessions:

- Plan your semester class schedule and develop a complete Plan of Study (PoS - form in the back of the handbook). CSP 6010 Foundations and Techniques in Counseling must be taken at the beginning of your sequence. **All matriculated students must have a Plan of Study before being able to register for classes.**
- Any graduate-level course work as a non-degree student at William Paterson University prior to your admittance to the counseling program must be reviewed with your advisor before being incorporated into your program. (Students **may** be allowed to take up to six (6) semester hours as a non-degree student at the discretion of the Program. Non-degree students must have faculty permission before registering for courses. It is recommended that you apply for matriculation as soon as possible.)
- Any graduate-level course work taken at a university other than William Paterson University must be reviewed by your advisor and accepted by the Professional Counseling Program faculty, Department Chairperson, and the Dean of the College of Education before those credits can be incorporated into the program. (Students **may** be allowed to transfer up to six (6) semester hours. Only courses taken at a CACREP accredited institution will be considered at the discretion of program faculty.)
- Determine a tentative timeframe for completion of the M.Ed. requirements within the six (6)-year statute of limitations for obtaining the degree.
- Review resources available to graduate students at William Paterson

University including library and computer services, professional/student organizations, access to William Paterson University facilities and the counseling and career services.

Review your Plan of Study (PoS) with your program advisor in your third semester and then again at least two semesters before intended graduation date to ensure that all graduation requirements have been met. Contact your academic advisor any time you need to make changes to your PoS.

Your plan of study is your roadmap for your degree. If you deviate from your PoS without consulting with your advisor, you may not graduate at the scheduled time.

Program Planning

Program planning guides for both the Clinical Mental Health Counseling concentration and the School Counseling concentration are included in this handbook and on the Professional Counseling Program's website. Additional copies may be obtained from the Department of Special Education, Professional Counseling, and Disability Studies office or from faculty members. These guides outline the requirements of the program, including the required core courses in the program and available electives.

While planning your program, be sure to allow a balance between your work and school load, especially during Internship. Full time students (nine [9] credits) should not expect to maintain full time employment. (See notes in Financial Aid section.) Students may not take more than nine (9) credits in any one semester and may only take six (6) credits during Internship.

Admissions

To be considered for admissions into the M.Ed. in Professional Counseling Program, applicants must first meet the requirements for admission to the University (see the William Paterson University Graduate Catalogue for details). Admissions decisions for the Professional Counseling Program are made by a committee of program faculty.

Applicants are evaluated on five criteria:

1. undergraduate GPA and/or graduate GPA
2. a written essay following the provided prompt
3. two letters of recommendation
4. an interview with counseling faculty to include a writing sample

Each criterion is given a numerical value (see rubrics below). If an applicant scores a total of 10 or less, they will not be admitted to the program. If a student scores a total of 12 or more, they will be admitted (though the applicant may be deferred to the next semester depending on course availability). If the applicant scores a total between 10.1 and 11.9, the applicant might be asked to take a non-degree course before an admissions decision is made per the discretion of program faculty.

For admissions to the Professional Counseling Program, eligible candidates must have:

- A bachelor's degree from an accredited college or university
- A cumulative undergraduate grade point average in the range of 2.75 on a 4.00 scale or a master's degree from an approved college or university with a graduate grade point average of 3.00 on a 4.00 scale. (If a student has a low GPA without having a graduate GPA to factor in, the student may try raising their GPA score by taking at least 12 credits in advanced undergraduate courses [it is suggested the applicant consult with counseling faculty before taking courses]. If the student is able to achieve a GPA in those courses of a 3.5 or better, they may resubmit their application for consideration.)
- An essay (prompt will be found on the program website)
- An interview with counseling faculty to include a writing sample
- Two professional recommendations

Admissions Rubric:

GPA =	6 pts. total
Writing Sample =	5 pts. total
Essay =	4 pts. total
Letters =	3 pts. total

GPA

2.75-2.99 =	3 pts.
3.00-3.24 =	4 pts.
3.25-3.49 =	5 pts.
3.50-4.00 =	6 pts.

Essay

Addresses prompt/Well written	=4 pts.
Well written without prompt or prompt not well addressed	=3 pts.
Prompt addressed, writing fair	=2 pts.
Addresses prompt/poorly written	=1 pt.
No prompt/poorly written	=0 pts.

Letters of Recommendation 1.5 point per letter for 3pts. total

Professional letter/Highly recommended	1.5 pts.
Professional letter/recommended	1 pt.
Nonprofessional	.5 pts.

Writing Sample Scoring

	#	Need improvement = 1	Progressing=2	Competent =3	Advanced =4
Written expression		Ideas are not clearly expressed and or many grammatical and mechanical errors	Ideas are clearly expressed, some grammatical and mechanical errors	Ideas are clearly expressed and well developed, minimal grammatical and mechanical errors meeting program expectation	Ideas are clearly expressed and well developed, minimal grammatical and mechanical errors exceeding program expectation
Understanding of the Counseling Profession		Poor insight and understanding of the counseling profession	Presents some understanding of the counseling profession	Presents a clear understanding of the counseling profession meeting program expectations	Presents a clear understanding of the counseling profession exceeding program expectations
Conceptualization of benefits and outcomes of professional counseling		Poor insight and understanding benefits and outcomes of professional counseling	Demonstrates ability to recognize some benefits and outcomes of professional counseling	Demonstrates ability to recognize benefits and outcomes of professional counseling meeting program expectations	Demonstrates ability to recognize the benefits and outcomes of professional counseling exceeding program expectations
Conceptualization of barriers to professional counseling		Poor insight and understanding regarding barriers to obtaining professional counseling and taking into account multiple perspectives	Makes minimal appropriate comments regarding barriers to obtaining professional counseling and minimally taking into account multiple perspectives	Makes appropriate comments regarding barriers to obtaining professional counseling and taking into account multiple perspectives meeting program expectations	Makes appropriate comments regarding barriers to obtaining professional counseling and taking into account multiple perspectives exceeding program expectations

Writing Sample Scoring

0-2	=1 pt.
3-5	=2 pts.
6-9	=3 pts.
10-13	=4 pts.
14-16	=5 pts.

Please be advised that these requirements may be subject to change.

Orientation Meetings

Program orientation meetings for new students will be held each year.

Announcements of orientation meetings, as well as announcements of other information for program students, will be sent via wpunj email.

Attendance at this meeting is required for all new counseling students.

Grading System

Your academic standing is expressed in a cumulative grade point average (GPA) that is based on a 4.00 system. Maintaining a 3.00 GPA during your Master's program is a requirement of the University. The grading system for graduate courses is as follows:

A	=	4.00 quality points per credit hour
A-	=	3.70 quality points per credit hour
B+	=	3.30 quality points per credit hour
B	=	3.00 quality points per credit hour
B-	=	2.70 quality points per credit hour
C+	=	2.30 quality points per credit hour
C	=	2.00 quality points per credit hour

(Please be aware that a GPA of B- or lower is unacceptable for graduate students. You must maintain a 3.00 average to be retained in the counseling program. You must also complete Foundations and Techniques in Counseling [CSP 6010] with a grade of B or better. In addition, students in the Clinical Mental Health concentration must earn a grade of B or better in Case Studies in Counseling [CSP 6210] and students in the School Counseling concentration must get a grade of B or better in Foundations of School Counseling [CSP 6200] to stay in the program. Students who are in danger of not meeting this requirement will meet with the program director to discuss options).

F	=	0.00 quality points per credit hour
IN	=	Incomplete grade (for information about incomplete grades please see the University Graduate Catalogue)
P	=	Pass
F	=	Fail
WD	=	Withdrawal

Please refer to the University Graduate Catalogue for information on the grade appeal process

Academic Dismissal

Any student whose grade point average falls below a 3.00 is automatically placed on probation and may not enroll for more than two additional courses. A student whose GPA does not reach 3.00 after the completion of these two courses will be dismissed from the University. The University and/or the professional counseling faculty are under no obligation to warn students about academic deficiencies or to alert them in advance to probation or dismissal when their GPA falls below the required minimum. Students dismissed from the University will not be extended the privilege of taking courses in the University unless officially reinstated. Dismissal decisions may be appealed in writing to the Dean of the College of Education.

In addition to maintaining a 3.0 GPA, students are required to maintain satisfactory

grades in their coursework. Therefore, students may have up to two grades below the grade of B- (e.g., two C+, two C, or one C+ and one C). If the student has three or more grades below the grade of B- (e.g., three C+, three C, or any combination), they will be dismissed from the program.

In the Professional Counseling program, any grade below a C is considered a failure. Failure of a course with a grade of C-, or lower, will result in dismissal from the Professional Counseling Program. Failed courses may not be repeated.

Please refer to the University Graduate Catalogue for information on academic dismissal.

Professional Dispositions

In addition to student's academic responsibilities of the Professional Counseling Program and William Paterson University, students are expected to conduct themselves in an ethical, responsible, and professional manner. Students are expected to follow the ethical codes of the counseling profession, American Counseling Association, and setting specific codes (i.e. American School Counselor Association, etc.). Each student is rated regarding professional dispositions in each course every semester. This is a critical part of the student's responsibility and the faculty's responsibility to the field of professional counseling. Students who do not meet all criteria may have a meeting scheduled with the course instructor, Program Director, and/or Professional Counseling Program Faculty. In addition, faculty discuss concerns demonstrated by students on an ongoing basis during monthly program meetings. If concerns arise, program faculty follow the procedures of the student of concern process. Below is the rubric followed in each course when evaluating students' dispositions.

Disposition	Needs improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
Disposition 1 Counselor in training contributes to a positive climate in the university classroom (CACREP Section 4.G)	○	○	○	○
Disposition 2 Counselor in training demonstrates competence in written and spoken language within the field of counseling (CACREP Section 4.G)	○	○	○	○

Disposition 3 Counselor in training demonstrates a commitment to reflection, assessment, and learning as an ongoing process (CACREP Section 4.G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 4 Counselor in training demonstrates a level of responsibility appropriate for professional counseling (CACREP Section 4.G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 5 Counselor in training is a thoughtful and responsive listener (CACREP Section 4.G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 6 Counselor in training is sensitive to community and cultural norms in the context of the university classroom, internship placement, and other community settings and appreciates the values of human diversity, showing respect for other's perspectives and ideas (CACREP Section 4.G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disposition 7 Counselor in training values the development of critical thinking and independent problem solving (CACREP Section 4.G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Dispositions Rubric

Disposition #	Needs Improvement (1)	Progressing (2)	Competent (3)	Advanced (4)
1	Does not participate, or minimally participates, in class discussions and assignments. Does not display, or minimally displays, ability to work effectively with others, does not display, or minimally displays, respect of, or consideration for, the thoughts and feelings of others.	Beginning to participate occasionally in class discussion and assignments. Has some difficulty working with others. Beginning to display respect of, or consideration for, the thoughts and feelings of others.	Participates in class discussion and assignments, works effectively with others most of the time, shows respect of, and consideration for, the thoughts and feelings of others most of the time.	Consistently participates actively in class discussion and assignments, consistently works effectively with others, shows respect of, and consideration for, the thoughts and feelings of others.
2	Does not display, or minimally displays, the ability to communicate effectively verbally. Does not display, or minimally displays, the ability to write in a clear and organized manner. Does not utilize APA format appropriately, does not display proper grammar or spelling skills in written materials.	Beginning to communicate effectively some of the time. Has some ability to write in a clear, organized manner. Utilizes APA format some of the time or poorly. Demonstrates some ability to use proper grammar and spelling skills in some written materials.	Communicates effectively verbally most of the time, demonstrates an ability to write in a clear and organized manner, most of the time, utilizes APA format appropriately, most of the time, demonstrates proper grammar and spelling skills in most written materials.	Consistently communicates effectively verbally, consistently demonstrates an ability to write in a clear and organized manner, consistently utilizes APA format appropriately, consistently demonstrates proper grammar and spelling skills in all written materials.
3	Does not display, or minimally displays, ability to reflect on own actions, is not able to synthesize information given and does not demonstrate, or minimally demonstrates an ability to apply information to own practice. Does not modify, or minimally modifies, behaviors when presented with new information and feedback.	Beginning to reflect on own actions some of the time, is beginning to be able to synthesize information given some of the. Beginning to demonstrate an ability to apply information to own practice some of time. Beginning to modify behaviors when presented with new information and feedback.	Reflects on own actions most of the time, is able to synthesize information given and demonstrates an ability to apply information to own practice most of the time, modifies behaviors when presented with new information and feedback most of the time.	Consistently reflects on own actions, is able to synthesize information given and demonstrates an ability to apply information to own practice, consistently modifies behaviors when presented with new information and feedback.

4	Misses or is late to many classes. Does not participate, or rarely participates fully and actively in required professional tasks. Rarely, if ever, comes to class well prepared, rarely reads and takes responsibility for all class materials including syllabus, class notes, and class readings. Does not take initiative, or minimally takes initiative, in carrying out professional responsibilities and in communicating with professors, peers, and supervisors.	Attends most classes, beginning to participate somewhat in required professional tasks or participates occasionally. Beginning to come to class prepared, beginning to read and take responsibility for some class materials including syllabus, case notes, and class readings. Beginning to take initiative in carrying out professional responsibilities and in communicating with professors, peers, and supervisors.	Attends all classes, frequently participates fully and actively in required professional tasks, arrives on time most of the time, comes to class prepared most of the time, reads and takes responsibility for class materials including syllabus, class notes, and class readings, takes initiative in carrying out professional responsibilities and in communicating with professors, peers, and supervisors most of the time.	Consistently attend all classes, consistently participates fully and actively in required professional tasks, consistently arrives on time, comes to class well prepared, reads and takes responsibility for all class materials including syllabus, class notes, and class readings, takes initiative in carrying out professional responsibilities and in communicating with professors, peers, and supervisors.
5	Does not solicit, or minimally solicits feedback that demonstrates an understanding of program and professional goals and objectives. Receives feedback in a negative manner and does not, or minimally, adjust and does not, or minimally, listen and responds to others.	Beginning to solicit feedback that demonstrates an understanding of program and professional goals and objectives. Beginning to receive feedback in a positive manner and beginning to make necessary adjustments, beginning to listen and respond to others.	Solicits feedback that demonstrates an understanding of program and professional goals and objectives. Receives feedback in a positive manner and makes necessary adjustments, listens and responds to others most of the time.	Consistently solicits feedback that demonstrates an understanding of program and professional goals and objectives, consistently receives feedback in a positive manner and makes necessary adjustments, consistently listens and responds to others.
6	Does not use language, or minimally uses language, that demonstrates sensitivity to others or does use language, or minimally uses language, that is not sensitive to others. Does not listen to, or minimally listens to, other's perspectives and opinions in a respectful manner, does not exhibit or minimally exhibits, an understanding of the complexities of race, power, gender, class, sexual orientation, age, and differing physical and mental abilities.	Beginning to use language that demonstrates sensitivity to others, beginning to listen to other's perspectives and opinions in a respectful manner, beginning to exhibit an understanding of the complexities of race, power, gender, class, sexual orientation, age, and differing physical and mental abilities.	Uses language that demonstrates sensitivity to others most of the time, listens to other's perspectives and opinions in a respectful manner most of the time, exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, age, and differing physical and mental abilities most of the time.	Consistently uses language that demonstrates sensitivity to others, consistently listens to other's perspectives and opinions in a respectful manner, consistently exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, age, and differing physical and mental abilities.
7	Does not, or minimally, identify, analyze, and evaluate complex issues, does not, or minimally solves problems both independently and in cooperation with others, does not, or minimally, set and achieves high standards for self and others.	Beginning to identify, analyze, and evaluate complex issues. Beginning to solve problems both independently and in cooperation with others and beginning to set and achieve high standards for self and others.	Identifies, analyzes, and evaluates complex issues most of the time. Solves problems both independently and in cooperation with others most of the time and sets and achieves high standards for self and others most of the time.	Consistently identifies, analyzes, and evaluates complex issues, consistently solves problems both independently and in cooperation with others and consistently sets and achieves high standards for self and others.

Registration

Refer to your Plan of Study to select courses from the core and elective courses.

Tentative course schedules are published each semester online from the Office of Registration at <http://www.wpunj.edu/registrar/>. Courses will need advisor approval.

Advisors will submit permits for registration based on Plans of Study, so students should consult their Plan of Study for their planned courses and contact their advisors if they have questions or need to change a course. For further registration information and procedures, please check the Office of Registration website.

Financial Assistance

The University grants a limited number of Graduate Assistantships that are appointed through the Provost's Office located on the first floor of Raubinger Hall. A graduate assistantship is an academic award that carries a stipend and a waiver of tuition and fees. They are awarded competitively on the basis of qualifications. See the website for full listing: <https://www.wpunj.edu/admissions/graduate/prospective-students/graduate-assistantships.html>

Graduate assistants must be enrolled full-time, and they are required to work on campus a total of 20 hours per week and may have additional employment on campus only with written permission from the Dean of the College of Education. Please refer to the Graduate Catalogue for more information.

The Eric and Lenore Hummel Foundation offers an annual financial award to graduate students. To be considered for the award, students must have completed a minimum of 12 credits in their degree program, maintain a cumulative GPA of at least 3.5, and have demonstrated a record of outstanding academic achievement. Application details and deadlines will be announced via wpunj email each Spring semester.

Credit Load

Credit load for fall and spring semesters ranges from a minimum of three (3) to a maximum of nine (9) credits in the Professional Counseling Program.

Full-time status: Enrolled in nine (9) graduate credits per semester

Part-time status: Enrolled in three (3) to eight (8) graduate credits per semester *(In order to complete the program within the six (6)-year time limit, a minimum of six (6) credits per semester is recommended.)* **In the**

Professional Counseling program students may not take more than nine (9) credits in any one semester and may only take six (6) credits during Internship I and II.

Leave of Absence

Graduate students who wish to take a leave of absence from their studies are able to do so in consultation with their advisor without the need to formally apply for the leave with the university. Students are able to take a leave of absence for two years, though after the two year mark students are withdrawn from the university if they do not return. In this instance students would need to re-apply to the program. Any student who needs to take a leave of absence are asked to notify their advisor in advance so that the plan of study can be altered and updated reflecting their return date. Please be aware of leave of absence term deadlines, as well as degree completion deadlines.

Readmit Policy

Graduate students not enrolled in courses for more than two years are considered academically withdrawn and are required to apply for readmission prior to resuming graduate study. Students do not need to apply for a leave of absence if they are on leave for less than two years, but should consult with their Program Advisor. Course work six years or older will be reviewed by your advisor and counseling faculty and may be required to be retaken.

Please see the University Graduate Catalogue for further information.

Transfer Credit Policy

A maximum of six (6) credits from other CACREP accredited institutions may be credited toward the Master of Education degree at the discretion of the program director, provided that:

- The student applies for transfer credit at the time of matriculation.
- The work was taken in graduate courses for graduate credit at a CACREP accredited school.
- The work was taken within the last six years.
- The grade received was a B+ or better.
- The work does not duplicate any work, graduate or undergraduate, for which credit was previously given.
- The work has not been applied toward an academic degree at any other institution.
- The work has been taken at an accredited college or university.
- The work is applicable to the student's program as determined by the counseling faculty.

- A student may, in some instances, be allowed to take courses off- campus at another institution as a visiting student and transfer the credit to William Paterson University. The student must receive permission from the student's program advisor and the Director of the Professional Counseling Program **prior** to course registration. These credits are allowed as transfer credit and all requirements of transfer credits must be met.

Professional Organizations

Student participation in professional counseling organizations is highly encouraged. Applications for membership in the American Counseling Association, the New Jersey Counseling Association, the American School Counseling Association and the New Jersey School Counseling Association are available on organization websites.

Chi Sigma Iota

[Chi Sigma Iota](#) is an international counseling honor society for counseling students, counseling professionals, and counselor educators. The mission of Chi Sigma Iota is to promote the counseling field through strong professional identity, advocacy, leadership, scholarship, and excellence in counseling. Chi Sigma Iota recognizes the high achievement in academic and clinical excellence in professional counseling.

Membership in Chi Sigma Iota is extended to current graduate students in counselor education programs who have completed at least nine (9) credit hours and have earned at least a 3.5 GPA. Current professional counselors who graduated from an accredited counseling program can also apply for membership pending they earned a cumulative GPA of at least 3.5. Per the CSI bylaws, candidates should also demonstrate standards of personal and professional excellence and promote CSI's mission.

The WPUNJ Professional Counseling Program's local chapter is Alpha Beta Chi. The chapter formally invites eligible members to consider membership during the spring semester. Each spring, the chapter holds a formal induction ceremony for all new members who joined within that academic year. During the ceremony inductees will be given certificates of membership and recognition pins.

Benefits of membership include being part of an international counseling honor society that recognizes academic achievement and excellence in counseling, as well as promotes professional identity. Members also have access to complimentary professional development resources such as complimentary continuing education webinars, Chi Sigma Iota publications, the CSI counselors' bookshelf, and counselor and supervisor directories. There are also various leadership development and trainings.

Alpha Beta Chi has monthly chapter meetings organized by the executive board and leadership committees. Students are encouraged to attend meetings and find ways to be active. Our chapter has regular initiatives to increase membership, support students, engage in the community, and promote wellness.

Program Retention

To be retained in the Professional Counseling program, students must successfully complete CSP 6010 Foundations and Techniques in Counseling with a grade of B or better. CSP 6010 Foundations and Techniques in Counseling must be the first course taken in the program. Students in the School Counseling Concentration must pass CSP 6200 Foundations of School Counseling with a grade of B or better and students in the Clinical Mental Health Counseling Concentration must pass CSP 6210 Case Studies in Counseling with a grade of B or better.

Students must also maintain a GPA of 3.00 or better to be retained in the program. In addition, students cannot have more than two grades below the grade of B- in their courses. Counseling faculty will meet on a regular basis to discuss students who are having difficulties in academic or clinical instruction and to develop options for these students. When a student falls below the grade requirement, their advisor will meet with the student to discuss options. In addition to the regular review of students who are having difficulty in academic or clinical instruction, the faculty will meet to discuss the progress of all other degree-seeking counseling students at regular intervals through program mentorship meetings during which faculty mentors will review grades, plan of study, and dispositions with the student. If necessary faculty will develop a plan of action for any student who is not meeting their potential or is inappropriate for the Professional Counseling Program.

Areas of non-academic concern include but are not limited to unprofessional behavior and dispositions, unethical behavior, and personal difficulties that affect the student's ability to appropriately relate to clients. Students will be rated on their professional dispositions in every course and will be apprised of these ratings. If any student is found unsatisfactory in a professional disposition, a plan of action will be initiated by the course instructor. The first step in the plan of action begins when a faculty member submits a **Student of Concern Form**. A meeting is set up between the student and the student's instructor. If that meeting is not productive, a Student of Concern conference will be held with at least three faculty members in attendance (to include the program director and the student's advisor) and a specific Remediation Plan will be developed with the student. If the student chooses not to accept the remediation plan, they may begin the appeals process. (Please see Academic Policies on the web at <https://www.wpunj.edu/human-resources/policies-forms-contracts/handbooks-and-contracts/faculty-and-professional-staff-handbook/procedures-for-investigating-complaints-about-grade-or-student-academic-performance> for details of the appeal process). The Remediation Plan may include (but is not limited to) additional course work, additional fieldwork, a change in concentration, or exit from the Professional Counseling program.

Student Portfolio

A portfolio will be maintained by the student. The portfolio requirement for the Master in Professional Counseling consists of discussion related to the eight CACREP Standard areas, accompanied with program artifacts that best reflect domain competencies. Artifacts are defined as examples from coursework, course papers, course assignments, and/or BlackBoard discussion postings. The CACREP eight standard areas are:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

For each of the eight CACREP standards, students are required to write an introductory statement. This statement should demonstrate that they've accessed and understood the CACREP standards. Students should provide examples of how each CACREP standard is operational in the graduate counseling program and explain what parts of the standards have been applied in the professional counseling courses that they have taken. The statement should also include the artifact(s) chosen for that particular standard, and a rationale for choosing the artifact. After the introductory statement, students must include the artifacts from coursework. At least 1-3 artifacts should be included for each CACREP standard/section.

The second component of the portfolio is a statement of Philosophy and Theory of Practice. Students should expand on their theoretical approach to counseling. This may include techniques/interventions, rationale, and application to a specific population. This builds on the initial paper that students complete in CSP 6060. Students will make the appropriate changes and updates to this statement discussing how they changed from when they initially wrote this to the present. Suggested length is 2-3 pages.

The final component of the portfolio is an essay on the student's professional identity. This essay should reflect the student's understanding of what it means to be a professional counselor working in a school setting or a professional counselor working in a clinical mental health counseling setting, depending on the student's concentration. To help organize this essay, the student should think in terms of the question "What is a school counselor?" or "What is an LPC?" This builds on the initial essay that students complete in CSP 6010. Students will make the appropriate changes and updates to this essay discussing how their understanding changed from when they initially wrote this to the present.

The portfolio is due at the start of the spring semester before the internship field experience. The portfolio must be successfully completed and accepted by the counseling faculty before the student can begin Internship I.

Final considerations:

- *Pages do not have to be consecutive as one document.
- *Portfolio must be organized and presented in a professional manner.
- *APA style is expected for all materials submitted (i.e., revisions on artifacts may be necessary prior to submission).

The portfolio must be successfully completed and accepted by the counseling faculty before the student can begin Internship I. If the portfolio does not pass, the student will be given feedback as to where improvements are needed and the student will have one chance to correct the portfolio. If the student fails to successfully complete the portfolio the second time, the student will not be allowed to begin Internship. Program faculty will develop a remediation plan that the student must successfully complete before the student will be allowed to take internship I. In the event a student does not successfully complete the remediation plan, or if a student rejects the remediation plan, the student may file an appeal in accordance with the university grade appeal policy before being dismissed from the program.

Pre-Internship Benchmark Exam (PIB)

All students in the Professional Counseling program must pass the Pre-Internship Benchmark Exam (PIB) before entering their internship experience. The exam is given in the Spring semester before the students' internship experience. Details of the exam will be distributed to students after they are cleared to take the exam. (*There is a fee to take the exam*). If a student fails to pass the exam, they may take the exam one more time before their internship experience begins. If they fail the exam a second time, a remediation plan will be developed by the faculty and successfully completed by the student before they may begin their internship experience. The internship may be delayed up to one year if the student fails to pass the exam twice. In the event a student does not successfully complete the remediation plan (as defined by the plan) within that year or if a student rejects the remediation plan, the student may file an appeal in accordance with the university grade appeal policy before being dismissed from the program.

Practicum and Internship

There is a mandatory Practicum and Internship meeting, for students in both concentrations, held in the fall semester before students take Practicum. During the meeting, students are informed of necessary information to apply, secure an appropriate site, and submit documentation for their practicum and internship placements. Other necessary information for preparing for, and navigating practicum and internship, is reviewed per the Practicum and Internship Handbooks. Paperwork deadlines will also be provided at the meeting. All required documentation, found in the handbooks, is also reviewed. Handbooks can be found on the program website. If documentation is not completed in full and submitted by the due date, practicum and/or internship will be delayed, and the student's plan of study will be revised. Specific information on requirements for Practicum and Internship are listed in the handbooks available on the professional counseling website or from the counseling faculty.

Clinical Mental Health Counseling: <https://www.wpunj.edu/coe/departments/SE-PC-DS/degrees-offered/med-pc-cmhcc.html>

School Counseling: <https://www.wpunj.edu/coe/departments/SE-PC-DS/degrees-offered/med-pc-scc.html>

Practicum

Students will apply for practicum and submit necessary documentation, including contracts and supervisor information the semester prior to their practicum course. Faculty must approve practicum sites before students can begin. Students will take their practicum experience (CSP 6300 for School Counseling concentration students or CSP 6320 for Clinical Mental Health Counseling concentration students) in either the Spring (School) or Summer (Clinical Mental Health) semester before they begin Internship I. This field placement consists of 100 hours in the field with 40 of those hours in direct service with clients, either in a group or individual counseling setting.

Internship

Students will apply for internship and submit necessary documentation, including contracts and supervisor information two semesters prior to the Internship I course. At the time of application, the students' departmental records will be reviewed by the program directors and a committee of counseling faculty. If academic deficits, such as missing course work, failure to successfully complete the portfolio or PIB, or insufficient GPA (3.0), are found, students will be asked to meet with their advisors to discuss remediation and/or alternate career goals before entering Internship. Internship I and II (CSP 6860 and CSP 6870) must be taken at the end of the master's program and must be taken consecutively beginning in the fall semester.

It is strongly recommended that this sequence be the last in the master's program. School concentration counselor trainees must have completed at least 48 semester hours in order to enroll for Internship I and they must have completed their practicum experience. Clinical Mental Health concentration counselor trainees must have completed a minimum of 48 semester hours in order to enroll for Internship I and they must have completed their practicum experience.

Internship consists of an intensive, two (2) semester, field-based experience at a school and/or clinical mental health setting. Students are required to secure their own field placements. The counseling faculty must approve these placements. You may obtain a list of possible placement sites from program directors. CSP 6860 Internship in Counseling I requires 300 hours at your Internship placement with 120 of those in direct service to clients in either a group or individual counseling setting, as does CSP 6870 Internship in Counseling II. Both courses require audio and/or video recording of client sessions. Prerequisites for Internship are listed in the Program Planning Guides (sample located at the back of this handbook).

Removal from Internship Site

In the event a student is asked to leave an internship placement, the faculty will meet with representatives of the internship site to determine the cause of the removal. The faculty will then meet with the student to develop a remediation plan for the opportunity of a second internship placement. This plan may include the student having to wait until the following year to continue in internship depending on reasons for removal from site. **In the case of serious ethical, legal, or clinical violations, the student will be dismissed from the program after consultation with representatives from the site and with the Dean of the College of Education.**

Liability Insurance

Students enrolled in their practicum experience (CSP 6300 or CSP 6320) or in Internship (CSP 6860 and CSP 6870) must obtain liability insurance through the American Counseling Association (ACA) **before** beginning their field experience. ACA offers liability insurance for practicum and internship students as part of the dues for student members. *More information may be obtained by the ACA website at www.counseling.org, on their website at www.counseling.org or from counseling faculty.*

Certification and Licensure

The School Counseling concentration fulfills the **academic** requirements for New Jersey School Counselor certification. Students must apply for certification before graduation. Applications are available online and will be distributed during the spring semester to eligible applicants. The School Counseling concentration also fulfills the requirements for the National Certified Counselor (NCC) certification offered by the National Board for Certified Counselors (NBCC). The counselor exam (NCE) is offered at William Paterson University for students enrolled in the master program during the last semester of the internship. A passing score on the National Counselor Exam (NCE) is required for certification as an NCC.

The Clinical Mental Health Counseling concentration fulfills the requirements for the National Certified Counselor (NCC) certification offered by the National Board for Certified Counselors (NBCC) and the **academic** requirements for the LPC credential. The counselor exam (NCE) is offered at William Paterson University for students enrolled in the masters program during the last semester of the internship. A passing score on the National Counselor Exam (NCE) is required for certification as an NCC.

The NCE is the first step towards licensure as a Licensed Professional Counselor (LPC) in the state of New Jersey. **If you are in the clinical mental health counseling concentration also seeking the school certification additional requirements and field experience is necessary.** See your advisor or counseling faculty for further information.

Endorsements and Letters of Recommendation

On passing the NCE, students in the Professional Counseling program are endorsed for National Certification as Certified Counselors (NCC) when they have completed the 60 hour School Counseling Master's program or the 60 credit Clinical Mental Health Counseling Master's program and their transcripts are sent to the National Board of Certified Counselors (NBCC). School counseling concentration students are endorsed for the state school counselor certification when they complete all coursework necessary for this certification and application for certification is made through the William Paterson University College of Education Office of Certification.

Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. Letters of recommendation for certification, licensure, or employment may be obtained from individual counseling faculty at the discretion of the faculty member. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the student's work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons. Should a concern arise about a student's suitability for the profession while that student is taking a course, the course instructor is obliged to hold a concerned student conference. If the instructor is a part-time faculty member, they should report their concern to the director of the counseling programs and set up a meeting with the director and the student in question.

Graduation Requirements

In order to graduate, a student must successfully complete the following:

- a. At least 60 semester hours with a GPA of 3.00 or better. Students must obtain a grade of B or better in CSP 6010. The student's program must include three semester hours of Practicum and six semester hours of Internship. Students should check the Graduate Catalog for graduate application deadlines. In addition, school counseling students must pass CSP 6200 Foundations of School Counseling with a grade of B or better and clinical mental health counseling students must pass CSP 6210 Case Studies in Counseling with a grade of B or better.
- b. Foundations and Techniques (CSP 6010) evaluation
- c. Pre-Internship Benchmark Exam (PIB)
- d. Practicum/internship evaluation (CSP 6300 or CSP 6320, CSP 6860 and CSP 6870)
- e. Comprehensive School Resource Notebook (CSP 6200 for School Counseling Concentration students) or Comprehensive Program Development Project (CSP 6220 for Clinical Mental Health Counseling Concentration students)
- f. Student Portfolio

List of Counseling Courses

School and Clinical Mental Health Required Courses

- CSP 6010 Foundations and Techniques of Counseling
- CSP 6030 Multicultural Counseling
- CSP 6040 Assessment and Appraisal in Counseling
- CSP 6050 Ethical and Legal Issues in Counseling
- CSP 6060 Individual Counseling: Theories and Practice
- CSP 6080 Career Counseling across the Life Span
- CSP 6090 Human Development across the Life Span
- CSP 6100 Group Counseling: Theory and Practice
- CSP 6160 Research in Counseling
- CSP 6210 Case Studies in Counseling
- CSP 6260 Theories and Techniques of Family and Couples Counseling
- CSP 6420 Introduction to Play and Creative Therapies
- CSP 6510 Counseling for Addictions: Applications for School and Mental Health Settings
- CSP 6540 Clinical Supervision in Clinical Mental Health and School Settings

School Counseling Required Courses

- CSP 6200 Foundations of School Counseling
- CSP 6300 Advanced Skills and Practicum for School Counseling
- CSP 6860 Internship in Counseling I
- CSP 6870 Internship in Counseling II

Clinical Mental Health Counseling Required Courses

- CSP 6220 Foundations of Clinical Mental Health Counseling
- CSP 6320 Advanced Skills and Practicum for Clinical Mental Health Counseling
- CSP 6860 Internship in Counseling I
- CSP 6870 Internship in Counseling II

Students in both the Clinical Mental Health Counseling concentration and the School Counseling concentration need six credits of electives.

Elective Counseling Courses

- CSP 6070 Counseling Older Adults
- CSP 6520 Clinical Management of Addictions
- CSP 6900 Advanced Case Studies
- CSP 6910 Human Sexuality
- CSP 6930 Telehealth Counseling
- CSP 6940 Counseling for Grief and Loss
- CSP 6950 Counseling Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual Clients (LGBTQIA)
- CSP 6960 School Law and Mental Health Codes
- CSP 6980 Creativity in Counseling

WPUNJ Counseling Program Course Conversion for State Licensure Application

Electives are marked with an E after the number. You must list at least 45 hours spread over these nine areas.

LPC Content Area	WPUNJ Course
Counseling theory and practice	CSP 6060, 6260, 6510, 6940E
The helping relationship	CSP 6010, 6420, 6300, or 6320
Human growth and development, Maladaptive behavior	CSP 6090, 6210, 6900E, 6910E, 6940E
Lifestyle and career development	CSP 6080
Group dynamics	CSP 6100
Appraisal of individuals	CSP 6040
Social and cultural foundations	CSP 6030
Research and evaluation	CSP 6160
The counseling profession	CSP 6050, 6220, 6540, 6960E

William Paterson University
Department of Special Education and Counseling

Program Planning Guide for Clinical Mental Health Counseling Students
Effective November, 2023

The Clinical Mental Health Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master of Education degree in Professional Counseling with a concentration in clinical mental health counseling and eligibility as a Licensed Associate Counselor (LAC), the first step towards obtaining the Licensed Professional Counselor (LPC) credential in the state of New Jersey. (Note: a passing score on the National Counselor Exam is required to apply for the LAC and/or LPC.)

This guide has been prepared to help you understand the requirements of the Clinical Mental Health Counseling concentration. Please use this guide in conjunction with meetings with your advisor to plan out your graduate program. **This guide is not to be used in lieu of consultation with your advisor.** It is your responsibility to check with your advisor to ensure that the program that you have planned meets all requirements and regulations necessary to complete the program.

The Clinical Mental Health Counseling concentration at William Paterson University follows the standards and guidelines set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the National Board of Certified Counselors (NBCC). Course work follows eight core competence areas. These eight areas are as follows:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

In addition to these core areas, the Clinical Mental Health Counseling concentration requires course work that addresses:

- a. Foundations of mental health
- b. Contextual dimensions of clinical mental health counseling
- c. Diagnosis
- d. Prevention, intervention, and advocacy
- e. Knowledge and skills for the practice of mental health counseling
- f. Clinical Instruction

The sections below list the core program courses and Clinical Mental Health counseling required courses. The required courses consist of 54 semester hours. Students will take an additional six credits of electives to complete their program.

CSP 6010 Foundations and Techniques in Counseling (3)

Prerequisite: Permission of instructor

This course must be taken at the beginning of your program.

CSP 6030 Multicultural Counseling (3)

Prerequisite: Permission of instructor

CSP 6040 Assessment and Appraisal in Counseling (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6050 Ethical and Legal Issues in Counseling (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6060 Individual Counseling: Theories and Practice (3)

Prerequisite: CSP 6010, CSP 6030

CSP 6080 Career Counseling across the Life Span (3)

Prerequisite: CSP 6010, CSP 6030 or permission of Director

CSP 6090 Human Development across the Life Span (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6100 Group Counseling: Theory and Practice (3)

Prerequisite: CSP 6010, CSP 6030 Pre/co-requisite: CSP 6060

CSP 6160 Research in Counseling (3)

Prerequisite: CSP 6010, CSP 6030 Pre/Co-requisite CSP 6040

- CSP 6220 Foundations of Clinical Mental Health (3)
Prerequisite: CSP 6010, CSP 6030
- CSP 6210 Case Studies in Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6060
- CSP 6260 Theories and Techniques of Family & Couples Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6090
- CSP 6320 Advanced Skills and Practicum for Clinical Mental Health Counseling (3)
Prerequisite: CSP 6010, CSP 6030, and CSP 6220
- CSP 6420 Introduction to Play and Creative Therapies (3)
Prerequisites: CSP 6010, 6030, and 6060
- CSP 6510 Counseling for Addictions: Applications for School and Mental Health Settings (3)
Prerequisite: CSP 6010, CSP 6030
- CSP 6540 Clinical Supervision in Clinical Mental Health and School Settings (3)
Prerequisite: CSP 6010, CSP 6030, and CSP 6060
- CSP 6860 Internship in Counseling I (3)
Permission of Practicum/Internship Coordinator
This course is to be taken at the end of your program
- CSP 6870 Internship in Counseling II (3)
Permission of Practicum/Internship Coordinator

And two electives chosen with your advisor.

Guidelines for Planning Your Program

Admission and Retention

Your admission to the Clinical Mental Health Counseling program is an academic admission. For you to remain in this program, you must successfully complete CSP 6010 and CSP 6210 with a grade of B or better.

Sequence

You must complete CSP 6010 in your first semester. If you have not completed this course by the end of your second semester you may not be permitted to take other courses until this course is completed.

Some courses, such as CSP 6160, have prerequisites and may not be taken until those prerequisites are met without special permission from the program director.

Clinical and Field Experience

CSP 6320 Advanced Skills and Practicum for Clinical Mental Health Counseling, CSP 6860 Internship in Counseling I, and CSP 6870 Internship in Counseling II are your three semesters of field placement. You must have completed at least 48 semester hours before beginning Internship. The 48 semester hours must include: CSP 6010, CSP 6030, CSP 6040, CSP 6050, CSP 6060, CSP 6100, CSP 6210, CSP 6220, and CSP 6320. Any courses that you have not taken before beginning Internship must be taken concurrently with Internship. Internship I and II must be the last two courses taken in your master's program.

Practicum requires 100 hours onsite and Internship require 300 hours on site each internship semester. Please see your advisor to plan out the best way to accomplish this balance.

Plan of Studies (PoS)

An official Plan of Studies (PoS) contract indicating all required courses and elective courses must be submitted to your advisor by the end of your second semester in the program. It is essential that this form be completed to ensure that you will have taken all courses necessary to graduate.

Exit Requirements

All students complete their portfolio the February before starting Internship and take the Pre-internship Benchmark exam during the Spring semester before Internship.

William Paterson University
Department of Special Education, Professional Counseling, & Disability Studies

Program Planning Guide for the Professional Counseling School Counseling Concentration

Effective November, 2023

The School Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master in Education degree. Graduates who have successfully completed the educational requirements may apply for the New Jersey School Counselor certificate.

This guide has been prepared to help you understand the requirements of the School Counseling concentration. Please use this guide in conjunction with meetings with your advisor to plan out your graduate program. This guide is not to be used in lieu of consultation with your advisor. It is your responsibility to check with your advisor to ensure that the program that you have planned meets all requirements and regulations necessary to complete the program.

The School Counseling concentration at William Paterson University follows the standards and guidelines set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Board of Certified Counselors (NBCC) and the state of New Jersey. Course work follows eight core competence areas. These eight areas are as follows:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

In addition to these core areas, the School Counseling program requires course work that addresses:

- A. Foundations of school counseling
- B. Contextual dimensions of school counseling
- C. Knowledge and skills for the practice of school counseling
 - 1. Program development, implementation and evaluation
 - 2. Counseling and guidance
 - 3. Academic Development
 - 4. Prevention, intervention, and advocacy
 - 5. Consultation
- D. Clinical Instruction

The sections below list the core program courses and school counseling required courses. The required courses consist of 54 semester hours. Students will take an additional six credits of electives to complete their program.

CSP 6010 Foundations and Techniques in Counseling (3)

Prerequisite: Permission of instructor

This course must be taken at the beginning of your program.

CSP 6030 Multicultural Counseling (3)

Prerequisite: Permission of instructor

CSP 6040 Assessment and Appraisal in Counseling (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6050 Ethical and Legal Issues in Counseling (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6060 Individual Counseling: Theories and Practice (3)

Prerequisite: CSP 6010, CSP 6030

CSP 6080 Career Counseling across the Life Span (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6090 Human Development across the Life Span (3)

Prerequisite: CSP 6010, CSP 6030, or permission of Director

CSP 6100 Group Counseling: Theory and Practice (3)

Prerequisite: CSP 6010, CSP 6030 Pre/co-requisite: CSP 6060

CSP 6160 Research in Counseling (3)

Prerequisite: CSP 6010, CSP 6030 Pre/Co-requisite CSP 6040

- CSP 6200 Foundations of School Counseling (3)
Prerequisite: CSP 6010, CSP 6030
- CSP 6210 Case Studies in Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6060
- CSP 6260 Theories and Techniques of Family & Couples Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6090
- CSP 6300 Advanced Skills and Practicum for School Counseling (3)
Prerequisite: CSP 6010, CSP 6030, and CSP 6200
- CSP 6420 Introduction to Play and Creative Therapies (3)
Prerequisites: CSP 6010, 6030, and 6060
- CSP 6510 Counseling for Addictions: Applications for School and Mental Health Settings (3)
Prerequisite: CSP 6010, CSP 6030
- CSP 6540 Clinical Supervision in Clinical Mental Health and School Settings (3)
Prerequisite: CSP 6010, CSP 6030, and CSP 6060
- CSP 6860 Internship in Counseling I (3)
Permission of Practicum/Internship Coordinator
This course is to be taken at the end of your program
- CSP 6870 Internship in Counseling II (3)
Permission of Practicum/Internship Coordinator

And two electives chosen with your advisor.

Guidelines for Planning Your Program

Admission and Retention

Your admission to the School Counseling concentration is an academic admission. In order for you to remain in this program, you must successfully complete CSP 6010 and CSP 6200 with a grade of B or better in each.

Sequence

You must complete CSP 6010 with a grade of B or better in either your first or second semester. If you have not completed this course by the end of your second semester you may not be permitted to take other courses until this course is completed.

Some courses, such as CSP 6160 have prerequisites and may not be taken until those prerequisites are met without special permission from the program director.

Clinical and Field Experience

CSP 6300 Advanced Skills and Practicum for School Counseling, CSP 6860 Internship in Counseling I, and CSP 6870 Internship in Counseling II are your three semesters of field placement. You must have completed at least 48 semester hours before beginning Internship. The 48 semester hours must include: CSP 6010, CSP 6030, CSP 6040, CSP 6050, CSP 6060, CSP 6100, CSP 6200, CSP 6210, and CSP 6320. Any courses that you have not taken before beginning Internship must be taken concurrently with Internship. Internship I and II must be the last two courses taken in your master's program. Practicum requires 100 hours onsite and Internship requires 300 hours on site each internship semester. Please see your advisor to plan out the best way to accomplish this balance.

Plan of Studies (PoS)

An official Plan of Studies (PoS) contract indicating all required courses and elective courses must be submitted to your advisor by the end of your **second semester** in the program. It is essential that this form be completed to ensure that you will have taken all courses necessary to graduate.

Exit Requirements

All students complete their portfolio the February before starting Internship and take the Pre-internship Benchmark exam during the Spring semester before Internship.

Schedule of Course Offerings

Courses offered Fall and Spring Semesters

- CSP 6010, Foundations and Techniques in Counseling
- CSP 6030, Multicultural Counseling
- CSP 6040, Assessment and Appraisal in Counseling
- CSP 6050, Ethical and Legal Issues in Counseling
- CSP 6060, Individual Counseling, Theories and Practice
- CSP 6080, Career Development across the Life Span
- CSP 6100, Group Counseling: Theories and Practice
- CSP 6160, Research in Counseling
- CSP 6200, Foundations of School Counseling
- CSP 6210, Case Studies in Counseling
- CSP 6300, Advanced Skills and Practicum in School Counseling
(Spring semester only)
- CSP 6420, Introduction to Play and Creative Therapies
- CSP 6510, Counseling for Addictions: Applications for School and
Mental Health Settings
- CSP 6860, Internship in Counseling I (Fall semester only)
- CSP 6870, Internship in Counseling II (Spring semester only)
- CSP 6960: School Law and Mental Health Codes (Spring semester only)

Courses offered in Winter Session

- CSP 6865, Internship Supervision

Courses offered every Summer

- CSP 6090, Human Development across the Life Span
- CSP 6220, Foundations of Mental Health Counseling
- CSP 6320, Advanced Skills and Practicum for Clinical Mental Health Counseling
- CSP 6420, Introduction to Play and Creative Therapies
- CSP 6540, Clinical Supervision in Clinical Mental Health and School Settings

Electives offered on a rotating cycle:

- CSP 6070 Counseling Older Adults
- CSP 6520 Clinical Management of Addictions
- CSP 6900 Advanced Case Studies
- CSP 6910 Human Sexuality
- CSP 6930 Telemental Health
- CSP 6940 Counseling for Grief and Loss
- CSP 6950 Counseling Lesbian, Gay, Bisexual, Transgender,
Questioning, Intersex, Asexual Clients (LGBTQIA)
- CSP 6980 Creativity in Counseling

Please note that this schedule of course offerings is subject to change without notice

Revised November 2023 by:

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