

STUDENT HANDBOOK
DEPARTMENT OF PROFESSIONAL COUNSELING



Revised Fall 2019

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WELCOME

Welcome to the Department of Professional Counseling! Our department was one of the first in New Jersey to offer a degree meeting all of the educational requirements for the Licensed Professional Counselor (LPC) license, and was the first in New Jersey to offer a 60-credit Master of Science program in Clinical Mental Health Counseling. This MS was also the first mental health counseling program in the State of New Jersey to be accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Clinical Mental Health Counseling. We look forward to your successful completion of our graduate program and congratulate you on your commitment to helping others.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide you with information about the Professional Counseling Department at Monmouth University, the available programs of study, and the policies, regulations and professional activities relevant to our programs. Information about updates to this manual will be made available in your classes, through emails sent to our students, and on our website, <https://www.monmouth.edu/department-of-professional-counseling>. It is the students' responsibility to be familiar with the current student handbook. An updated hard copy of this handbook is maintained in the department office.

DEPARTMENT OFFICES, FACULTY AND RESOURCES

The Department of Professional Counseling is located in the Monmouth Graduate Center at the Monmouth Park Corporate Center, only 2.5 miles from Monmouth University. Students seeking information or appointments with department faculty members should contact those faculty members directly, or contact the office coordinator by email or by calling (732) 571-3570. The office is generally staffed between the hours of 9:00 am and 6 pm on Mondays through Thursdays, and on Friday mornings. Students are encouraged to contact faculty through email or by phone (see email addresses and phone numbers below).

The Department website is used to provide needed information to the students and faculty. The website contains faculty bios, printable versions of the student handbook and the Field Placement Handbook, answers to frequently asked questions, video recordings of student information sessions and other media presentations, and important links to professional associations and other useful Monmouth University sites. Department bulletin boards are also used for conveying information to our students. You are encouraged to review these boards and the department website periodically. The website address is <http://www.monmouth.edu/school-of-humanities-social-sciences/professional-counseling.aspx>.

Students have access to the Professional Counseling Department library, located in the vicinity of our faculty offices. The library includes many professional books, journals, and pamphlets covering both general and specific topics in counseling. The Department also houses two observation rooms, each connected via one-way mirrors with a control room that allows observation or video recording of the activities in the observation rooms. These rooms are used to observe practice counseling sessions both in a live mode, as well as via audio and video recording and viewing equipment. The Observation Rooms are used for several courses including PC 523 ,

Introduction to Counseling Skills, PC 525, Theories of Counseling; PC 550 Group Counseling; PC 595 Counseling Practicum; and PC 680 Clinical Internship. In addition, The Monmouth Health Sciences Center has a computer lab available for our students, allowing them access to the university's technology resources

Students may only be in the building when there is a safety officer present. Consequently, the building is open to students ONLY on the following days/times:

Mondays 8:00 AM to 10:30 PM
Tuesdays 8:00 AM to 10:30 PM
Wednesdays 8:00 AM to 10:30 PM
Thursdays 8:00 AM to 10:30 PM
Fridays 8:00 AM to 10:30 PM

If any student needs to use a computer lab on weekends, labs on the main campus are open and available. Students are not permitted to stay in the building after the departure of the safety officer.

Meet the Faculty & Staff

Stephanie Hall, Associate Professor and Chair. PhD., University of New Orleans. A licensed professional counselor in both New Jersey and Louisiana, Dr. Hall's interests include multicultural counseling, women's issues in counseling, professional identity of counselors, grief counseling, and group work.

Jason Branch, Assistant Professor. PhD., Auburn University. Dr. Branch has over thirteen years of experience in the mental health and counseling profession. Dr. Branch has worked in community agency and mental health centers, city government, addiction treatment facilities, and in academia. Dr. Branch established and maintained a clinical private practice since 2010 that focuses on adults, adolescents, couples and families. Dr. Branch currently engages in professional and scholarly work focused on African American male experiences, mentoring, multicultural competence, and increasing self-care within the counseling profession.

David Burkholder, Associate Professor. PhD., Kent State University. Dr. Burkholder is a licensed counselor in the state of New Jersey and possesses certifications in career counseling and couples counseling. Dr. Burkholder's clinical practice focuses on counseling couples, and his areas of teaching include career counseling, couples counseling, group counseling, and human growth and development. David's current research program is focused on ethical issues in counseling, spirituality, and professional identity.

Alan A. Cavaiola, Professor. Ph.D., Hofstra University. Dr. Cavaiola specializes in the treatment of Substance Use Disorders and process addictions (e.g. gambling disorders) and how they impact on individuals, couples and families. He is a Licensed Professional Counselor, a Licensed Clinical Alcohol & Drug Counselor and a Licensed Psychologist with over 30 years of clinical experience. Dr. Cavaiola also specializes in crisis intervention and issues pertaining to workplace stress.

Megan Delaney, Assistant Professor. Ph.D., Montclair State University. Dr. Delaney's research explores the influence of the natural world and our mental health and the use of Ecotherapy in clinical practice and the counselor education classroom. Trained in outdoor education through the National Outdoor Leadership School, Megan spent several years as a wilderness instructor for organizations

including the National Wildlife Federation and Outward Bound. She infuses Ecotherapy in her private practice with children and adults as well as teaches Ecotherapy: Counseling with Nature.

David Julius Ford, Jr., Assistant Professor. Ph.D., Old Dominion University.

Dr. Ford is a Licensed Professional Counselor (LPC) in North Carolina, Virginia, and New Jersey. He is a National Certified Counselor (NCC) and Approved Clinical Supervisor (ACS). Dr. Ford's professional interests are Black Greek life; multicultural issues; college students; African American males in higher education; career counseling; addictions counseling; supervision; group work; qualitative research; the LGBTQQIA community; Intersectionality; and persons living with HIV/AIDS. He has experience as an instructor for undergraduate human services courses and has taught graduate courses on counseling skills, ethics, multicultural counseling, career counseling, testing and assessment, clinical mental health counseling, addictions counseling, practicum supervision, and group counseling. He has also taught a doctoral-level dissertation course and advanced theories course.

Lisa Himelman, Professional Development Coordinator, MEd, Monmouth University. Lisa facilitates all professional development programming for the department, including continuing education opportunities for counselors. She is the alumni liaison and advisor to the department's alumni organization. Additionally, Lisa oversees the Chalk & Wire assessment program for CACREP accreditation, assists current students and alumni with career development, and manages the department's online presence (social media/website).

Joanne Jodry, Assistant Professor. DMH, Drew University; EdD, Argosy University (Sarasota). Specializations in professional mental health counseling, with primary clinical interests in women's issues throughout the life span, life crisis, and existential issues. Areas of interest in research include the interplay of psychology and religion (through a world religion perspective), the impact of therapeutic relationships on the therapist, and feminist counseling and its future impact on the mental health counseling field.

Jessica Reno Burkholder, Assistant Professor. Ph.D., Kent State University. Research interests focus on the ethical development and multicultural training of counselors. Clinically, she has specialized in the treatment of adolescent sexual behavior problems, trauma, and mood and anxiety disorders in children and adolescents.

Sarah Springer, Assistant Professor. Ph.D., Montclair State University. Specialization areas include counselor development, group counseling, supervision, and counseling in the schools.

Matthew Tirrell, Director of Field Placement, Adjunct Professor. M.S., Monmouth University. Matthew is a nationally certified counselor and licensed professional counselor in the state of New Jersey. Matthew's clinical focus is on counseling people with co-occurring disorders through a multicultural lens, and his areas of teaching include counseling theories and drug and alcohol abuse. Matthew facilitates the professional development of the student body and the greater Monmouth University community through his roles in field placement and alumni connection

Faculty and Staff Contact Information

Dr. Stephanie Hall	732-263-5731	shall@monmouth.edu	Associate Professor and Chair
Dr. Jason Branch	732-263-5697	cbranch@monmouth.edu	Assistant Professor
Dr. David Burkholder	732-923-4621	dburkhol@monmouth.edu	Associate Professor, MS Program Director
Dr. Alan Cavaiola	732-571-3532	acavaiol@monmouth.edu	Professor, MA Program Director
Dr. Megan Delaney	732-571-3558	mdelaney@monmouth.edu	Assistant Professor
Dr. David Ford	732-923-4620	dford@monmouth.edu	Assistant Professor
Dr. Joanne Jodry	732-263-5115	jjodry@monmouth.edu	Assistant Professor
Dr. Jessica Burkholder	732-923-4573	jburkhol@monmouth.edu	Assistant Professor
Dr. Sarah Springer	732-923-4570	sspringe@monmouth.edu	Assistant Professor
Matt Tirrell	732-923-4514	mtirrell@monmouth.edu	Director of Field Placement
Colleen Hoherchak	732-571-3570	choherch@monmouth.edu	Office Coordinator
Lisa Himelman	732-923-4572	lhimelma@monmouth.edu	Professional Development Coordinator

Each student is assigned a faculty advisor, a faculty member from the department. Students are assigned an advisor upon admission to the program. It is the student's responsibility to know who is serving as the faculty advisor, and this information can be obtained from WebAdvisor. The faculty advisor is each student's primary contact person regarding the program of study, choice of courses, registration questions, general information about academic progress, career plans, etc. The responsibility for this relationship is the student's, since each advisor has many students on his or her caseload. The department encourages students to take the initiative to foster this relationship.

Any questions regarding registration, course selection, etc., should be directed first and foremost to students' advisors. Questions of purely administrative nature (for example, "where can I find this form") can be directed to our office coordinator (again, first check the web site). All questions pertaining to any academic issues must be directed to students' advisors.

While students may request to change advisors (for example, if the schedules are not compatible), often these requests cannot be approved. Our faculty members carry an extensive load of advisees, and it is usually not possible to add any more advisees unless someone else drops out. Please note that administrative changes in advisors may need to occur from time to time. This may be precipitated by several reasons – faculty going on leaves, changes in personnel, or graduation rates that require redistribution of remaining students to other advisors. While we try to make such changes as infrequently as possible, they are sometimes unavoidable. We encourage our students to ask questions of any of faculty members, so please feel free to approach any faculty member in our department for

academic advice. However, when asking advice about proceeding through your studies, please make sure that your advisor is “in the loop.” Thus, please feel free to ask other faculty members in addition to asking your advisor, but not instead of asking your advisor.

PROGRAM GOALS AND OBJECTIVES

Department Mission Statement

The department's graduate level programs are designed to train a diverse body of highly qualified students to be practitioners, leaders and advocates in the field of mental health. Our programs are designed to be accredited and are based on humanistic values promoting prevention, wellness, personal growth and human development, and on the benefits of counselor-client interaction. Our students will be individually supported to receive an effective educational experience tailored to their needs. Our graduates will meet the academic and skill requirements for state and national licensing and certification, and given a foundation for further education in the field.

Master of Science in Clinical Mental Health Counseling Program Mission Statement

The MS in Clinical Mental Health Counseling is designed to train a diverse body of service-oriented graduate students (largely from New Jersey and nearby areas) to be practitioners, leaders, and advocates in the field of mental health counseling. The members of the faculty are committed to graduating students who have exemplary theory-based knowledge and skills in counseling and who have demonstrated competence in providing counseling services to people from diverse populations. The department's goal is to offer a program of study that seeks to stay consistent with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, as well as the academic and skill requirements of state licensing and national certification for counseling.

Objectives

To carry out its mission, the department has specified a set of objectives that are implemented through its programs.

A. Personal Qualities

- (1) Self-awareness, self-acceptance, self-objectivity
- (2) Personal congruence
- (3) Ability to interact constructively with youths and adults
- (4) Professional commitment
- (5) Constructive professional relationships
- (6) Authenticity
- (7) Respect for the dignity and worth of others
- (8) Sensitivity to individuals and their needs

B. Understandings

- (1) Development processes – typical and atypical
- (2) Personality and adjustment processes – adaptive and maladaptive
- (3) Learning processes – cognitive, behavioral, affective, and interpersonal
- (4) Counseling processes – individual, group, and family
- (5) Group dynamics
- (6) Measurement and evaluation
- (7) Statistics and research methodology (8)

Career development

- (9) Professional, ethical, and legal aspects of counseling
- (10) Cultural and gender issues

C. Skills

- (1) Interviewing techniques
- (2) Test administration and interpretation
- (3) Case conceptualization and communication
- (4) Individual counseling techniques
- (5) Group counseling techniques
- (6) Family counseling technique
- (7) Evaluating and using research findings
- (8) Responding to supervision and consultation
- (9) Understanding of biological-psychological interpretations

Professional Expectations

As a department, we adhere to the American Counseling Association (ACA) *Code of Ethics*, which includes honoring our diverse voices, providing equitable access for all students, and integrating inclusive pedagogical practices across the curriculum.

As students, you are expected to behave in ways consistent with our ethical code, including but not limited to standards expressed in its non-discrimination section. While our department believes in modeling mutual respect for a *range* of personal values aligned with our professional mission, we also expect that standards set forth by the ethical code, including the need to become aware of and bracket personal values be consistently demonstrated and upheld. For instance, counselors and counseling students do not base therapeutic decisions on their own religious and/or personal values and are not permitted to privilege their own religious and/or personal value system in the therapeutic and academic settings. Counselors and counseling students are therefore required to promote the values of the counseling profession and behave in ways congruent with those values, even if those values are discrepant with the counselor's own values or religious beliefs. **Counselors and counselors-in-training are expected to be engaged in personal and professional growth to facilitate both the bracketing of personal values and the ability to promote the values of the counseling profession.**

These department values are integrated into how we promote knowledge of our profession, facilitate self-awareness of our intersecting identities, and support the acquisition of skills relevant to culturally-diverse, underrepresented, and/or marginalized populations.

Accordingly, the ACA has articulated four points relating to client referral:

- Professional counselors may not deny counseling services to a gay or lesbian client (or any other protected class of clients) on the basis of the counselor's values.
- Referrals are to be made on the basis of skill-based competency, not values.
- In order to avoid abandonment, referral is an option of last resort.
- Our ethical obligations to an individual starts at first contact or assignment, not at the first session.

By taking courses in our program you acknowledge that you understand the aforementioned standards and agree to abide by these standards throughout your academic program, and that failure to do so may result in corrective action, including dismissal from the program.

The academic programs in the department are established to prepare graduates of the program to enter mental health professions. The term “professions” in this context means (a) an occupation/career for which there is a known body of knowledge (both theoretical and research), (b) an identified set of appropriate skills, and (c) a set of behavioral standards adhered to by members of the profession. As a student admitted to a program in the department, you are engaged in a professional preparation curriculum. Therefore, upon admission, the department accepts you as a developing professional and expects you to act in accordance with the highest professional standards.

The most common manifestation of professionalism is adherence to professional ethical standards such as those of the (a) American Counseling Association and (b) the National Board for Certified Counselors. Copies of the current versions of these sets of ethical standards are provided in a file located in the departmental office, and links to these documents are provided on the department’s web site. You will be required to read and understand several different sets of ethical standards as a part of your coursework in your program of study. The department faculty expects you to be knowledgeable of these standards and to act in accordance with them. However, professionalism encompasses much more than just adherence to ethical and/or other written standards. It includes appropriate and effective ways of interaction with people, matters of personal conduct and self-presentation, and respect of people, property and processes. If you have any concerns about appropriate professional behavior for you or for others, contact your faculty advisor immediately.

It is the department’s responsibility to graduate only those students who have shown evidence of being capable to handle professional responsibilities and behave in strict accordance with relevant legal regulations and ethical guidelines (for example, as per ACA Code of Ethics). Students who have not shown the ability to do so may be counseled out of the profession, and in cases of serious misconduct, may be terminated from the program. Similarly, students who have been referred for remediation and have not successfully completed recommended remediation steps, or those for whom remediation did not result in resolution of the problem, may also be terminated from the program.

PROGRAMS OF STUDY

Overview

Monmouth University’s Professional Counseling Department offers three graduate programs that equip students with the theoretical and practical aspects of a career in the field of mental health.

The **Master of Science in Clinical Mental Health Counseling** is a 60 credit program that allows the students to complete all the credits, including the core curriculum, required for Licensed Professional Counselor (LPC) licensure in NJ (and many other states) and the National Certified Counselor credential. In addition, the program allows the students to pursue specialty areas and enhance their counseling skills with field experience. The MS in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This program’s mission is to train students to be leaders and advocates in the field of mental health counseling. Our program is based on humanistic values promoting prevention, wellness, personal growth and human development and on the facilitation potential of human interactions.

The **Master of Arts in Addiction Studies** is a 33-credit program designed to prepare students to become addictions professionals who work with individuals, groups, couples and families impacted by various types of substance use and addictive disorders. Graduates are prepared to work within a variety of addictions treatment programs and agencies and eventually to practice privately. The Addictions Studies program was developed to meet the educational requirements for the LCADC (Licensed Clinical Alcohol and Drug Counselor), which is a New Jersey state license (However, it is the student's responsibility to ensure acceptability by the licensing agency). The program is accredited by NASAC and INCASE.

The **Graduate Certificate in Professional Counseling** is an eighteen-credit program designed for students who are completing or have completed a CACREP-accredited Master's degree in counseling and are in need of additional hours to complete the educational requirements of the Licensed Professional Counselor (LPC) licensure in NJ. Up to six credits may be waived if students completed PC 505/EDC 505 and/or PC 525/EDC 530 as part of their CACREP-accredited Master's degree. The Graduate Certificate allows students to pattern their choice of free elective courses to complete courses with a common theme about specialized areas of counseling, such as addictions counseling, counseling children and adolescents, couples and family counseling, and others.

Curriculum Charts

These curriculum charts detail the course requirements for each of the two programs offered by the Department. Please refer to the Graduate Catalogue for course descriptions, required course sequences and prerequisite

Master of Science in Clinical Mental Health Counseling

Requirements: 60 Credits	
PC 505: Mental Health Counseling	3.0
PC 506: Testing & Assessment in Counseling	3.0
PC 512: Psychopathology	3.0
PC 515: Human Development	3.0
PC 523 Introduction to Counseling Skills	3.0
PC 525: Theories of Counseling	3.0
PC 526: Case Conceptualization	3.0
PC 529 Multicultural Counseling	3.0
PC 530 Crisis Intervention	3.0
PC 540 Introduction to Alcohol and Drug Abuse	3.0
PC 524 Counseling Children and Adolescents, PC 528 Family Counseling, PC 532 Grief Counseling, or PC 533 Couples Counseling	3.0
PC 550: Group Counseling	3.0
PC 570: Career Counseling	3.0
PC 603: Research Methods in Counseling	3.0
PC 595: Counseling Practicum	3.0
PC-CPE: Comprehensive Examination	0.0
PC 680: Clinical Internship (two internships 3.0 credits each)	6.0
Electives: Choose from PC 500-600 level courses	9.0

Total Credits for Master of Science in Mental Health Counseling= 60.0

This program meets the CACREP standards for a 60-credit Master's program in Mental Health Counseling.

Master of Arts in Addiction Studies

Requirements: 33 Credits	
PC 505 Mental Health Counseling	3.0
PC 510 Community Mental Health	3.0
PC 512 Psychopathology	3.0
PC 525 Theories of Counseling	3.0
PC 530 Crisis Intervention	3.0
PC 550 Group Counseling	3.0
PC 595 Professional Counseling Practicum	3.0
PC 540 Introduction to Alcohol and Drug Abuse	3.0
PC 542 Treatment of Alcohol and Drug Abuse	3.0
PC 544 Advanced Alcohol and Drug Counseling	3.0
PC 546 Substance Awareness in the Schools	3.0

Graduate Certificate in Professional Counseling

Requirements: 18 Credits	
PC 505 Mental Health Counseling	3.0
PC 512 Psychopathology	3.0
PC 526 Case Conceptualization	3.0
Electives: Choose a counseling elective from among PC 500, PC 600 level courses	9.0

Specialization Areas:

Students enrolled in the 60 credit MS in Clinical Mental Health Counseling may elect to concentrate in various areas of counseling. Students must complete a form (see Appendix E) located in the department office. The following 9 to 12 credit specialization areas are commonly offered in the department (see Appendix E):

- A. Alcohol & Drug Counseling
- B. Spirituality and Counseling
- C. Child & Family Counseling
- D. Ecotherapy

In addition, depending on specific interests, students may design a custom-made specialization area with their advisors. Your advisor is available to discuss the specialization areas in greater detail.

Course Sequencing

All students must successfully complete PC 505 during their first semester of study. Successful completion of this course means attendance of all the MANDATORY in-person days for the hybrid sections of this course. Students who do not successfully complete PC 505 in their first term of study will be blocked from continuing in the program until PC 505 is completed.

Generally, students should complete PC 525, PC 512, and PC 523 (and PC 515 and PC 506 for those programs which require them) early in their studies, as these courses provide important background information that will allow students to learn more in subsequent courses in the program. Students must check the Graduate Catalog to observe any prerequisites listed for any of the courses in the program.

Counselor Preparation Comprehensive Examination (CPCE)

Students in the MS program must pass the CPCE in order to be able to graduate. The CPCE was developed by the National Board for Certified Counselors (NBCC) and is used by the Professional Counseling department as an exit requirement for students to obtain their MS degree. Because the CPCE examines the same eight content areas as the National Counselor Exam (NCE), the CPCE also serves to prepare students for the NCE. The CPCE has 160 questions, with 20 questions in each of the eight content areas.

The CPCE is administered on the fourth Saturday after the start of classes every semester. Students are encouraged to begin preparing the CPCE well in advance of their planned examination date by attending the department run preparation workshop and utilizing Howard Rosenthal's Encyclopedia of Counseling in preparing for the CPCE.

The prerequisite for taking the CPCE is the completion of a minimum of 48 credits and enrollment in or completion of at least one PC 680 (internship) class. Students are required to take the CPCE in their last semester of study. Student must pass the CPCE in order to graduate from the program, and students have a **maximum of three attempts** to pass the exam in order to graduate. The CPCE is administered via computer, and students requiring accommodations must consult with the Department of Disability Services (DDS).

Clinical Experience in the Field

A key part of our programs of study is clinical field experience. Students complete 3 (in the MA) and 9 (in the MS) credits of supervised field experience that provides the opportunity to work with clients at department approved field sites. Students have the opportunity to help diverse client populations, and students in the MS must complete placement experiences in at least two sites. Each field experience course is aided by close clinical supervision at the site, as well as group supervision at the department. The Field Placement Handbook the students with the details of the requirements for entering and completing such site experiences and registering for the associated practicum and internship courses, including the process for selecting sites and all the details for completing the two levels of training – the practicum (the initial field experience) and subsequent internships. All the forms that need to be completed before and during the field experience are also included in the handbook, which is posted on the [department's website](#).

DEPARTMENT REGULATIONS AND POLICIES

All students have an e-mail address based on their student id number. Students must check their e-mail frequently (at least once a day) as faculty and the university uses this method to communicate important information. In addition, several courses use on-line technology to teach and disseminate information, and students can contact Monmouth University Help Desk to receive instructions about how they can access their Monmouth University email from home and on their cell phones.

Course Registration

Each year, the university publishes a Graduate Catalog, which is available on the university web site. The graduate catalog in effect at the time the student was admitted to the graduate program is the catalog of record for that student's course of study and each student will generally graduate in accordance with the provisions described in that catalog. However, prerequisites for any courses may change along the way, and students are bound by the new prerequisites regardless of whether these were in effect when students entered the program. This catalog also includes course descriptions for each course offered in the degree programs. For each course, the catalog also lists any required prerequisites for each course.

Once per year, approximately mid-way through the spring semester, the university posts all courses available for registration on WebStudent (<http://webadvisor.monmouth.edu/>). A few weeks prior to the opening of pre-registration period, Registrar's notifies all students (via email) of the specific date/time when students will be able to pre-register. On the target date and time, graduate students (except those on conditional status) become able to self-register on-line (using Web Advisor for Students). From this point forward, students are able to register for any available courses until the end of the add/drop period at the start of this semester (which generally is the end of the first week of classes for that semester). Any changes in course schedules, additions, cancellations, etc. are reflected on Web Advisor for Students, and students are encouraged to check the listing regularly. To receive academic advice, students are encouraged to contact their advisors.

With the exception of students on conditional status (who cannot self-register), all other graduate students are expected to self-register for the courses they desire. Students who are on conditional status must work with their advisors to register for classes. Students are advised to carefully check prerequisites for courses.

Students are not able to self-register through WebStudent for field placement courses (practicum/internship). A student may be registered for a field placement course once they have met the designated requirements for practicum or internship that are listed in the field placement handbook. The department has computerized a portion of the process for field placements. The Chalk and Wire software, already in use for outcome assessment, is the host for the Field Placement Process. The application and documentation form are accessed, completed, and approved via this system, and students must complete those forms within Chalk and Wire to initiate the process. All other forms are on paper. For any questions about field placement courses, contact Director of Field Placement, Matt Tirrell: mtirrell@monmouth.edu.

The department maintains the ultimate control over the registration for its courses. This ensures that only qualified individuals obtain certain professional credentials, and also ensures that all pre-requisites for a course have been satisfied. The department considers the forgery of a signature on a registration form (or any other misrepresentation) to be unethical and unprofessional. This behavior is sufficient cause for immediate dismissal from enrollment in the program.

Registration Over Capacity

Students should not ask faculty members to allow them to register for courses that are full. All students wishing to register for a course that is already closed should add themselves to the wait list. Wait lists are regularly monitored and additional sections will be opened if size of the wait list for any course warrants another section and the department is able to get the course covered by a faculty member willing to teach it. Students must be prepared to take another course if another section of the desired course is not opened.

Credit Overload

Students may petition to take a credit overload, which requires approval of their advisor and the department chair. To request an override, students must complete a form available at the department office or at the end of this document (see Appendix A). Overloads are approved following these criteria:

- 1) Student must be full admit into the program, not conditional admit. Advisors will verify this when considering the request.
- 2) Student must have completed at least 9 credits at Monmouth. Student must attach a transcript to verify meeting this requirement.
- 3) In the credits completed in our program thus far, student attained a cumulative GPA of at least 3.7 before the request can be granted. Student must attach a transcript to verify meeting this requirement.
- 4) Students will not be permitted to take more than 9 credits during any semester in which they are enrolled in a field placement course (practicum or internship). This includes the entire summer.
- 5) In addition to meeting the above criteria, the advisor supports the student's request and the specific combination of 12 credits that are proposed by the student.

Conditional Status

Students on conditional status (for example, admitted conditionally into the program) are required to file a petition to have their conditional status removed. This requires the completion of a form available in the department office (see Appendix B), and must be approved by the student's advisor and the department chair. When completing this form, students MUST attach to this form the written proof of the original conditions (for example, a print-out notifying the student of the conditions of admission), as well as proof that the imposed conditions have been met.

Additional Forms

Additional forms have been included at the end of this document to assist students in accessing these forms and becoming familiar with department procedures, including a registration override form (see Appendix C) and a table of commonly used forms (see Appendix D). All forms are available in hard-copy at the department.

Transfer Credits

Generally, students transferring into the MS are limited to 9 transfer credits, and students transferring into the MA are limited to nine transfer credits. Credits transferred must be prior graduate work equivalent to current Monmouth University graduate courses, and may not be courses that were used to obtain any prior degree. In all cases, transfer of credits must be approved by the department – minimally, the student's advisor, but in some cases the chair's approval may be needed. In addition, all students currently in our programs MUST pre-approve any course they wish to take at another institution if they plan to apply these courses toward any of the department's graduate programs.

College Retention Standards

The requirements of a particular master's program must be satisfied within a period not exceeding five calendar years and not including a period of service in the Armed Forces. The graduate catalogue in effect at the time of admission, readmission, or the change in major (whichever is later), shall normally be the student's official catalogue of record. If a student has not completed the requirements of the curriculum within five calendar years, the student must update the curriculum of record (including all requirements) to the current one in existence when the 5-year period elapsed. Requests for exceptions to a curriculum update should be directed in writing to the chair of the Professional Counseling Department. The chair's recommendation is then forwarded to the academic school dean and graduate school dean for final approval. The acceptance at Monmouth University of graduate courses taken elsewhere more than five years prior is at the discretion of the advisor and chair and is determined on a case-by-case basis.

Minimum Academic Standing

Graduate students are required to maintain a cumulative grade point average (GPA) of 3.0 or better. Students who fail to maintain a minimum GPA of 3.0, or who accumulate as many as three credits of "B-", "C+", "C", "C-" or "F" grades will be subject to review by the Academic Standards and Review Committee. Under no circumstances will more than six credits of

“C+”, “C” and “C-” grades accumulate toward degree credit. Students will not receive their degrees until all the policies on the number of C grades and GPA are met.

Academic or Non-Academic Dismissal

A student shall become subject to dismissal for any of the following conditions:

- 1) For failing to earn in three continuous semesters a cumulative grade point average of at least 3.0.
- 2) For accumulating nine credits of “C+”, “C” and “C-”.
- 3) For accumulating six credits of “F”, or three credits of “F” and three credits of “B-”, “C+”, “C” and “C-”.
- 4) For excessive course withdrawals. A student is considered to have withdrawn excessively if credits for those courses in which “W” grades have been received total more than 25% of the total number of credits attempted at Monmouth University. This policy affects all students after they have attempted at least 12 credits at Monmouth University.
- 5) For serious professional/ethical misconduct.
- 6) For failure to successfully implement the recommendations of the department’s Professional Development Committee, or when implementing the recommendations of the department’s Professional Development Committee did not sufficiently resolve the original problem (see below).

Professional Development Process

Counselor education programs are mandated to monitor the development of counseling students. The primary source for this mandate is the American Counseling Association’s (ACA; 2005) *ACA Code of Ethics*. Section F.9.b of the *ACA Code of Ethics* states that counselor educators are to consistently monitor and address student deficiencies significant enough to impair their ability to provide counseling (ACA, 2005). Additionally, programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) must carry out comprehensive appraisals of student performance (CACREP, 2009). Faculty who identify a student who is experiencing academic and/or non-academic concerns may refer that student to the department’s Professional Development Committee (see Appendix F). The Professional Development Committee (PDC) consists of three faculty members and is designed to assist students who are experiencing academic and/or non-academic difficulties through the implementation of a professional development plan agreement (see Appendix G). Students are bound by this agreement, and failure to implement the agreement may result in dismissal from the program.

Non-Academic Performance Requirements

Students are also expected to meet various non-academic performance requirements. These include abiding by the code of behavior of the University (for example rules and policies regarding plagiarism, sexual harassment etc.), as well as the Ethical Code of the American Counseling Association. Violations of these codes, or poor fit with the skills and characteristics required for the counseling profession (provided in the Program Goals and Objectives section of this handbook) can result in disciplinary action with consequences up to and including dismissal from the program. It is the responsibility of the students

to familiarize themselves with these codes of behavior.

Recommendation and Endorsement Policy

The graduate programs of the department have been carefully designed to prepare the students who graduate for specific professional settings. Therefore, the department members can only provide endorsements for professional positions and position levels appropriate to the respective programs completed. Thus, for example, the department cannot give a recommendation for an alcohol and drug counselor position to someone who did not have that concentration and did not complete a field experience consistent with this area of practice.

The department faculty does not “automatically” provide verbal and/or written endorsements. If a student desires to have a department faculty member provide a verbal and/or written endorsement, a specific request must be made to the faculty member for a specific endorsement.

In general, the department members are happy to provide both written and verbal endorsements for graduates of the programs in the department as long as the requested endorsements are appropriate and sufficient response time is provided. In addition, when the student is requesting a written recommendation, student must provide a self-addressed envelope with sufficient postage.

OTHER REQUIREMENTS AND RECOMMENDATIONS

APA Style Writing

The Professional Counseling Department has implemented the requirement to use the Publications Manual of the American Psychological Association (APA) 6th Edition (2010) as the guide for all written assignments in the department. Students in the program should be familiar with this style guide prior to completing and handing in any papers for graduate courses. The APA manual may not be a required text for many of the graduate courses taken; however, students are expected to refer to it for guidance for all written assignments in Professional Counseling courses taken at Monmouth University. The university's Resources for Writers website also has an additional resource to assist with APA: <https://www.monmouth.edu/resources-for-writers/>

Professional Liability Insurance

Litigations involving practitioners in counseling have increased in the last few years. The reasons for these litigations are many, and every practicing professional is a potential target for litigation. Adherence to professional ethical standards, as well as high standards for personal and professional conduct, is perhaps the best way for professionals to avoid involvement in litigations. In addition, the department requires students (at their expense) to obtain professional liability insurance prior to enrollment in any field placement course. Students can apply for Professional Liability Insurance through professional organizations (for example, as listed on the ACA web site at www.counseling.org). Fees for professional liability insurance obtained through professional organizations are in addition to the organization's membership fees.

Licensure and certification

The National Board for Certified Counselors, Inc. (NBCC) is the national professional certifying agency for professional counselors at the national level. Professionals who obtain certification by the

NBCC may refer to themselves as National Certified Counselors (NCCs). Graduation from our MS in Clinical Mental Health Counseling satisfies the educational requirements for the NCC. In addition, the NBCC administers the National Counselor Examination (NCE) for Licensure and Certification as a requirement for eligibility for the NCC.

NJ licensure as a Professional Counselor (LPC) requires, in part, 60 hours of graduate coursework and graduation from a CACREP-accredited Master's degree. These requirements are satisfied when students graduate from our MS in Clinical Mental Health Counseling. Many states have licensure requirements that are similar to those in effect in NJ, however students must ascertain their own needs if they are preparing to practice in other states, and the department does not guarantee that our program meets education requirements for LPC or any other license/certification in any jurisdiction outside New Jersey.

Licensure and certification of other professional specialties (for example, Alcohol/Substance Abuse Counseling, Substance Abuse Coordinator, etc.), have varying requirements. Students may consult with their advisors to ascertain whether the courses they take are adequate for such careers.

PROFESSIONAL/STUDENT ORGANIZATIONS/STATE BOARDS

Students are encouraged to join and participate in the activities of national, state and local professional counseling organizations. The department faculty members recognize that students' financial resources are limited. Therefore, the department faculty does not require that you become a member of one or more professional organizations pertinent to your professional goals. However, the department does believe that membership in professional organizations is an important aspect of professionalism, and therefore strongly encourages you to join professional organizations if are able to do so. Most professional organizations offer student affiliate rates, making the process more affordable for students.

National Level:

The American Counseling Association

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

Other professional national counseling organizations:

[American Association of Marriage and Family Therapists](#) (AAMFT)

[American Mental Health Counselors Association](#) (AMHCA)

[American Rehabilitation Counseling Association](#) (ARCA)

[American School Counselor Association](#) (ASCA)

[American College Counseling Association](#) (ACCA)

[National Employment Counselors Association](#) (NECA)

[Association for Assessment and Research in Counseling](#) (AARC)

[Association for Specialists in Group Work](#) (ASGW)

[Association for Multicultural Counseling and Development](#) (AMCD)

[Association for Adult Development and Aging \(AADA\)](#)
[Association for Spiritual, Ethical and Religious Values in Counseling \(ASERVIC\)](#)
[Association for Counselor Education and Supervision \(ACES\)](#)
[National Career Development Association \(NCDA\)](#)
[International Association of Marriage and Family Counselors \(IAMFC\)](#)
[The Association for Addictions Professionals \(NAADAC\)](#)

State-Level: New Jersey Counselor Association

[New Jersey Counseling Association \(NJCA\)](#)

Student Organizations

Chi Sigma Iota (CSI)

Chi Sigma Iota is an international honor society for counseling. Students are eligible to become members when they have completed at least one semester of full-time study (9 credit hours) and have a grade point average of 3.5 or above.

Monmouth University's chapter of Chi Sigma Iota is Mu Upsilon Omega, and the faculty advisor for the Professional Counseling program is Dr. Joanne Jodry. Contact Dr. Jodry by e-mail at jjodry@monmouth.edu.

To join, or for more information about CSI, please visit the CSI Web site at www.csi-net.org

Counseling Student Association (CSA)

All graduate students enrolled in the Master's in Clinical Mental Health Counseling program at Monmouth University are members of the Counseling Students Association (CSA). Each semester, the CSA sponsors events such as a semi-annual Labyrinth Walk, trips to relevant shows and workshops in New York, guest speakers on campus, an annual Meet & Greet to welcome our incoming counseling students, and more. The CSA is a dynamic organization that is run by and for our entire department's graduate counseling students. Please email Dr. Jodry at jjodry@monmouth.edu with any questions.

State Licensing Board Websites

[Professional Counselor Examiners Committee](#)

[Alcohol and Drug Counselor Committee](#)

Appendix A

**Department of Professional
Counseling Petition for Course Overload
(override 9 credit limit)**

Student's Name: _____	Date of Request: _____
Student I.D. #: _____	Student's Telephone #: _____
Student's signature: _____	Indicate Program of Study (MS, MA, etc.) _____

Courses to be registered:

Semester and Year	Course Code	Section	Course Title	Faculty

Checklist to verify satisfaction of suggested criteria:

- _____ Student must be full admit into the program, not conditional admit. Advisors will verify this when considering the request.
- _____ Student must have completed at least 9 credits at Monmouth. Student must attach a transcript to verify meeting this requirement.
- _____ In the credits completed in our program thus far, student attained a cumulative GPA of at least 3.7 before the request can be granted. Student must attach a transcript to verify meeting this requirement.
- _____ Students will not be permitted to take more than 9 credits during any semester in which they are enrolled in a field placement course (practicum or internship). This includes the entire summer.
- _____ In addition to meeting the above criteria, the advisor supports the student's request and the specific combination of 12 credits that are proposed by the student.

Additional comments from advisor:

Advisor's approval:

Student's advisor (print name) _____
Advisor's signature _____ Date _____

Please submit this completed and signed form to the Department Chair.
Thank you.

Appendix B

**Department of Professional
Counseling Petition for Removal of
Conditional Status**

Student's Name: _____	Date of Request: _____
Student I.D. #: _____	Student's Telephone #: _____
Student's signature: _____	Indicate Program of Study (MS, MA, etc) _____

This form is to be used when student requests to be taken off conditional status. Student must explain how the conditions have been met and attach proof of the original conditions (for example, admission form stating conditions) and proof of satisfaction of these (i.e., transcript/audit, etc.).

Explain How Conditions Were Satisfied

Faculty approval:

Student's advisor (print name) _____
Advisor's signature _____ Date _____

Additional comments from advisor:

Please submit this completed and signed form to the Department Chair.
Thank you.

Appendix C

**Department of Professional
Counseling Petition for Registration
with Override**

Student's Name: _____	Date of Request: _____
Student I.D. #: _____	Student's Telephone #: _____
Student's signature: _____	Indicate Program of Study (MS, MA, etc) _____

This form is to be used when the student requests to be registered with override – for example, register for courses while on conditional status, override a prerequisite, or enroll into a course over capacity limit.

**Course(s) to be
registered:**

Semester and Year	Course Code	Section	Course Title	Faculty

Faculty approval:

This section to be used when overriding prerequisites or course capacity:

Professor teaching the course (print name) _____	Date _____
Professor's signature _____	Date _____
This section to be used when registering for courses while on conditional status:	
Student's advisor (print name) _____	Date _____
Advisor's signature _____	Date _____

Please submit this completed and signed form to the Department Chair.
Thank you.

Appendix D

Commonly used forms – students in Department of Professional Counseling

FORM	PURPOSE	SOURCE	DESTINATION	DEADLINES	NOTES
Change of Program	Change major/degree	eForms (student or advisor initiated)	Registrar's	n/a	If student-initiated, must be preapproved by advisor.
Change of Program	Update a degree program to the most current description and requirements	eForms (student or advisor initiated)	Registrar's	July 1 of the academic year when the form is submitted	Required if student did not complete program in 5 years. If student-initiated, must be preapproved by advisor.
Overload Petition	Permission to take more than 9 credits in Fall or Spring semester	Hard-copy (available at the department); student handbook	Advisor, then Chair	Prior to registration for the semester in question	Must attach current transcript
Transfer of Credits	Transfer free-standing (not applied toward any degree) graduate credits toward MU degree	eForms (student or advisor initiated)	Registrar's	n/a	Must be preapproved by advisor.
Course Substitution	Substitute another course for one listed in require curriculum	eForms (student or advisor initiated)	Registrar's	n/a	Must be preapproved by advisor.
Practicum Application	Petition for permission to take PC 595 (Practicum in Counseling)	Chalk and Wire	Advisor, then Director of Field Placement	Summer semester –April 1. Fall semester –July 1. Spring semester – November 1.	Must attach current degree audit.
Internship Application	Petition for permission to take PC 680 (Internship in Counseling)	Chalk and Wire	Advisor, then Director of Field Placement	Summer semester – April 1. Fall semester – July 1. Spring semester – November 1.	Must attach current degree audit.
Field Placement Approval	Approval of specific placement to complete PC 595 or PC 680	Hard copy – in Field Placement Handbook (at Department's web site), form FP-2	Director of Field Placement	Summer semester – April 1. Fall semester – July 1. Spring semester – November 1.	Must be signed by site supervisor for proposed placement.
Graduation Application	Application to be permitted to graduate with MA or MS degree	eForms (student initiated)	Registrar's	Consult the current academic calendar	Must be preapproved by advisor.

Certificate Application	Application to be permitted to receive the post-Master's certificate.	eForms (student initiated)	Registrar's	Consult the current academic calendar	Must be preapproved by advisor.
Add a course	Request permission to register for a course during add/drop period	eForms	Registrar's	Consult the current academic calendar	n/a
Withdraw from a course	Request permission to drop a course in progress during the semester	eForms (student initiated)	Registrar's	Consult the current academic calendar	n/a
Independent Study Form	Approve an independent study project	Hard-copy (available at the department)	Supervising professor, then chair	End of add/drop period (consult the current academic calendar).	An independent study CAN NOT be used to complete any course currently listed in Monmouth's Graduate Catalog.
Override Petition	Register for a course with an override (to override a prerequisite or capacity limit)	Hard-copy (available at the department); student handbook	Course professor, then chair	End of add/drop period (consult the current academic calendar).	This form cannot be used to register for field placement courses.
Removal of Conditional Status	Permission to drop conditional status (after conditions have been satisfied)	Hard-copy (available at the department); student handbook	Advisor, then Chair	n/a	n/a
Change of Advisor	Permission to change advisors	Hard-copy (available at the department)	Chair	n/a	n/a
Independent Study Application	Permission to register for an independent study	Hard-copy (available at the department and on Registrar's web site)	Supervising faculty member, then Chair	n/a	It is NOT permissible to take any existing course (currently listed in the catalog) as an independent study.
Leave of Absence	Apply for a leave of absence from matriculation (must be filed if student wants to take a semester off and not take courses, and yet remain in the program)	eForms (student initiated)	Registrar's	n/a	n/a

Appendix E

Student Name: _____ Student Number: _____

Specialization Area		
ALCOHOL & DRUG COUNSELING – 12 credits: All of the following courses Semester Taken		
PC	540	Introduction to Alcohol and Drug
PC	542	Treatment in Alcohol and Drug
PC	544	Advanced Alcohol and Drug
PC	546	Substance Awareness in the Schools
SPIRITUALITY & COUNSELING – 9 credits: At least three of the following courses		
PC	517	Counseling and Religion
PC	521	Spirituality and Counseling
PC	522	Self-Exploration: Body, Mind, Spirit
PC	532	Grief Counseling
PC	534	Wellness and Counseling
CHILD & FAMILY COUNSELING – 9 credits: All of the following courses		
PC	598	Family Counseling
PC	533	Couples Counseling
PC	524	Counseling Children & Adolescents
<u>Ecotherapy –9 credits: All of the following courses</u>		
PC 598		Ecotherapy
PC 595 or PC 680		Practicum or Internship in Ecotherapy
PC 522 or PC 534 or additional course with approval		Self-Exploration: Body, Mind, Spirit or Wellness and Counseling

I have completed the above courses and I am requesting the department to issue a specialization area certificate.

Student Signature _____ Date _____

_____ As the student’s advisor, I certify that I verified the above information.

Advisor Name: _____ Signature: _____ Date: _____

Chair’s Approval Signature: _____ Date: _____

Appendix F

Professional Development Committee Policies and Procedures

1. A faculty member who has become aware of concern(s) will meet with the student, if feasible, to discuss the concern(s) and attain a resolution. The faculty member will document the concern and any attempts at resolution. If deemed necessary, the faculty member (hereafter referred to as the referring faculty) will refer the student to the Professional Development Committee (PDC). The referring faculty member will complete the PDC Referral Form and specify in writing the reasons for the referral, and will provide documentation of all methods utilized thus far to resolve the problem. The referral and any supporting written documentation will be submitted to the PDC chair, copying the student, the student's faculty advisor, and the department chairperson
Note: Faculty will initiate the review process at any time for students who engage in illegal or unethical (as defined by the American Counseling Association's Code of Ethics) activities or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases and depending upon the level of perceived threat, the full counseling faculty may recommend immediate discontinuation from the program.
2. If the referral takes place at the time when a normal academic term is in session (Fall, Spring or Summer semester), within fourteen (14) calendar days of the receipt of the referral, the PDC chair will contact the student to set up an initial meeting. If the referral occurs during a time when normal academic term is not in session (break between semesters, spring recess, etc.), the student will be contacted by the end of the second week an academic term is resumed. If the student does not respond within seven (7) calendar days of the receipt of the PDC's contact to request a meeting, the PDC will send a follow-up request by sending an email, delivery receipt and read receipt requested as well as a letter to the student's address via first class and certified mail, return receipt requested. If the student still does not respond within fourteen (14) calendar days of the student's first receipt of the follow-up request (whether by email or mail), the University will place a hold on the student's account. If a hold is placed on the student's account, the student will not be permitted to register for courses, graduate or request a transcript. The student's grades will also be withheld. The hold will remain in place until the student meets with the PDC.
3. Present at the initial meeting will be the members of the PDC and the student. The student may be assisted or supported at the hearing by an advisor who is a member of the University community. A member of the University community shall include any current member of the faculty (other than the referring faculty member(s), administration, or staff). Under no circumstances may the advisor be an attorney-at-law or parent. The student is responsible for presenting his or her own information, and therefore, advisors are not permitted to speak or to participate directly in the meeting but are only allowed to provide support and/or guidance to the student. NOTE: If a student fails to appear to the initial PDC meeting and fails to provide timely and sufficient documentation explaining the failure to appear, the student relinquishes his/her right to be heard before the PDC, and the PDC may develop a professional development plan that the student must sign, and it shall become binding even if the student refuses to do so. Alternately, the PDC may consider the student to be non-compliant with the referral and may act in accordance with #7 below.

4. During this initial PDC meeting, the PDC and the student will discuss an action plan. The PDC will then develop a professional development plan. This professional development plan will include, but not be limited to the following:
 - a. PDC expectations of the student and specific behaviors required;
 - b. Tasks the student will engage in to facilitate his or her success (including timeframes);
 - c. Consequences for not successfully completing the expected tasks or engaging in the required behaviors; and
 - d. Signatures of the PDC members and the student. These signatures will confirm the PDC's and the student's understanding of the concerns, required actions, and their time frame, and consequences of their non-completion. Both the PDC and the student will retain copies of the signed professional development plan, and a copy will be forwarded to the student's academic advisor and the department chairperson. If a student refuses to sign the professional development plan, or comply with the PDC's recommendations, he or she may immediately be suspended from the program, either in whole or in part, as deemed necessary by the PDC and may be terminated from the program for non-compliance with the PDC's recommendations.

Note: In some cases, a second meeting between the student and the PDC may be required to complete the professional development plan. If needed, this second meeting will be scheduled during the first meeting and its scheduled date/time will be documented and signed by the PDC members and the student.

5. The PDC will monitor the student's progress in following through with the professional development plan. If the student does not comply with the professional development plan, or if new concerns develop, the PDC may consult the student's advisor, the department chairperson and/or the full department faculty regarding the development of additional/alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The department chairperson, the student's academic advisor, the PDC, and the student will all retain signed copies of any revision(s) made to the professional development plan as a result of consultation with the full counseling faculty.
6. The student will provide to the PDC appropriate documentation supporting successful completion of the required actions, at which time the PDC will review the received documentation and determine whether the professional development plan was successfully completed. This may require a meeting between the PDC and the student. In addition, the PDC may request interim meetings with the student to monitor the implementation of the professional development plan.
7. If a student does not show for any scheduled meeting with the PDC, and fails to provide timely and sufficient documentation explaining the absence, the PDC may consider such failure to attend as evidence of non-compliance with the referral to the PDC and/or the terms of the professional development plan. At that time, the PDC may recommend to the chairperson to suspend the student's progress in the program, which may include blocking the student from registering for future classes and withdrawing the student from current and future courses. If such a block and/or withdrawal from classes is implemented, the chairperson will notify the student in writing with copies to the student's academic advisor and the PDC.
8. All faculty recommendations for dismissal from the counseling program will be forwarded to (and will be the ultimate decision of) the Dean of the McMurray School of Humanities and Social Sciences, with notification sent to the Graduate Academic Standards and Review Committee.

9. If the student wishes to appeal the required actions set forth in the professional development plan, the student may make an initial written appeal to the Dean of the McMurray School of Humanities and Social Sciences within seven (7) calendar days from being presented with a professional development plan. The appeal shall be limited to whether or not the required actions set forth in the plan are appropriate. The Dean shall have twenty-one (21) calendar days from receipt of the written appeal to render a written decision. Following a decision by the Dean, a final written appeal can be made to the Provost & Vice President of Academic Affairs or his or her designee. The Provost or his or her designee has twenty-one (21) calendar days to render a written decision. Following the Provost & Vice President of Academic Affairs or his/her designee's decision, there shall be no further recourse.

Note: The Department of Professional Counseling reserves the right to modify this process as appropriate and with notice to all students.

Appendix G

**Professional Development Plan Agreement
Monmouth University
Mental Health Counseling**

Student name: _____ **Date** _____

For you to continue your progress toward receiving your mental health counseling degree, the faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program's student handbook.

**Domain A: Professional Responsibility
Behavior the student will demonstrate:**

1. _____
2. _____
3. _____

**Domain B: Therapeutic Skills and Abilities
Behavior the student will demonstrate:**

1. _____
2. _____
3. _____

To successfully engage in the aforementioned behaviors, the student will (including dates of expected completion):

1. _____
2. _____
3. _____

4. _____

5. _____

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for being removed from the mental health counseling program. I understand that I can appeal this plan *prior* to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract within the time stated on this document, I understand I will be terminated from the mental health counseling program. I also understand the program's professional development process and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date Student

Date Professional Development Committee

Adapted from Kress & Protivnak (2009)

Appendix H

Professional Development Committee Referral Form

Referring faculty: Please read the instructions (available from department chair) and guiding statement in their entirety BEFORE submitting this form.

Student's name: _____ Date _____

Referring faculty member: _____

Please check all that apply below:

_____ The student is enrolled in one of my courses.

_____ The student is my advisee.

_____ I am the department chair and/or a program director.

Please describe the behaviors you witnessed that lead you to make this referral.

Please describe the efforts you have made to resolve the problem, and the outcome of these efforts. Please attach all documentation of these efforts.

To discuss the problem, I previously contacted (check all that apply):

_____ student's advisor _____ department chair/program director _____ neither Please

describe the outcome of this contact (or reasons for not contacting advisor/chair/director).

This referral is sent to:

Chair of PDC (name) _____

Student (name) _____

Student's Advisor (name) _____

Department Chair (name) _____

