



**MONMOUTH**  
UNIVERSITY

EDUCATIONAL COUNSELING  
*and* LEADERSHIP

# **Educational Counseling Programs Manual**

School Counseling

Student Affairs/College Counseling

**2025-2026**

**Department of Educational Counseling and Leadership**

McAllan Hall 126

400 Cedar Avenue

West Long Branch, New Jersey 07764

**(732) 571-3437**

## **Program Director Welcome**

Dear Educational Counseling Students,

Welcome to the Educational Counseling Program at Monmouth University's School of Education. As your Program Director, I am thrilled to have you join our dynamic and supportive community within the Department of Educational Counseling and Leadership.

Congratulations on taking this important step in your professional journey! You have chosen a career path that will allow you to make a lasting, positive impact on students across P-12 schools and institutions of higher education. By selecting Monmouth University, you are not only pursuing a rewarding field—you are also joining a program guided by world-class faculty who are dedicated to your growth and success.

Our faculty are highly accomplished scholars and practitioners, recognized globally for their expertise in both counseling and clinical practice. Their work is deeply rooted in the principles of social justice, equity, and anti-racism—values that extend far beyond a mission statement. These principles are embedded in everything we do and are reflected in the way we teach, mentor, and serve our communities. Through a carefully designed curriculum, you will develop the knowledge, skills, and reflective practices needed to become a culturally competent, socially just, and highly effective counselor.

We are also proud to share that our Educational Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both the Educational Counseling and Student Affairs, and College Counseling programs are accredited through 2033—a recognition of our commitment to excellence, innovation, and continuous improvement in counselor education.

As you begin your academic journey, I encourage you to push beyond your comfort zone, think critically, and remain reflective as you begin to form and strengthen your counselor identity. This handbook has been created as a comprehensive guide to help you navigate your academic experience. Inside, you'll find information on curriculum, field placements, graduation requirements, and additional resources such as APA writing tools and examples. Familiarity with APA style is essential for success at the graduate level, so please be sure to review these resources carefully.

Additionally, take time to thoroughly review this manual to understand program expectations and requirements. Your assigned advisor will be your primary point of contact throughout your time in the program, but our entire faculty team is here to support you. Each faculty member oversees specific areas such as the NCE exam, honor societies, and student advisory committees—refer to the handbook to learn more about who to contact for these components.

As your Program Director, I am here as a resource and support as you work toward your academic and professional goals. I encourage you to fully engage in the vibrant community we've built here—one that fosters collaboration, connection, and growth. Embrace every opportunity to learn beyond the classroom, form meaningful relationships with your peers and professors, and immerse yourself in all that this program has to offer.

Sincerely,

*Stephanie R. Bobbitt*

Stephanie Bobbitt, Ph.D., LPC

Assistant Professor

Program Director for Educational Counseling

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## **EDUCATIONAL COUNSELING PROGRAMS OVERVIEW**

### **Statement of Philosophy**

Professional counseling and advising in school and universities are presented to address the unique challenges and developmental stages individuals encounter in their educational experience. School counselors and student affairs professionals assist students with practical strategies and skills that are designed to help them reach career goals and maximize their potential success.

The goals of the Counseling Programs at Monmouth University are to foster professional growth and development of students who aspire to be exceptional school counselors, student affairs professionals or college counselors. The components of our program goals incorporate a knowledge base of theoretical counseling applied to school and university students from converging identities. Program faculty are competent using innovative teaching approaches that integrate current research studies in professional counseling and student affairs. The counseling program is committed to providing a thorough understanding of human behavior and emotional well-being as it relates to optimal functioning for students in P-12 and university settings. The overarching philosophy of the program is student-centered and results driven while implementing a personal approach that addresses the individual goals and professional aspirations for our students.

### **About Counseling Programs**

The Monmouth University School Counseling program is fully endorsed and certified by the New Jersey Department of Education and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Program faculty demonstrate strong identities as competent professionals focusing on students' journey towards self-awareness, personal and professional development, as well as transformational learning. Concurrently, program faculty engage students in immersive experiences that are intentional within the curriculum. Students practice ethical decision-making, career counseling, and crisis intervention approaches in schools and universities. These learning experiences are utilized to meet the standards and objectives for school counseling and student affairs. To that end, the school counselor specialization prepares students to become skilled counselors ready to deliver comprehensive, developmental school counseling programs to all students. The Student Affairs and College Counseling specialization prepares students to become proficient in the implementation of student affairs services or college counseling.

## **Accreditation**

The accreditation of universities and counseling programs is completely voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards and established by academics, professionals, and counseling associations throughout the United States.

In addition to the general credibility of CACREP accredited programs aligned to national standards, there are some very concrete advantages graduates have from a CACREP- accredited graduate program in counseling. These advantages include being able to take the National Counselor Examination (NCE) and apply for and become a National Certified Counselor (NCC) upon graduation from the master's degree programs without having to complete two years of post-graduation supervised experience (as is required for those who graduate from master's degree programs that are not CACREP accredited). Many career opportunities offer preferences for candidates who have graduated from CACREP accredited graduate programs, who are NCCs, and who are licensed as professional counselors. All of these benefits can be realized more easily by graduating from a CACREP accredited program in counseling.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) provides leadership and promotes excellence in professional counseling programs across the United States. As an accrediting body, CACREP (2009) is committed to the development of standards and procedures that reflect a culturally diverse society. The Council for Accreditation of Counseling and Related Educational Programs is dedicated to promoting the development and improvement of counselor preparation programs. This preparation is designed to provide competency-based training consistent with optimal human development (CACREP, 2009). Our school counseling program and student affairs/college counseling programs are accredited through 2025. Each component of the CACREP standards is integrated throughout program courses, policies, and procedures.

In the School of Education, all degree programs in the Monmouth University School of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). Some states offer special consideration to graduates of NCATE accredited programs when they apply for state licensure or certification as school counselors. Monmouth University is accredited by the regional accrediting agency, the Middle States Association of Colleges and Schools. All state counseling licensure boards and school counselor certification agencies require that students hold graduate degrees from universities that are regionally accredited. In addition, most jobs require that graduate degrees be granted from accredited universities.

### **Program Commitment to Multicultural and Social Justice Advocacy**

The Educational Counseling Program at Monmouth University, at its core, is a social justice advocacy program. The Program is committed to maintaining an environment that recognizes and values the diversity within society including but not limited to the areas of race, religion, color, sex, age, socioeconomic status, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. As such, the program is committed to training each counseling student to become a social justice advocate through self-awareness, understanding, knowledge, and advocacy skills. Aligned with the Program's goal of training counseling students as advocates, the Program seeks to develop and nurture diversity. The Programs beliefs are that advocacy is forefront in student's education, emphasizing an advocacy role in all of counseling. This past year, the Educational Counseling Program's strategic plan successfully included the integration of all phases of the Multicultural and Social Justice Competencies throughout the entire program curriculum.

Social justice advocacy is a critical component of the Educational Counseling Program and relevant to all counseling courses. In all courses, you are to reflect the Multicultural and Social Justice Standards of the counseling profession. Each course provides a basis for all other courses in the program and facilitates multicultural perspectives, highlighting awareness, understanding, and knowledge of diversity and social justice issues.

Throughout the program, any verbal or written communication should be consistent with the respect and appreciation and acceptance that are the foundation of the counseling profession. Further, actions and language should reflect the ACA Human Rights Committee's 1987 statement on tolerance. In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

### **Educational Counseling Anti-Racism Statement:**

The Educational Counseling Program at Monmouth University firmly stands against all forms of racism. **Racism is not just a Black issue. Racism hurts everyone.**

We honor, affirm, and support Black Indigenous People of Color (BIPOC) and will continue to work tirelessly to address anti-racist policies & practices at the university and beyond. We believe representation matters and support the hiring of diverse faculty, staff, and administrators and the intentional admission practices to diversify the student body. More importantly, we believe it is necessary to create institutional structures that support a more racially & ethnically diverse community to retain BIPOC students and ensure their success.

Educational Counseling faculty serve as leaders and advocates for social justice and anti-racism through teaching, service, and scholarship. We recognize the importance of continuous self-work and education to understand our own implicit biases and the historic realities of systemic racism that remain at the forefront of anti-Blackness. Faculty are committed to their ongoing personal work and model this in and out of the classroom. Educational Counseling faculty intentionally create and support classroom environments that respect and foster the dignity of all.

Educational Counseling program curriculum is framed by the Multicultural and Social Justice Counseling Competencies (MSJCC), which ensures that all students are trained as social justice advocates. These competencies and additional program requirements far exceed the minimum expectations of counseling program practices, which makes us a highly competitive program, ideal for those interested in serving as change agents and allies in educational environments. Some examples include:

- An *Advanced Race & Racism* course that requires students to participate in an 'outside of the classroom' anti-racism project;
- Immersive social justice advocacy and action opportunities during the minimum 700-hour internship experiences in k-16 settings;
- Implicit bias assessments, immersive bias-disruption experiences, and additional social justice activities infused in all courses from start to finish.

Lastly, the Educational Counseling program coordinates programs & maintains partnerships to uphold our mission of social justice advocacy, which include:



- The annual Social Justice Symposium (created in 2018), which has featured internationally recognized scholars who discuss issues of race and racism, open to the entire Monmouth and surrounding community;
- Multiple community partnerships and events that primarily support and serve students of color, which include the Monmouth Future Scholars (MFS) program for low-income, first-generation college-bound students and the Empowering Young Black Males (EYBM) program for Black males in local school districts.

***“Anti-racism is not a spectator sport. When each one of us moves into accountability for action, “ME” becomes “WE.” When WE change our mindset and enter into a collective journey for change, then WE will transform. When WE join together in Taking Action, WE will win”.***

***-The Privilege Institute***

## **Recruitment of Diverse Students**

Monmouth University's commitment to diversity is evident in its Mission Statement and Strategic Plan. The mission statement reads as follows:

"Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world."

Housed within the School of Education, the Counseling program's faculty continuously strives to recruit a more diverse student body. Below are the guidelines:

1. The program faculty coordinate and support the Monmouth Future Scholars program, an academic mentoring program with the goal of increasing the numbers of low-income, first-generation students graduating from high school. It is a pre-college bridge program that targets the 6th through 12th grade population of students in Long Branch Public School District. The program partners with the middle school and high school, and provides participants with valuable experiences that will hopefully lead to acceptance to Monmouth University. Its goal is to assist program participants in gaining access to higher education, particularly Monmouth University, and entering a career in the field of education or human services to become agents of social change. Educational Counseling interns work directly with student participants in group and individual format, using a college and career readiness curriculum supported by the American School Counselor Association (ASCA) and the College Board. Numerous Educational Counseling students volunteer during the annual Monmouth Future Scholars Campus Immersion Day. This prepares students to work with historically underrepresented college bound students.

2. The program faculty assisted in recruiting diverse speakers such as Lee Mun Wah, who presented the keynote address on cultural diversity at Monmouth University School of Education in Spring, 2011. This information is included in our Educational Counseling Programs brochure and distributed to college advising centers, Schools of Education, and undergraduate Psychology programs throughout the State of New Jersey. In addition, the program launched the Annual Social Justice Symposium in Spring 2019 where prominent diverse social justice presenters will be featured each academic year.

3. The program faculty offers incoming undergraduate students the option of combining their undergraduate program (in Psychology) with a Master's in School Counseling or Student Affairs and College Counseling.

4. The program faculty share program information with school counselors and student affairs professionals in the local area to recruit diverse students.

5. The program faculty support diversity initiatives and awareness efforts of program faculty by including highlights of their national and local presentations at national conferences. These presentations are included in the current graduate brochure. Additionally, this brochure is shared with Graduate Admissions, which is included in the recruitment package.

## **ENTRY-LEVEL PROGRAM INFORMATION**

### **Overview of Programs**

The entry-level program in school counseling is a 60-credit curriculum that focuses on the preparation of professional school counselors and student affairs professionals. The New Jersey Department of Education has endorsed Monmouth University School of Education as an administrative liaison for the certification of students pursuing school counseling certification. School counseling students successfully completing the program will receive a New Jersey Department of Education Certificate for School Counseling.

The entry-level program in student affairs and college counseling is a 60-credit curriculum that focuses on the preparation of professional student affairs and college counselors. Students who successfully complete the program will be able to apply for positions at the college and university levels. Currently, there is no certification or licensure that exists for student affairs professionals.

The Substance Awareness Coordinator Endorsement program is intended for candidates who want to be certified as Substance Awareness Coordinators. After completion of the program, these candidates will meet the New Jersey requirements for certification as a SAC Coordinator.

In addition, we offer a Director of School Counseling endorsement, which is designed for students interested in becoming a student services administrator (K-12). These students will meet the New Jersey requirements for certification once the program and three years of successful service as a School Counselor have been completed.

### **Mission Statement**

The mission statement for the Counseling Programs at Monmouth University is as follows:

Within the Monmouth University School of Education, our Master's Degree program in Educational Counseling at Monmouth University focuses on a comprehensive, integrative approach that is designed to prepare students with practical counseling skills used in a school environment. Our mission statement is aligned and collaboratively implemented within the paradigm of the Monmouth University Strategic Plan and Mission Statement of the School of Education at Monmouth University. Our students come from a wide range of backgrounds solidifying the commitment to a diverse student population. The courses are specifically designed to enhance multicultural competency, clinical knowledge, and based in a research-oriented approach. The program providing an individualized program of study that can influence the development of our students to become effective with student populations that range from all cultural, racial, socioeconomic and ethnic backgrounds.

### **Statement of Objectives for Counseling Programs**

- To ensure comprehensive implementation and sustenance of accreditation of CACREP, CAEP, and the New Jersey Department of Education.
- To develop counselor competencies and skill development in students to develop programming at the elementary, intermediate, secondary, and college level.
- To teach students to demonstrate the ability to use ethical and legal decision-making models as professional counselors in educational settings.
- To incorporate and develop counseling plans and goals that incorporate the life span development of individuals in a multicultural society.
- To facilitate the knowledge of at-risk populations and application of resiliency utilizing a developmental perspective across the lifespan.
- To implement counseling theory into counseling interventions supported by the current research trends in professional counseling.
- To implement group counseling facilitation skills, psycho-educational comprehension, group activities, and techniques of group facilitation.
- To help students understand the influence of family systems, consultation, and prevention programs for parents and families.
- To impart knowledge of self with exploration into culture, diversity, and converging identities.
- To develop an understanding of test interpretation, assessment procedures, and standardized tests in schools.
- To teach the implementation of core and advanced skills in practicum and internship courses, including the design of peer and supervisor feedback as well as individual/group supervision.
- To develop a sense of openness and positive regard for students as a model for the therapeutic relationship.
- To assist students with self-awareness, professional counseling disposition, and receptiveness to constructive criticism.

### **Admission Policies for Educational Counseling Students**

The program's admission criteria are developed collaboratively with program faculty and Graduate Admissions. The admission criteria are available for review by prospective students on the Admission for Graduate Students website and in the Graduate Catalog. In addition to the standard admissions application, criteria also include participation in an on-campus group interview. After a thorough review of application materials and participation in the on-campus interview, program faculty make final admissions decisions. Program faculty review the criteria for admission every two years. The retention policy in the Counseling programs reflects satisfactory student performance as stated by Monmouth University. Candidates must maintain a grade point average of 3.0 in all courses in the program. If a candidate fails to maintain of 3.0 or better or accumulates as many as three credits of B-, C, C-, or F, the Graduate School's Academic Standards and Review Committee reviews his/her academic record.

The Graduate School has established a warning system for students. A warning is issued if a student attains one B-, C+, C- and the GPA is below 3.0 and/or two grades of B-, C+, C- and the GPA is above 3.0. A probationary status is given to candidates who attain B-, C+, or C- in two courses and have a GPA below 3.0. Candidates also receive probationary status if they have three grades of B-, C+, or C- and a GPA above 3.0. A candidate is dismissed if he/she attains three grades of B-, C+, or C- and has a GPA below 3.0 or a fourth grade of B- or below with any GPA. In addition, if a candidate receives a grade of F, the Graduate School gives probationary status. One grade of below B after the F warrants dismissal. Dismissed candidates can appeal their dismissal through the Graduate School's Academic Standards and Review Committee. In addition, questions regarding specifics of the program admissions process are directed to Dr. Stephanie Bobbitt, Program Director or Dr. Amy Hoyle, Dean of the School of Education. The Program Director of Counseling programs meets with every new student to discuss the general requirements and dispositions needed to become a counselor or student affairs professional. The program faculty implements a careful examination of the application, personal statement, and reasons why the applicant wishes to become a school counselor or student affairs professional. All applicants must include letters of recommendation which convey their interpersonal skills and potential for the program.

Potential student aptitude is determined through their undergraduate work or other Master's work performance, as well as personal statements. Monmouth University does not require students to take the Graduate Recorded Examination (GRE) as part of the admission requirements.

Potential students provide technological understanding by their ability to complete and submit the online application form. Program faculty rate and determine how each prospective student would

fit with the goals and objectives of the Counseling programs. In addition, potential students contact faculty members regarding the program. During these conversations, faculty members can ascertain whether students are best suited for a Counseling program or should be referred to a related program to best fit their strengths. This is an important component for program faculty, because it determines whether students will strive to be the best counselors they can be.

Monmouth University offers rolling admissions each semester for our Counseling programs. Each application is submitted to the Graduate Admissions Office and forwarded to the faculty for interview consideration. Admissions decisions are made following participation in the on-campus interview. Program faculty members discuss the relative merits and commitment to social justice of the applicants to determine acceptance into the Counseling program.

The School of Education (SOE) was established in 1995 to broaden and increase support for Monmouth University's education endorsement programs. The mission of the school is to provide highly effective programs to prepare practitioners who can help all students to learn in diverse school and university settings. The school seeks to foster collaboration and partnerships among university faculty, students, staff, school practitioners, and community representatives to improve student achievement. Endorsement programs are rooted in the belief that all students can learn and are guided by four key themes: (1) the importance of both pedagogical and content knowledge and a commitment to lifelong learning, (2) an emphasis on collaboration and partnerships with schools and local communities, (3) the important role played by cultural diversity and individual differences in the teaching/learning process, and (4) the need to develop educational leadership skills consistent with professional ethics. The Department of Educational Leadership, School Counseling, and Special Education offers a Master of Science in Education degree and graduate endorsements in Substance Awareness Coordinator and Director of School Counseling Services. The SOE endorsement programs have been revised to correlate to state and national curriculum standards and research-based best practices designed to improve student learning. Programs are designed to improve each student's critical thinking, communication, and problem-solving skills as these apply to K-12 and university settings.

The school's educational programs also integrate state-of-the-art computer technologies that can be applied in K-12 classrooms, school administration, and higher education. The school has its own computer lab and offers courses that are both online and web-enhanced. The school's graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theory research that students can apply as best practices in diverse school and university settings. All programs incorporate integrated field internship experiences to enable candidates to work with students in school and university settings.



The requirements are:

### **MASTER OF SCIENCE IN EDUCATION (MSEd)**

[School Counseling or Student Affairs & College Counseling]

Admission requirements are as follows:

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 GPA in the undergraduate major.
2. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
3. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program while expressing commitment to social justice via essay questions.
4. Participation in an on-campus group interview.

### **SUBSTANCE AWARENESS COORDINATOR ENDORSEMENT (SAC)**

Admission requirements for the Graduate Endorsement: Student Assistance Awareness Coordinator are as follows:

1. Possession of a baccalaureate degree in a field leading to teacher licensure, health services, psychology, or social work from an accredited institution.
2. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

### **DIRECTOR OF SCHOOL COUNSELING SERVICES (DSC)**

The Director of School Counseling Services is a program designed for practicing school counselors that would like to become program administrators in school counseling departments.

Admission requirements for the Graduate Endorsement: Director of School Counseling are as follows:

Supervisor (Post-Master's)

1. Possession of a Master's degree.
2. See MSEd requirements.

Note: The state code requires that an applicant for the Supervisor certification must hold a standard New Jersey instructional or educational services certificate or its out-of-state equivalent and complete three years of successful, full-time teaching and/or educational services experience.

Teaching and/or educational services experience completed in a New Jersey public school must have been under an appropriate New Jersey certificate.

3. Possession of a baccalaureate degree with a minimum 2.5 overall GPA and a minimum 3.0 GPA in the undergraduate major.
4. Two letters of recommendation for graduate study.
5. Written statement that describes the historical areas the candidate wishes to study and details how graduate study will contribute to the candidate's professional and academic goals.

## PROFESSIONALISM & STUDENT INVOLVEMENT

### Professional Disposition

Students are required to carefully read and periodically review this manual to adhere to the mandatory steps for program completion. An advising appointment is required with an assigned faculty advisor to discuss the program of study, internship, and appropriate advising. Professional conduct is expected from our students in their classes, field placement and the university setting. This includes professional attire, attitude, disposition, and behavior. It is the student's responsibility to uphold the principles of professional conduct established by our counseling profession and Monmouth University.

### Professional Organizations

During the semester student orientation meeting, faculty presents information regarding professional development opportunities and associations for professional counseling. The introduction to professional organizations and associations are also presented in EDC-500, Introduction to Professional Counseling, which all students are required to take in their first semester. Additionally, faculty members encourage students to become active in the professional organizations surrounding the counseling field. All students are required to join the American Counseling Association (ACA) as a part of their practicum and internship experience. In addition, it is highly encouraged that students join other national associations. Students are also invited to apply to Chi Sigma Iota, the international honor society for students, professional counselors, and counselor educators.

#### Chi Sigma Iota

Advisor: Dr. Stephanie Bobbitt



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. It is a shared chapter with the psychological counseling programs. The Faculty Coordinator for the Educational Counseling program is Dr. Stephanie Bobbitt. Inductions are each spring only. Students must join by fall and summer. Information is provided to students during the semester orientation and in EDC 500.

To join, or for more information about CSI, please visit the CSI Web site at [www.csi-net.org](http://www.csi-net.org)

## Educational Counseling Student Association

Advisor: Dr. Vernon Smith

All graduate students enrolled in the Educational Counseling (School Counseling and Student Affairs/College Counseling) programs at Monmouth University are members of the Educational Counseling Students Association (ECSA). As an organized student association representing the students of the Educational Counseling program enrolled in the school counseling and student affairs/college counseling programs, the ECSA serves as a student group supporting the academic program, promoting the career field, advocating for its student body, the University, and community at large. This group allows Educational Counseling Graduate Students, faculty, alumni, and other interested associates of the University to officially organize, raise funds, and support the noted parties as necessary according to the standards, rules, and regulations of Monmouth University Student Activities.

Specific events and ideas include are to include 4 events each semester. There will be two business-casual networking events, a student orientation each semester for those new to the major of Educational Counseling as well as educational trips, fund-raising, participation in professional or academic conferences, volunteer opportunities for university or community service, and fundraisers such as the sale of t-shirts.

The ECSA will support our unique career field through service to or collaboration with local school districts or universities, faculty, and professional organizations such as the Monmouth County School Counselor's Association and other related organizations.

## Chi Sigma Alpha Student Affairs Honor Society

Advisor: Dr. Nicole Pulliam



Chi Sigma Alpha Student Affairs Honor Society International comprised of graduate students, alumni, faculty, and student affairs professionals. In the fall of 2001 at Virginia Polytechnic Institute and State University in Blacksburg, Virginia Chi Sigma Alpha was founded to promote and recognize excellence in academics, research, and service to the profession of student affairs. The Nu chapter is the Monmouth University chartered chapter and was founded in 2013.

All graduate students enrolled in the Educational Counseling (School Counseling and Student Affairs/College Counseling) programs at Monmouth University with an interest in higher education,

postsecondary education, student affairs, or college counseling may be eligible for membership in this honor society.

### Educational Counseling Student Ambassadors

Advisor: Dr. Alyson Pompeo-Fargnoli

These important EDC Student Ambassadors act as the student “face” of our program. They’re integral in recruitment and mentoring efforts with new and prospective students. They have the opportunity to meet undergrad students and tell them about their “road to/in the program” journey; Mentor incoming students; Connect and network with various higher education leaders; Promote the profession of school counseling and student affairs; Build their leadership and speaking skills; Work closely with your fellow EDC faculty; and more.

### **Professional Organizations outside of EDC**

#### 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](http://www.counseling.org). All students are required to join ACA for practicum and for their internships for professional development and liability insurance. Students are also encouraged to join ACA subdivisions related to their interest area(s).

### **Other Professional Organizations**

Other students are encouraged to join their degree-specific professional organizations. These are:

School Counseling students are encouraged to join the American School Counseling Association as well as the NJ School Counseling Association, and local, NJ county-wide school counseling association to include Ocean, Monmouth, and Middlesex. School counseling students interested in high school counseling for college are encouraged to join New Jersey Association for College Admission Counseling.

Student Affairs/College Counseling students are encouraged join the American College Personnel Association (ACPA) or National Association of Student Personnel Administrators (NASPA) as well as one of the major specific functional area professional association which include the Association of Fraternity/Sorority Advisors (AFA), National Academic Advising Association (NACADA), National Association of Career Educators (NACE), National Career Development Association (NCDA) National Association of Campus Activities (NACA), and National Orientation Directors Association (NODA), or Association of College & University Housing Officers-International (ACUHO-I).

Space for Student Notes:

## PROGRAM CURRICULUM CHARTS

<b>MASTER OF SCIENCE IN EDUCATION</b> <b>School Counseling</b> <b>REQUIREMENTS: 60 CREDITS</b>	
	Credits
EDC-500: Introduction to Professional Counseling	3.0
EDC-502: Counseling Skills	3.0
EDC-505: Counseling and Ethical Practice	3.0
EDC-508: Trauma and Crisis in Counseling	3.0
EDC-510: Human Growth & Development	3.0
EDC-512- Access and Equity in Education	3.0
EDC-520: Advanced Topics in Race and Racism	3.0
EDC-525: Assessment for Counseling	3.0
EDC-530: Counseling Theory and Practice	3.0
EDC-535: Diversity and Social Justice	3.0
EDC-540: Group Counseling	3.0
EDC-545: Career Development and Counseling	3.0
EDC-550: Counseling At-Risk Children and Families	3.0
EDC-555: School Counseling Program Planning and Consultation	3.0
EDC-580: Behavioral Issues in Counseling	3.0
EDC-600: Practicum in Counseling	3.0
EDC-606: Research Methodology and Applications I	3.0
EDC-601A: Internship in Counseling I: School Counseling	3.0
EDC-602A: Internship in Counseling II: School Counseling EDC-CPE: Counseling Preparatory	3.0
EDC-675: Capstone in Counseling	3.0

TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SCHOOL COUNSELING = 60
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**NOTE:**

**\* Completion of this program does not automatically result in student for LAC Certification or K-12 School Counselor Certification. Students must complete all State requirements including NCC exam and State application.**



<b>MASTER OF SCIENCE IN EDUCATION</b> <b>Student Affairs and College Counseling</b>  <b>REQUIREMENTS: 60 CREDITS</b>	
	Credits
EDC-500: Introduction to Professional Counseling	3.0
EDC-501: Intro to College Student Development & Student Affairs	3.0
EDC-502: Counseling Skills	3.0
EDC-505: Counseling and Ethical Practice	3.0
EDC-508: Trauma and Crisis in Counseling	3.0
EDC-510: Human Growth & Development	3.0
EDC-512- Access and Equity in Education	3.0
EDC-520: Advanced Topics in Race and Racism	3.0
EDC-525: Assessment for Counseling	3.0
EDC-530: Counseling Theory and Practice	3.0
EDC-535: Diversity and Social Justice	3.0
EDC-540: Group Counseling	3.0
EDC-541: Leadership & Administration of Campus Environments	3.0
EDC-545: Career Development and Counseling	3.0
EDC-580: Behavioral Issues in Counseling	3.0
EDC-600: Practicum in Counseling	3.0
EDC-606: Research Methodology and Applications I	3.0
EDC-601B: Internship in Counseling I: SACC	3.0
EDC-602B: Internship in Counseling II: SACC	3.0
EDC-675: Capstone in Counseling	3.0

<p><b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: STUDENT AFFAIRS AND COLLEGE COUNSELING = 60</b></p>
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**NOTE:**

**\* Completion of this program does not automatically result in student for LAC Certification or K-12 School Counselor Certification. Students must complete all State requirements including NCC exam and State application.**

**POST-MASTER'S ENDORSEMENT**  
**Director of School Counseling Services**

**REQUIREMENTS: 9 CREDITS**

	Credits
EDL-530: School Law and Policy	3.0
EDC-565: Supervision of Counselors	3.0
EDL-536: Curriculum Development and Design	3.0

**TOTAL CREDITS FOR POST-MASTER'S ENDORSEMENT: DIRECTOR OF SCHOOL COUNSELING SERVICES = 9**

**GRADUATE STUDENT ASSISTANCE COORDINATOR**  
**ENDORSEMENT**

**REQUIREMENTS: 21 CREDITS**

	Credits
PC-540: Introduction to Alcohol and Drug Abuse	3.0
PC-515: Human Development Through Life Span *OR* EDC-510: Human Growth and Development *OR* SW-509: Human Behavior in the Social Environment I	3.0
EDC-546: Substance Awareness in the Schools *OR* SW-628: School of Social Work	3.0
PC-542: Treatment of Alcohol and Drug Abuse *OR* EDC/SW-604: Clinical Practice in Addictions	3.0
EDC-517: Community Mental Health *OR* PC-510: Community Mental Health *OR* SW-518: Global Community Practice	3.0
PC-680: Clinical Internship in Professional Counseling *OR* EDC-610: SAC Internship *OR* SW-630: Field Practicum III FC	3.0
EDC-555: School Counseling Program Planning	3.0

**TOTAL CREDITS FOR GRADUATE STUDENT ASSISTANCE COORDINATOR ENDORSEMENT: 21**

\*For questions related to the SAC endorsement please contact the SAC, advisor Fran Swift at [fswift@monmouth.edu](mailto:fswift@monmouth.edu)

## SUGGESTED COURSE SEQUENCES

### School Counseling

Students must create a program plan with their academic advisor and in association with the Program Director. Students in the school counseling track should consider following a specific course of study based on the prerequisites necessary to be eligible to complete field placements. It is suggested that School Counseling students take EDC 555 before fieldwork if possible.

The prerequisites for Practicum are comprised of: EDC 500, EDC 502, EDC 505, EDC 530, EDC 535

The prerequisites for Internship I and II are comprised of: EDC 500, EDC502, EDC 505, EDC 530, EDC 535, EDC 540, EDC 520, EDC 600, and additional coursework.

### SCHOOL COUNSELING

### 3 YEAR PROGRAM

#### FALL START

#### 60 CREDITS

FALL 1	SPRING 1	FALL 2	SPRING 2	FALL 3	SPRING 3
EDC 500	EDC 502	EDC 512	EDC 600	EDC 601B	EDC 602B
EDC 535	EDC 530	EDC 540	EDC 550	EDC 555	EDC 675
EDC 505	EDC 520	EDC 508	EDC 545	EDC 606	
EDC 501	EDC 545	EDC 525			

\*Note: this is just a suggestion, and programs are at each student's own pace and may take longer than 3 years.

**For students entering starting Fall 2023 and beyond, EDC502 is also a required foundational course**

## SUGGESTED COURSE SEQUENCES

### Student Affairs and College Counseling

#### STUDENT AFFAIRS/COLLEGE COUNSELING

3 YEAR PROGRAM

#### FALL START

60 CREDITS

FALL 1	SPRING 1	FALL 2	SPRING 2	FALL 3	SPRING 3
EDC 500	EDC 502	EDC 512	EDC 600	EDC 601B	EDC 602B
EDC 535	EDC 530	EDC 540	EDC 606	EDC 580	EDC 541
EDC 505	EDC 520	EDC 508	EDC 510		EDC 675
EDC 501	EDC 545	EDC 525			

\*Note: this is just a suggestion, and programs are at each student's own pace and may take longer than 3 years.

**For students entering starting Fall 2023 and beyond, EDC502 is also a required foundational course**

**TRADITIONAL COURSE OFFERING CYCLE**

FALL	SPRING	SUMMER
EDC 500	EDC 500	EDC 502
EDC 501	EDC 502	EDC 510
EDC 502	EDC 505	EDC 525
EDC 505	EDC 508	EDC 530
EDC 508	EDC 510	EDC 540
EDC 510	EDC 512	EDC 545
EDC 512	EDC 520	EDC 555
EDC 520	EDC 530	
EDC 525	EDC 535	
EDC 530	EDC 541	
EDC 535	EDC 545	
EDC 540	EDC 550	
EDC 550	EDC 580	
EDC 555	EDC 600	
EDC 580	EDC 601A	
EDC 600	EDC 602A	
EDC 601A	EDC 602B	
EDC 601B	EDC 606	
EDC 602A	EDC 675	
EDC 606		

**Note:** The above course cycle is subject to change with advanced notice. The faculty and university do not guarantee the course cycle and reserve the right to make changes based on academic needs and personnel decisions.

**COURSE PLANNING SHEET****MSEd School Counseling**

<b>Program Criteria – 60 Credits</b>	<b>Credits</b>	<b>Semester</b>	<b>Year</b>
<b>AREA I. Foundational Studies (24 credits)</b>			
EDC 500 Introduction to Professional Counseling (Summer, Fall, Spring)	3		
EDC 505 Counseling and Ethical Practice (Summer, Fall, Spring)	3		
EDC 502 Counseling Skills (Fall, Spring)	3		
EDC 530 Counseling Theory and Practice (Summer, Fall, Spring)	3		
EDC 508 Trauma and Crisis in Counseling (Fall, Spring)	3		
EDC 540 Group Counseling (Summer, Fall, Spring-as needed)	3		
EDC 545 Career Development and Counseling (Summer, Spring)	3		
EDC 580 Behavioral Issues in Counseling (Fall, Spring)	3		
<b>AREA II. Professional Studies (9 credits)</b>			
EDC 550 Counseling At-Risk Children and Families (Fall, Spring)	3		
EDC 555 School Counseling Program Planning and Consultation (Summer, Fall)	3		
EDC 510-OL Human Growth and Development (Summer, Fall, Spring)	3		
<b>AREA III. Assessment, Evaluation &amp; Research (6 credits)</b>			
EDC 525 Assessment for Counseling (Summer, Fall, Spring)	3		
EDC 606 Research Methodology and Applications (Fall, Spring)	3		
<b>AREA IV. Social Justice &amp; Diversity (9 credits)</b>			
EDC 520 Advanced Topics in Race & Racism (Fall, Spring)	3		
EDC 535 Diversity and Social Justice (Fall, Spring)	3		
EDC 512 Access and Equity in Education (Fall, Spring)	3		
<b>AREA V. Supervised Practice (9 credits)</b>			
EDC 600 Practicum in School Counseling (Fall, Spring)	3		
EDC 601A Internship in Counseling I: School Counseling (Fall Spring)	3		
EDC 602A Internship in Counseling II: School Counseling (Fall, Spring)	3		
<b>Additional Requirements (3 credits)</b>			
EDC 675 Capstone in Counseling (Spring)	3		
<b>Transfer Credits</b>			

## COURSE PLANNING SHEET

### MSEd Student Affairs & College Counseling

<b>Program Criteria – 60 Credits</b>	<b>Credits</b>	<b>Semester</b>	<b>Year</b>
<b>AREA I. Foundational Studies (24 credits)</b>			
EDC 500 Introduction to Professional Counseling (Summer, Fall, Spring)	3		
EDC 505 Counseling and Ethical Practice (Summer, Fall, Spring)	3		
EDC 502 Counseling Skills (Fall, Spring)	3		
EDC 530 Counseling Theory and Practice (Summer, Fall, Spring)	3		
EDC 508 Trauma and Crisis in Counseling (Fall, Spring)	3		
EDC 540 Group Counseling (Summer, Fall, Spring-as needed)	3		
EDC 545 Career Development and Counseling (Summer, Spring)	3		
EDC 580 Behavioral Issues in Counseling (Fall, Spring)	3		
<b>AREA II. Professional Studies (9 credits)</b>			
EDC 501 College Student Development Theory and Student Affairs (Fall)	3		
EDC 541 Leadership & Administration of Campus Environments (Spring)	3		
EDC 510-OL Human Growth and Development (Summer, Fall, Spring)	3		
<b>AREA III. Assessment, Evaluation &amp; Research (6 credits)</b>			
EDC 525 Assessment for Counseling (Summer, Fall, Spring)	3		
EDC 606 Research Methodology and Applications (Fall, Spring)	3		
<b>AREA IV. Social Justice &amp; Diversity (9 credits)</b>			
EDC 520 Advanced Topics in Race & Racism (Fall, Spring)	3		
EDC 535 Diversity and Social Justice (Fall, Spring)	3		
EDC 512 Access and Equity in Education (Fall, Spring)	3		
<b>AREA V. Supervised Practice (9 credits)</b>			
EDC 600 Practicum in Student Affairs (Summer)	3		
EDC 601B Internship in Counseling I: SACC (Fall)	3		
EDC 602B Internship in Counseling II: SACC (Spring)	3		
<b>Additional Requirements (3 credits)</b>			
EDC 675 Capstone in Counseling (Spring)	3		
<b>Transfer Credits</b>			

Space for Student Notes:



## **CERTIFICATIONS**

### **National Counselor Exam**

To earn the NCC (National Certified Counselor) designation, all students are encouraged to concurrently take the CPCE with the NCE. National certification can be a continuing source of career enhancement and pride for counseling professionals. It demonstrates to clients and employers that a professional counselor has met national standards.

Information about the NCE is distributed to all students during the annual semester orientation and via e-mail announcements to all students. This is an online exam and is taken off site. Assistance with registration can be provided as needed.

Questions regarding the NCE can be directed to Dr. Stephanie Bobbitt at sbobbitt@monmouth.edu

### **School Counseling Students**

Students who plan to work as school counselors should become certified as school counselors by the state department of education in the jurisdiction in which they plan to live and work. All School Counseling students are certified in New Jersey through the School of Education in Internship II (602).

### **Student Affairs & College Counseling**

While no licensure or certification exists within the profession of student affairs, students can pursue an LPC in addition to their degree if they plan to work in a college counseling center. Those students interesting in College Counseling apply for a Post-Masters Certificate in Professional Counseling.

## **STUDENT DISPOSITION REVIEW PROCESS**

As reflected in the Council of Accredited Counseling and Related Programs (CACREP, 2009), the accreditation process and the Monmouth University School of Education policy are consistent in that all students are reviewed and evaluated to determine progress and professional disposition using a disposition form survey. All students are evaluated monthly and faculty members identify students demonstrating concerns at the bi-weekly program meeting. Program faculty document these concerns and gather information to create an appropriate plan of action collaboratively.

Once a concern has been identified, a disposition review plan will be set into action. The following procedures may be implemented in Fall, Spring or Summer semesters. The steps will be implemented until a final resolution is completed.

## STUDENT DISPOSITION REVIEW PROCESS

STEP	PROCESS	ACTION
<b>1</b>	<p>Students are reviewed using the program's Disposition Form in several introductory courses (EDC500; EDC535; EDC520; EDC600; EDC601A; EDC 601B; EDC502; EDC512).</p> <p>In addition, program faculty discuss student concerns at biweekly program meetings. (Program faculty Only)</p>	Identification and Disposition Form; program meeting discussion
<b>2</b>	Program Faculty Meeting: Program faculty identifies the areas of student concerns. These concerns can include academic, interpersonal, and/or behavioral issues taking place in class, practicum/internship, or the program	Program faculty initiates process for review of Disposition Form at meeting;
<b>3</b>	Student Notification: Program Director schedules a mandatory meeting for student to discuss concern(s) with program faculty.	Email from program faculty to student via student email address.
<b>4</b>	<p>Program Faculty Meeting with Student: Program faculty discuss concerns and options regarding a plan of action.</p> <p>Plan of action may include but is not limited to: personal psychotherapy, additional coursework, probation, or termination from the program.</p> <p>Recommendations by the program faculty will be included in the plan of action with appropriate follow-up.</p>	<p>Plan of action determined during meeting with student;</p> <p>Program Director initiates email to student outlining plan of action.</p> <p>eForm filed outlining plan of action.</p>
<b>5</b>	<p>Follow-up faculty meeting with student: Program faculty meet with student to discuss progress with action plan.</p> <p>Faculty to determine if resolution has been reached or if continued actions steps are needed.</p>	eForm filed outlining details from follow-up meeting.

**Disposition Assessments**

Course	Assessment Name
EDC 505	Assessment 1 (SC & SACC) - Self Reflection & Research Paper
EDC 555	Assessment 2 (SC) - ASCA Model Project
EDC 501	Assessment 2 (SACC) - Midterm Exam
EDC 535	Assessment 3 (SC & SACC) - Bias Disruption Presentation
EDC 540	Assessment 4 (SC & SACC) - Group Leadership
EDC 545	Assessment 5 (SC & SACC) - Autobiographical Career Paper
EDC 530	Assessment 6 (SC & SACC) - Theory Portfolio Paper
EDC 555	Assessment 7 (SC) - Anti-Bias Social Emotional Learning Unit
EDC 541	Assessment 7 (SACC) - Program Review & Presentation
EDC 606	Assessment 8 (SC & SACC) - Research Proposal
EDC 500	Disposition Check 1
EDC 535	Disposition Check 2
EDC 520	Disposition Check 3
EDC 600	Disposition Check 4
EDC 601A	Disposition Check 5 (SC)
EDC 601B	Disposition Check 5 (SACC)
EDC 502	Disposition Check 6
EDC 512	Disposition Check 7

## **ACADEMIC CONCERNS AND ADMISSION APPEAL POLICY**

Graduate students (or potential graduate students) may appeal any of the following:

1. Admission decision
2. Course grade
3. Alleged unfair practice, discrimination, or bias

Process: This process is sequential and must be completed in this order. **Any student academic concerns, that are personal in nature, should be directed in the following manner consistent with university protocol: (1) faculty member related to concern, (2) Program Director, (3) Department Chair, (4) Dean of School of Education, (5) Graduate Studies.** Failure to comply will result in return to Step #1.

Regarding complaints about a grade, per the Monmouth University Graduate Catalog (p. 47):

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the department chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department chair within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the department chair may appeal the decision in writing to the dean of the school housing the course. The decision of the academic dean is final.

1. Provide Written Appeal to the Instructor

If the matter is related to an academic grade, the student must initiate contact with the instructor to discuss his/her reasons for appealing an academic grade. If the matter remains unresolved, it skips the Program Director is addressed directly to the department chair.

If there are matters related to unfair practice, the student should seek resolution directly with the faculty member and then if the matter remains unresolved, the student should proceed to Step 2.

If the matters are related to admissions, the student should seek resolution directly to the Program Director.

2. Provide a Written Appeal to Program Director

The student must contact the Program Director with appeals related to admissions, alleged unfair practice, discrimination, or bias. If the student is dissatisfied with the result, s/he may appeal to the Department Chair.

3. Provide a Written Appeal to Department Chair

The student must submit a written statement of appeal to the Department Chair. It is the student's responsibility to provide a clear and concisely written statement of the appeal and to provide all relevant documentation. If the student is dissatisfied with the result, s/he may appeal to the Dean of the School of Education.

4. Provide a Written Appeal to Dean of the School of Education

The student must contact the Dean's office for policies and procedures related to the appeal process.

5. Provide a Written Appeal to Graduate College

The student must initiate a written appeal within 60 calendar days of the last day of the semester when appeal process was initiated.

## **STUDENT ORIENTATION & ACADEMIC ADVISING PROCESS**

Once students are offered initial acceptance, they are contacted to set up a meeting with the Program Director to discuss the general requirements of the program. Basic information is distributed to all new students during our semester orientation. To illustrate, each student receives the School Counseling, Student Affairs & College Counseling Programs Manual during the orientation session held each semester. All program faculty deliver presentations at the orientation to the students regarding requirements of the Counseling Program.

Each student is assigned a faculty advisor who will help the student select courses and provide general advisement with regards to their academic plan of study. The academic advising and initial registration processes are sequential and a student must be followed. All new students will meet with the Program Director, Dr. Stephanie Bobbitt first and then with their assigned advisor. SACC students will be assigned to one of the specific track faculty. The student will send a program plan to their advisor and the Program Director.

Student Academic Advising and Registration Process:

1. Student is admitted to one of the programs in Educational Counseling (SC, SACC, SAC, DSC). Faculty maybe in contact with students for the purposes of recruitment prior to admission.
2. Admissions/Advisement will register student for their first semester courses.
3. If there is transfer of credits, the Program Director will work with the Department Chair to determine eligibility. Currently, students may only transfer up to 9 credits. Current students may not take course elsewhere.
4. Student meets with their assigned program advisor to discuss program expectations and complete a Program Plan/Worksheet (located electronically in student self-service on MyMu.
5. Student will be continually advised by their Faculty Advisor for succeeding semester during program of study.

## **APA WRITING STYLE**

The Educational Counseling and Leadership Department requires the use of the Publications Manual of the American Psychological Association (APA) 7th Edition (2020) as the guide for all written assignments during the duration of their program. 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 Educational Counseling courses taken at Monmouth University. A tutorial is provided in EDC 500 and students seeking additional clarification should reference the APA 7 manual or the Purdue Owl at <http://owl.english.purdue.edu/owl/>.



## EDUCATIONAL COUNSELING CORE FACULTY

### Stephanie Bobbitt, Ph.D., LPC

Assistant Professor

Program Director

NCE Coordinator

CSI Advisor

[sbobbitt@monmouth.edu](mailto:sbobbitt@monmouth.edu)

732-571-4486

McAllan Hall, 128

Dr. Bobbitt teaches courses in student affairs, college counseling and several other core courses within the program. Dr. Bobbitt brings an abundance of experience as both a College Counselor and Academic Advisor to her teaching practice at Monmouth University. Dr. Bobbitt's scholarly research includes topics such as grief and loss processing in the counseling relationship, the intentional inclusion of social justice advocacy in counselor education, and career development and fostering life-long resilience and wellness. She has presented her research at regional, national, and international counseling conferences. Dr. Bobbitt is a Licensed Professional Counselor (LPC) and the current advisor for the Chi Sigma Iota Honor Society (CSI). She is a member of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), the National Career Development Association (NCDA), the Association for Multicultural Counseling and Development (AMCD), and Chi Sigma Iota (CSI).

### Tina Paone, PhD, LPC

Professor

[tpaone@monmouth.edu](mailto:tpaone@monmouth.edu)

732-263-5291

McAllan Hall, 107

Dr. Paone teaches Advanced Topics in Race & Racism and Introduction to Professional Counseling. She has training and experiences across the CACREP core areas. Dr. Paone's professional experience includes counseling individuals, groups, and families from diverse cultural backgrounds. She has counseled children, adolescents, and adults in a variety of settings including K-12 schools, community agencies, and private practice. Her research areas include race, racism, Whiteness, multicultural

counseling, and social justice. She has presented at local, state, regional, national, and international levels on topics related to multicultural counseling. Dr. Paone is a Licensed Professional Counselor (LPC) and a certified school counselor (K-12) in Pennsylvania as well as a Nationally Certified Counselor (NCC), a Nationally Certified School Counselor (NCSC), and a Registered Play Therapist Supervisor (RPT-S), and an Approved Clinical Supervisor (ACS). She is a member of the ACA and ACES.

**Alyson Pompeo-Fagnoli, Ph.D., LPC**

Associate Professor

Coordinator, EDC Ambassadors

**apompeof@monmouth.edu**

732-263-5461

McAllan Hall, 106

Dr. Alyson Pompeo-Fagnoli is a nationally certified counselor (NCC), a licensed professional counselor (LPC), and holds a Substance Abuse and Addictions Counseling Certification. She brings with her a wealth of higher education experience from her over 10 years as a student affairs professional, including in campus alcohol education programs, disability services, and as a College Counseling Center Director. She also serves as an invited guest reviewer for the Journal of Ecopsychology, Journal of Health Psychology, Journal of Immunological Sciences, as well as for proposals of the ACA national conference.

Her record includes over 25 publications and over 40 presentations. She holds first authorship of journal articles on subjects such as counselor ethical awareness and the college environment of alcohol use and sexual-risk taking. Her book chapters have focused on counselor supervision and consultation, and other topics of counselor development. She has presented at numerous national, regional, and state professional conferences on various topics such as reducing mental health stigma, college counseling best practices, substance use counseling, and counselor ethics. Her research interest areas are College counseling, mental health stigma, body-mind connection. Dr. Pompeo- Fagnoli is a member of the American Counseling Association (ACA), American College Counselors Association (ACCA), and the Association for Counselor Education and Supervision (ACES)

She regularly teaches Group Counseling, Ethics, Behavioral Issues, Intro to Student Affairs, and Internship.

**Nicole Pulliam, Ph.D.**

Associate Professor

CSA Advisor

**npulliam@monmouth.edu**

732-571-7507

McAllan Hall, 103

Dr. Nicole Pulliam teaches courses on social justice and diversity, student affairs/college counseling, and human growth and development. Pulliam's practitioner experience spans over 15 years in a variety of roles within higher education, including advising and counseling within EOF programs in NY and NJ, career counseling and development, fraternity and sorority life, student activities, residential life, and financial aid.

She is a proud Latina counselor educator with a strong commitment to social justice. Her research and scholarly activities focus on the following: impacts of the impostor phenomenon on the mental health of historically underrepresented college students (Black and Latinx identified), college and career readiness programs for low-income, academically underprepared student populations, and the experiences of graduate students of color.

Dr. Pulliam serves on a variety of university-wide committees including the President's Advisory Council on Diversity and Inclusion and the School of Education's Social Justice Committee. She previously served as the Graduate Program Director and is the current advisor for Alpha Kappa Alpha (AKA) sorority, Inc. Dr. Pulliam was named the inaugural Director of the Monmouth University Social Justice Academy in March of 2021.

**Vernon Smith, Ph.D.**

Chair, Educational Counseling &amp; Leadership

Assistant Professor

Director, Empowering Young Black Men

**vsmith@monmouth.edu**

732-263-5542

McAllan Hall, 127

Dr. Smith teaches courses in student affairs, college counseling and other core courses within the program. His clinical experiences include over (18) eighteen years of counseling in collegiate, high school, and private practice settings. In addition, he has leadership experiences in student affairs having served as the Director of Counseling and Health Services and the Director of Housing and Residential Life. Dr. Smith's current research focus is on "Parent involvement factors from the perspectives of academically successful black male college students". He has presented scholarly

papers at national, state and local conferences on topics such as: Exploring best practices for effectively serving and retaining African American college students impacted by trauma; student retention; family influence on student development; and the impact of cultural trauma on African Americans. More recently, he co-authored a publication on the "Adoption of Black children by White parents in heterosexual and homosexual Relationships: Exploring mental health trainees' explicit and implicit attitudes." His other research plans include the training and development of counseling professionals; and the evaluation of counseling and supervision programs. Dr. Smith is also the founder and director of the Empower Young Black Males Leadership Mentoring Program (EYBM). Dr. Smith is a member of the following professional associations: American Counseling Association (ACA), Association for Counselor Education & Supervision (ACES), and American Evaluation Association (AEA).

**Field Placement Coordinator/SAC Endorsement Advisor****Professor Fran Swift****fswift@monmouth.edu**

Professor Swift is the Placement Coordinator and Clinical Supervisor for Educational Field Experiences for School Counseling and Student Affairs. She is also the advisor and contact for the SAC endorsement.

Her counseling experiences span more than 40 years at the high school and college level, including leadership positions as both the Director of College Admissions and Director of School Counseling. She earned her BA in Education from Glassboro State College (Rowan University), her MS Ed in School Counseling from Monmouth University and post-grad certifications in Supervision and as Director of School Counseling from Georgian Court University. Professor Swift has a particular interest in relevant professional development for school counselors and pre-service counselors, and believes counselors have a responsibility to serve as teachers to each other. She is a frequent presenter at counselors' conferences locally, regionally and nationally, and in 2016, gave the keynote address at Monmouth's 1st annual Ideas Exchange Day, a day of sharing ideas regarding current trends and challenges in counseling. Professor Swift serves on the Executive Board of New Jersey Association for College Admission Counseling as Secondary School Representative and Professional Development Chair, as well as the Executive Board of Character Collaborative, a national organization whose mission is to elevate the recognition and use of character in college admission. She has also served as an Assembly Delegate and Professional Development Committee Chair of the National Association for College Admission Counseling. She continues to serve on the Executive Board of the Monmouth County School Counselors Association, where she served as president from 1993 -1999 and in 2007. In 1999, Professor Swift was recognized by New Jersey School Counselors Association as Monmouth County's Counselor of the County.

## EDUCATIONAL COUNSELING ADJUNCT FACULTY

### **Professor Anya Angeloni**

**[aschildg@monmouth.edu](mailto:aschildg@monmouth.edu)**

Professor Anya Angeloni brings over a decade of experience as a School Counselor to Monmouth University, having served in the Neptune Township School District and currently working with Elementary and Middle School students in Bradley Beach. Throughout her career, she has been dedicated to advancing equity within her schools, ensuring that all students have access and opportunity. Beyond her work in schools, Professor Angeloni has played a significant role in the Monmouth University Social Justice Academy, contributing as both an assistant instructor and lead instructor while actively applying her expertise to the communities she serves. Since 2016, she has also been an Adjunct Professor in the School of Education, where she strives to bring real-world experiences into the classroom, helping students thrive and develop into effective School Counselors, College Counselors, and Student Affairs Professionals.

### **Dr. Sikaya Alston**

**[salston@monmouth.edu](mailto:salston@monmouth.edu)**

Dr. Alston has dedicated a decade to working in K-12 education in New Jersey, serving as both a school counselor and a summer school teacher. She is currently employed at Academy Charter High School in Belmar, where she holds the position of School to Career Coordinator. Dr. Alston holds an EdD in Educational Leadership from Monmouth University, an MA in School Counseling from Georgian Court University, and a BA in Communications from Stockton University. Additionally, she has earned a supervision certificate from the state of New Jersey. Dr. Alston also earned a Social Justice Certificate from Monmouth University, equipping her with a deep understanding of social justice issues and the skills to advocate for and implement change across various social and professional contexts. Her dissertation research focuses on *The Role of Intentional Student Support Programs for Black and Latinx, First-Generation College Students at Private Predominantly White Institutions*. Dr. Alston is passionate about advancing her research to identify best practices for supporting Black and Latinx, first-generation students, evaluating the effectiveness of support programs in addressing their unique challenges, recommending policy changes at institutional or governmental levels, and exploring the impact of these programs, including the role of faculty in student support.

**Professor Meghan Bradley****mebradle@monmouth.edu**

Professor Bradley is a School Counselor in the Clark Public School District at Arthur L. Johnson High School. Professor Bradley earned her BA in Family and Child Studies from Montclair State University and her MEd in School Counseling from Monmouth University. Throughout her professional school counseling experience with grades 6-12, Professor Bradley has developed an unyielding commitment to helping all students achieve their potential through diligently providing proactive, responsive, and equitable services to meet their unique needs. As a graduate student at Monmouth, she conducted and completed research regarding school counselors' responsibilities according to future teachers and administrators; this work is now a published and co-authored piece in the Journal of Education and Practice. She is currently a member of the American School Counselor Association, New Jersey School Counselor Association, and the Monmouth and Middlesex County School Counselor Associations.

**Professor Heather Elkin****helkin@monmouth.edu**

Heather Elkin is School Counselor and Student Assistance Coordinator in the Freehold Borough School District for 10 years. She has a BS in Education and was a teacher for two years. She earned her MS Ed from Monmouth University in School Counseling. Heather also has her LAC, Administrator certifications, and co-chairs the Monmouth County Chapter of the Association of Student Assistance Professionals amongst other professional roles and committees she serves on. She has a passion for program planning, working with students and families, and helping future counselors prepare for their careers in the field.

**Professor Pamela Greenhall****pgreenha@monmouth.edu**

Pamela Greenhall has served in many roles throughout her counseling career. She has served as the school counselor in the Fair Haven School District for 23 years. She has also taught in the Counselor Education program at Kean University for 17 years. She has an undergraduate degree in special education and a graduate degree in counselor education. She is excited to be a part of the Monmouth community and working with graduate students on their educational and career journeys.

**Professor Dawn Kaszuba****dkaszuba@monmouth.edu**

Professor Kaszuba has been an educator for over twenty years, from classroom teacher to high school principal. With an undergraduate degree in English and secondary education, an MA in

education and school counseling, and a second completed program through NJEXCEL for school leadership, her passion has always been equity, access and opportunity for all students. Dawn has actively engaged in providing these essentials in each of her roles, as a high school English teacher, a school counselor, a Director of School Counseling Services, and now as a high school principal.

**Professor Jason Lippart****jlippart@monmouth.edu**

Jason Lippart was born in Red Bank, New Jersey. He is also graduate of Middletown High School South. He earned his undergraduate degree in Psychology from Monmouth University with minors in Gender Studies and Sociology. He earned his first master's degree in Psychological Counseling from Monmouth University and continued to earn post-master's endorsement in Educational Counseling. Afterward, he went on to earn his Supervisor's certification and a master's in Educational Leadership from Thomas Edison University.

Currently, he serves as the supervisor for counseling and student activities, at Marlboro High School for the Freehold Regional High School District. He is the lucky husband to his wife Nina for over 15 years and the proud papa to two unbelievably kind children.

**Professor Amy Lombardo****alombard@monmouth.edu**

Professor Amy Lombardo, a school counselor at Carteret High School, brings over ten years of experience in her field. She has been instrumental in providing support and services to students, addressing their academic, social, and emotional well-being, and guiding them in their post-secondary plans. Amy's leadership extends beyond her school, as she is an executive board member of the New Jersey School Counselor Association (NJSCA). She is also a graduate of Monmouth University's Educational Counseling Program. Amy is the owner and founder of Amy Lombardo Life Coach, a coaching service for teens and young adults. Amy Lombardo is currently pursuing her doctorate in Counselor Education and Supervision from National Louis University.

**Professor Christopher Mckittrick****cmckittr@monmouth.edu**

Professor McKittrick is in his 13th year at Monmouth University and serves as Monmouth's Director of Counseling and Psychological Services (CPS). McKittrick is a licensed professional counselor in New Jersey and an approved clinical supervisor. In his role at the University, he provides direct services for students as one of the mental health clinicians on staff and coordinates programmatic and educational initiatives to increase the health and wellness of the student community. In addition to his work on campus, McKittrick is on the executive board for the New Jersey College Counseling



Association, which is a branch of the American Counseling Association, where he is a disaster-response crisis counselor. McKittrick has a varied career in Student Affairs that began in residential life and has included academic support services, alcohol and drug education, conference and program planning, and student leadership development.

McKittrick received a bachelor's degree in Physics and Mathematics and a master's degree in Community Counseling from The College of New Jersey.

**Dr. Zaneta Rago-Craft**

**zragocra@monmouth.edu**

Dr. Z (pronouns she/her/hers), is the Director of the Intercultural Center and Advisor to the President on Diversity and Inclusion who began her tenure at Monmouth University in the summer of 2019. A first-generation college student originally from Long Branch, New Jersey, she graduated in 2010 from Ramapo College with a B.A. in history and women and gender studies, and an M.A. from NYU in higher education and student affairs administration in 2012. She also holds an Ed.D. in education, culture, and society from Rutgers University. Dr. Z has worked in intercultural campus support for the last 10 years, including previous roles with the Rutgers University Center for Social Justice Education and LGBT Communities, the NYU LGBTQ Student Center and Center for Multicultural Education and Programs, and Ramapo College's EOF Program and Women's Center. Her research interests include campus climate, organizational change, equity in policymaking, recruitment and retention, and the experiences of marginalized students in higher education.

**Dr. Kerstin A. Stewart**

**kstewart@monmouth.edu**

Dr. Stewart has worked in K-12 Education in the State of NJ for over 25 years as a teacher, school counselor, and administrator. She currently works at Arthur L. Johnson High School in Clark as an AP Psychology instructor. Dr. Stewart has earned a PhD in Industrial/Organizational Psychology with a specialization in Leadership Coaching and Development from Walden University, an MA in School Administration/Educational Leadership from Caldwell University, an MS in School Counseling from Niagara University, and a BM in Music Education and Performance from Ithaca College. Her current research involves social influences and decision-making of novice teachers and career retention. Dr. Stewart is interested in furthering her qualitative research endeavors combining the areas of I/O Psychology, Education and Leadership.

**Professor Lori Todd, MA, LPC, ACS****ltodd@monmouth.edu**

Professor Todd has experience in the field of substance abuse counseling and prevention both in treatment and in the school setting, beginning her career at Chelsea House (Monmouth Chemical Dependency Treatment Center) and working in the Long Branch and Red Bank Regional School districts. She currently serves as a Student Assistance Coordinator at Red Bank Regional High School and president of the Association of Student Assistance Professionals of NJ, overseeing the statewide professional organization. Lori has been an adjunct professor at Monmouth University in the Educational Counseling department for several years. She earned a M.A, Psychological Counseling, a Post-master's certificate in psychological counseling, both at Monmouth University, and a B.A., Criminal Justice, from St. Anselm College. Lori is a Licensed Professional Counselor as well as an Approved Clinical Supervisor among other certifications. Additionally, she is a proud mother of children, 9 and 14 years old.



**MONMOUTH**  
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EDUCATIONAL COUNSELING  
*and* LEADERSHIP

# Educational Counseling Programs

## Field Experience Section

**For questions related to Field Experience, please contact  
professor Fran Swift at [fswift@monmouth.edu](mailto:fswift@monmouth.edu)**

Welcome to the field experience section of the manual. You will participate in three field experiences within the educational counseling graduate program. The educational courses, counseling techniques and skills you have been learning, have prepared you for this next step of field work.

The purpose of this portion of the handbook is to provide useful information and acclimate you to the policies of our field experience component of the program. Your Practicum and Internship experiences are intended to be the application of the research, practice, and counseling skills necessary to successfully complete the counseling program.

## **FIELD EXPERIENCE COURSES**

### **PRACTICUM: EDC 600**

An intensive supervised 100-hour, field-based experience in the school or university, which provides an orientation to the school counselor's role within a school counseling program or student affairs program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor/student affairs professional. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions. Prerequisites: Educational Counseling 500, 505, 530, and 535.

### **INTERNSHIP I: EDC 601**

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC 601A and students in the student affairs/college counseling track should register for EDC 601B. Prerequisites: Educational Counseling 500, 502, 505, 520, 530, 535, 540, 600, and completion of twenty-four credits.

### **INTERNSHIP II: EDC 602**

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum and Internship I to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC 602A and students in the student

affairs/college counseling track should register for EDC 602B. Prerequisite: Educational Counseling 601A or 601B. Co-requisite: EDC675.

### **SAC INTERNSHIP: EDC 610**

A supervised three-credit, 300-hour field-based supervised experience in the school, which allows students to intern as a student assistance coordinator. This is the culminating activity of the student assistance coordinator program in which students will apply what they have learned in a school setting. Prerequisites: Psychological Counseling 540, Psychological Counseling 515 or Educational Counseling 510 or Social Work 509; Psychological Counseling 542 or Educational Counseling 604 or Social Work 604; Psychological Counseling 510 or Social Work 518; Educational Counseling 555 and permission of the instructor.

### **Personal Counseling Requirement**

It is a requirement of the program that each student experience their own personal counseling prior to Practicum placement. This is essential in order to explore any issues that may impede one's future work with students, for self-care, and to experience what it is like to the client in the counseling relationship.

Each student must obtain their own personal counselor, via their own health insurance or other forms of payment. While personal counseling is offered for free at Monmouth University, for this specific program requirement, students must seek an outside provider. This provider must be a licensed mental health professional, with one of the following credentials: LPC, LCPC, LCMHC, LAC, LCMFT, LCSW, or equivalent license as approved by the department in advance. At least 3 in- person counseling sessions must be completed (although more are encouraged), before the start of the student's Practicum experience. Proof of these sessions must be on provider letterhead and in the form of listed dates of service (no session details or diagnoses should be provided).

Taking part in personal counseling can be a great opportunity for self-growth, and the department encourages all students to fully and genuinely commit to the process.

## FIELD PLACEMENT APPLICATION PROCEDURES

In order to apply for practicum or internship, all students must use the Practicum/Internship Application form link that will be emailed. This online form must be completed entirely and submitted by the application deadline. All forms, and the instructions for submission of signed, scanned documents are located on the site Educational Counseling Field Experiences on eCampus.

Application deadlines are:

Summer Internship:	December 15 (Student Affairs/College Counseling ONLY)
Fall Internship:	February 15
Spring Internship:	September 15

There will be **NO EXCEPTIONS** to these due dates. The electronic application system will shut down at midnight on the designated due date, so plan accordingly. Please be advised there will be no acceptance of paper applications — all applications must be submitted electronically. There are NO summer field experience placements for school counseling students; fall and spring ONLY. There are summer Practicum placements for student affairs/college counseling students.

You must apply for field placement for each semester you intend to participate, even if you have been placed for a future semester.

Once the deadline has passed, you will be required to meet with program faculty, if this is your first field experience, to discuss your readiness for field experience for the upcoming semester. You will be notified of meeting times and dates and are required to schedule an interview during this time. Failure to attend your scheduled meeting will result in your application for field placement NOT being processed until all requirements are completed.

You are not permitted to make any contact with schools, universities, counselors, superintendents, districts, principals, etc., without verbal/e-mail consultation with the Clinical Field Placement Coordinator.

Field placement is a process, and most times, additional information is needed. **Please be sure to check your student email daily for updates or requests for additional information.**

## **PLACEMENT**

The Field Placement Coordinator will collaborate in every way to secure a placement for your fieldwork experience. We cannot guarantee that the placement will be where you would like and you must be flexible.

If you are a teacher or work in a college/university and plan to complete your field placement at your workplace, arrangements can be made to aid in the process.

Students will register for practicum and internship classes on Web Advisor during the registration period. If you register for a practicum or internship course and do not complete an application by the above deadlines, you will be removed from the course.

### **School Counseling**

If you are a school counseling student, we would prefer that you try to experience field placement in each of the three levels (elementary, middle, and high school). The reasoning for this is that in the state of New Jersey, you are certificated as a K-12 school counselor regardless of whether you complete your placement at one level or at various levels; however, if you leave the state of New Jersey to pursue employment, you will run into some issues (even in our neighboring states). Taking field experience at each of the three levels will eliminate this issue. Field placements are done by county (primarily Monmouth, Ocean, and Middlesex)

### **Student Affairs/College Counseling**

If you are a student affairs and college counseling student, we would prefer you do your field placements in at least two different areas of focus. All SACC students are encouraged to work at both a two-year and four-year institution or a public and private institution to understand the diversity of campus environments. This will allow you more marketability when you graduate. In addition, it is highly recommended that student affairs/college counseling students remain at one site during their internships for a full academic year when possible. Field placements are done by the institution only. You should communicate with both the SACC Field Placement Coordinator, and your university practicum or internship course instructor on all placement matters.



## Other Student Affairs/College Counseling Field Placement

### *NODA/NASPA/ACUHO-I Summer Fellowships*

Summer paid internships are available through 3 of the professional organizations in student affairs especially and specifically for graduate students. Students seeking a summer placement for NODA (National Orientation Directors Association) for orientation and transition programs should speak with SACC Track Faculty in the fall as the forms are due in the middle of the spring semester. Students seeking a housing placement for ACUHO-I due in January. International opportunities are due earlier at the end of the fall semester. International opportunities include Australia, Canada, and England. Additionally, NACA for student activities has additional opportunities across the United States.

### **Documentation Required Prior to Field Placement**

All blank forms are now on E-Campus in a section listed as Educational Counseling Field Experiences. **Your lack of responsiveness can result in a delayed placement.**

Required forms to be scanned and uploaded to your folder in Educational Counseling Field Experience before Practicum/Internship I/Internship II may begin:

1. School Contract - signed by student and site supervisor or district representative
2. Site supervisor form- signed by student and site supervisor.
3. ACA Membership – you must furnish a copy of your membership card. Membership is valid for 1 year and must remain valid for each semester you participate in a field placement.
4. Proof of Liability Insurance- be aware that ACA membership provides free liability insurance to student members. Valid proof of Liability Insurance is required for each semester of Field Placement.
5. (For Practicum Only) Proof of personal counseling sessions must be on provider letterhead and in the form of listed dates of service (no session details or diagnoses should be provided).

## **PROFESSIONAL DISPOSITION**

A professional disposition is expected from our students at their practicum/internship sites as well as the university. This includes professional attire, attitude, demeanor and performance. It is the student's responsibility to uphold the principles of excellence established by our profession and Monmouth University. These professional dispositions are discussed at length during the fieldwork orientations and are as follows.

- Demonstrate professional counseling knowledge, skills, and dispositions including warmth, genuineness, respect, unconditional positive regard, and empathy in interactions with clients, classmates, staff, and faculty.
- Demonstrate the ability to accept and integrate feedback, and to express feelings effectively and appropriately.
- Be aware of your impact on others and accept personal responsibility for your knowledge, behavior, and attitudes.
- Demonstrate knowledge of and compliance with the ACA Code of Ethics and other relevant ethical codes, regulations, and standards of conduct and continuously monitor your own performances accordingly.
- Consult immediately with both your on-site supervisor and instructor if you have an ethical dilemma on-site.
- Report any serious or potentially serious issue (e.g., suicide ideation, threat, neglect, abuse) immediately to your site supervisor/designee, instructor, and/or director of the program. Know and follow institutional policy.
- Behave at all times as a professional counselor — a representative of Monmouth University — and a volunteer worker and guest at the field site.
- Comply with the decisions of your instructor, clinical director, and/or field supervisor. Your progress in the program may be interrupted for failure to comply with academic standards, or if your interpersonal or emotional status interferes with being able to provide ethical and professional counseling services to clients.

\*You will be dismissed immediately if you demonstrate inappropriate, immature, disruptive, unprofessional, or offensive behavior during class or field site experience, and not return until successful remediation has been completed and approved by the faculty member, Program Director, and Department Chair.

**FIELD PLACEMENT OFFICE-STATE CERTIFICATION (School Counseling Only)**

The School of Education Certification Office, located in McAllan Hall Room 110, administers the School Counseling Program's endorsement. This process requires the student to successfully complete all required courses and field work placement according to the standards set forth by the educational counseling faculty and the standards for the Council of Accredited Counseling and Related Programs (CACREP,2009). Each student is to contact the certification office to submit appropriate paperwork for state certification as a School Counselor, SAC or DSC. If you are in the school counseling program, this will take place during your internship II class.

**PRACTICUM AND CLINICAL INTERNSHIP**

A minimum of twelve credit hours completed is required for the Practicum at Monmouth University. The counseling student's field experience is a coordinated placement where he or she can participate in many of the activities that are a fundamental part of school counseling services, student affairs, or college counseling services. A comprehensive site provides the guidance and knowledge to facilitate a counseling student's growth and competency. During the practicum/internship experience, the on-site supervisor must have a minimum of a Master's degree in school counseling or Master's degree related to student affairs/college counseling in order to supervise the internship student. Additionally, the on- site supervisor must have a minimum of two years of professional school counseling or college-level experience. The on-site supervisor is authorized and responsible for providing opportunities for the internship students. These opportunities are designed to engage the internship student in a variety of counseling activities. The Student Assistance Counselor (SAC) supervisor must have a SAC certification and two years of experience as a SAC.

All of the counseling activities including the videotape/audio recordings of counseling sessions are used in the evaluation of the internship student's performance. The components of the practicum and internship courses will include lectures, demonstrations, recordings, readings, presentations and group supervision to develop effective assessment, counseling, consultation, referral, and termination skills commonly used in the practice of professional counseling. The group supervision process is designed to orient the internship students with procedures of clinical supervision. University supervisors are required to administer group supervision sessions of at least 1.5 hours each per week.

### EDC 600 Practicum Course

Students and the on- site supervisor will develop a plan to complete required experiences in direct and indirect service activities. Clinical experiences should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their communities. The student's practicum includes all of the following:

#### 100 Total Hour Requirement

- 40 Direct Contact Hours
- 60 Indirect Contact Hours
- 2 Videotapes of counseling sessions
- Weekly supervision session with on-site supervisor
- Group supervision sessions with university faculty supervisor

### EDC 601 & 602 Internship Courses

Students and the on-site supervisor will develop a plan to complete required experiences in direct and indirect service activities.

Clinical experiences should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their communities. The student's internship includes all of the following:

#### 600 Total Hour Requirement

- 240 Direct Contact Hours
- 360 Indirect Contact Hours
- 2 Videotapes of counseling sessions
- Weekly supervision session with on-site supervisor
- Group supervision sessions with university supervisor

The description of contact hours is:

- Direct Contact Hours include: individual, family, crisis, group, advising, and career, counseling and assessment under appropriate on-site supervision.

- Indirect Contact Hours include: (a) in- service training, (b) consultation services, (c) staff meetings, (d) individual and group supervision, (e) transition and referrals, (f) psycho-educational sessions, (g) case conferences, (h) report writing/recordkeeping, (i) review of professional literature, (j) training of paraprofessional counseling staff, (k) professional development/training, (l) national and regional conferences (m) familiarization of self-help resources (e.g., books, videos), (n) support groups (face- to-face and online), (o) community outreach, and (p) other approved indirect services. Consult with your professor regarding approval.

### Recording Requirement

All of the field experience courses require video (or audio) recordings of counseling (for school counseling students) or advising (for student affairs/college counseling students) sessions. The preferred method of recording is video; however, in a few districts/colleges' audio is the only option. Please make every effort to provide video recordings. The purpose of video recording counseling (SC)/advising (SACC) sessions is to not only allow your university supervisor an opportunity to go over your counseling (SC)/advising (SACC) skills with you, but your colleagues to provide feedback and tools for more effective counseling (SC)/advising (SACC).

### On-Site Supervision

The on-site supervisor provides internship students with a minimum supervisory contact of one hour per week. Supervisory contact involves a thorough examination of the internship student's counseling (SC)/advising (SACC) skills using video tapes, observation, and live supervision. According to the American Counseling Association Code of Ethics (2014) and the Counseling Programs at Monmouth University, the practicum and internship students must abide by the guidelines for professional conduct. Practicum and Internship students can be removed from their placement if violations are reported. The university supervisor closely monitors the student's performance and compliance with the contract and expectations of the practicum or internship. In collaboration, the on-site and faculty supervisor oversee the total practicum or internship experience for the counseling student. The faculty supervisor is responsible for the individual and group supervision, which is conducted and implemented as a course at the university. The site visit coordinator will have contact with the on-site supervisor in order to schedule an on-site or virtual visit to the placement. In addition, faculty supervisor will be available for consultation and clinical supervision for the counseling student as needed. The site supervisor provides written evaluation to the student based on criteria established by the Counseling Programs at Monmouth University.

Space for Student Notes:

## **COURSE PRE-REQUISITES**

All students are required to complete all course pre-requisites in order to apply for the Practicum and Internship experiences.

EDC-500 ↓	<b>Introduction to Professional Counseling</b> An overview of the counseling profession
EDC-505 ↓	<b>Counseling and Ethical Practice</b> An intensive introduction to counseling skills and ethical principles
EDC-530 ↓	<b>Counseling Theory and Practice</b> An exploration of the major counseling theories and related therapeutic techniques
EDC-535 ↓	<b>Diversity and Social Skills</b> Experiential and clinical opportunities to become multiculturally competent school counselors or student affairs professionals; as well as to understand students and their families within their unique cultural, historical, and ethnic contexts.
EDC-502 ↓	<b>Counseling Skills</b> Experiential course to develop counseling skills necessary for practice.

A student is eligible for Internship I (EDC 601) after the successful completion of twenty-four credits. These credits must include the above courses in addition to the following courses:

EDC-540 ↓	<b>Group Counseling</b> An exploration into the understanding of the dynamics of group counseling
EDC-520 ↓	<b>Advanced Topics in Race and Racism</b> Current systemic racial inequities; personal and societal racism and its impacts on People of Color and Whites.
EDC-600	<b>Practicum in Counseling</b> Initial supervised field experience in school counseling of student affairs/college counseling

## **PRACTICUM & INTERNSHIPS REQUIREMENT CHECKLIST**

(Submitted at the end of the semester)

For all practicum & internships, you will be required to upload your materials to your folder in Educational Counseling Field Experiences on ecampus.

When you upload files to your folder be sure you label them with course number and description of the upload.

DO NOT upload videos or audio files to your folder.

- Documentation of student membership to ACA and Liability Insurance (scanned and saved as a .pdf, .jpg, or .tif file)
- Record of Supervised Counseling Experiences- all hours are calculated automatically (excel document, saved as either .xls or .xlsx file)
- Summary of Counseling Experiences- signed by student & site supervisor (scanned and saved as .pdf, .jpg, or .tif file)
- Required Field Experiences- signed by student and site supervisor (scanned and saved as .pdf, .jpg, or .tif file)
- Two (Practicum) Two (Internships) case study papers (word document, saved as either .doc or .docx file)
- Practicum/Internship Self-Evaluation (typed and saved as either a .doc or .docx. OR printed and scanned, saved as a .pdf, .jpg, or .tif file).

If you are scanning consent forms for a group, they should all appear as one document (with several pages).

It is your responsibility as a graduate student to ensure all information is included and correctly saved. If you do not have access to a personal scanner, you may use the one in the Monmouth University library.

Failure to include all information in their proper format will result in a delay of placement for the following semester. If you are in your final internship, failure to include all information will result in a delay of your graduation.



**MONMOUTH**  
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*and* **LEADERSHIP**

## **Parental Release Form**

Educational Counseling and Leadership Department  
School of Education  
Monmouth University

The Educational Counseling and Leadership Department at Monmouth University has school counseling practicum/internship students at your child's school. Counseling Practicum and Internship are advanced level courses in counseling and a requirement of all graduate students in the School Counseling Program. Clinical supervision for practicum/internship courses requires videotaping of counseling sessions for the purpose of training. All tapes will be stored for three years following the completion of practicum/internship in a locked cabinet in the Clinical Counseling Coordinator's office and then destroyed.

Counseling sessions will remain confidential in terms of the information that is revealed during the process of supervision. In certain cases, confidentiality is not allowed due to certain legal restrictions. That includes a) any form of child abuse, b) danger to one's self (suicide), c) danger to others (homicide).

I, \_\_\_\_\_ (print parent/guardian name) hereby allow \_\_\_\_\_ (print child name) to be counseled and recorded by the graduate practicum/internship student. It is my understanding that in giving my permission information obtained is solely for training purposes. This information will not be released to anyone without prior written consent from me.

I certify that I have read and understand the above conditions

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Age: \_\_\_\_\_

Practicum/Internship Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MONMOUTH  
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and LEADERSHIP**

## **Consent Release Form**

Educational Counseling and Leadership Department  
School of Education  
Monmouth University

I, \_\_\_\_\_, do hereby give Monmouth University the right to record and use in perpetuity my name, likeness, voice and statements/quotations in connection with my participation in a counseling session and/or interview conducted by Monmouth University student, as part of his/her educational studies in a counseling program at Monmouth University.

I understand and agree that this release includes, without limitation, the right to view and discuss such images and information in Monmouth University classes and/or sessions for training/educational purposes related to the above-referenced studies. Such images and information may appear in any of the wide variety of formats and media now available and that may be available in the future, including but not limited to print, broadcast, videotape, CD-ROM and electronic/online media.

I understand and agree that all such recordings, in whatever medium, shall remain the property of Monmouth University.

I understand and agree that I shall not be entitled to any compensation of any nature, monetary or otherwise, from Monmouth University or those acting pursuant to its authority in return for allowing this use.

I understand and agree that, in certain cases, including but not limited to actual/threatened/suspected child abuse or actual/threatened/suspected harm to one's self or others, confidentiality cannot be guaranteed due to various laws, regulations, guidelines, policies and procedures, and that such child abuse or harm may be reported to appropriate authorities.

I release Monmouth University and its officers, directors, agents, employees and students, and those acting pursuant to their authority, from liability for any violation of any personal or proprietary right I may have in connection with such use.

I have read and fully understand the terms of this release.

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

Printed Name: \_\_\_\_\_

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

Signature of Parent/Guardian: \_\_\_\_\_

(If participant is under 18 years of age)


**MONMOUTH**  
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**EDUCATIONAL COUNSELING**  
*and LEADERSHIP*

## Practicum & Internship

Educational Counseling and Leadership Department  
School of Education  
Monmouth University

### Required Field Experiences (School Counseling)

Date	Experience
	Child Study Team Meeting (CST)
	Discipline Meeting Observation
	Parent Meeting- Grades/Report Card Conference
	Crisis Intervention Team Meeting
	School Opening Day/Closing/Moving Up/Orientation
	Peer Leadership/Peer Mentoring Session or Training
	Enrollment/Registration Meeting
	Classroom Guidance Observation
	Individual Counseling Observation
	Intervention & Referral Services (I & RS) Meeting
	Individualized Educational Plan (IEP) Meeting
	Classroom Observations (including resource/self-contained, and ESL)
	Student Scheduling (MS/HS Only)
	Vocational Technical/Alternative/Out of district School Visit
	Counseling Department Meeting
	Evening Parent Program
	504 Meeting
	College Fair (HS Only)
	Standardized Test Administration
	Team Meeting (ES/MS Only)
	Faculty or Board of Education Meeting
	Other:

The instructor and on-site supervisor may increase/decrease required experiences according to the candidate's prior experience, grade level, and skills and the school's needs. Candidates with minimal school experience must complete additional observations and experiences.

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

Site Supervisor Signature: \_\_\_\_\_



**MONMOUTH**  
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**EDUCATIONAL COUNSELING**  
*and LEADERSHIP*

### **Practicum & Internship**

Educational Counseling and  
Leadership Department  
School of Education  
Monmouth University

### **Required Field Experiences (Student Affairs/College Counseling)** **SAMPLE**

<b>Date</b>	<b>Experience</b>
	Transfer Student Meeting
	Career Day/Fair
	Parent Fair
	Majors Fair
	New Student Orientation
	Career Services Observation
	Disability Services Observation
	Study Abroad Advisement Session
	Department Meeting
	Student Advisement
	Judicial Affairs Observation
	Mediation Meeting Observation
	College Fair (off-campus)
	Potential Student/Parent Meeting Observation
	Counseling Department Meeting
	Residential Life Program Meeting
	Other:

The instructor and on-site supervisor may increase/decrease required experiences according to the candidate's prior experience, grade level, and skills and the school's needs. Candidates with minimal college/university experience must complete additional observations and experiences.

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

Site Supervisor Signature: \_\_\_\_\_

## **Student Assistance Coordinator (SAC) Endorsement Program**

### **Frequently Asked Questions**

#### **Credits from Previous Coursework**

You may transfer up to nine credits into the program. If you would like to transfer credits, you must send the SAC program coordinator (Fran Swift at fswift@monmouth.edu) a copy of your transcripts and the course description (from your previous institution) for approval.

#### **Scheduling Considerations**

PC-540 is a prerequisite for PC-542 and PC-546, so you should take PC-540 early in your program. EDC-555 is generally offered in the fall and summer semesters. You cannot register yourself. Please email requests for PC (Professional Counseling) courses and EDC (Educational Counseling) courses to Fran Swift.

#### **Internship**

A 300-hour internship is required as part of the SAC endorsement program. A 3-credit course is taken in conjunction with the internship. You may take this course/internship only AFTER all of the necessary coursework for the SAC endorsement is complete. Candidates must complete SAC internships in New Jersey under the supervision of a professional who holds the SAC credential and works as a SAC in a school with at least 2 years' experience.

Students are responsible for obtaining their own SAC internship placement. Once received, they must ensure the site supervisor signs the contract form, which can be found on the e-campus site. Please contact Fran Swift with the name of your placement and site supervisor.

#### **Leave of Absence**

If you are enrolled in the SAC program but are not taking a course during a fall or spring semester, you must file a leave of absence form, which can be found in web-student. If you do not fill out this form, you will be de-enrolled from the program and will have to re-apply through Graduate Admissions.

#### **Graduation**

You must apply for "graduation" via e-forms in web-student in the first week or two of your last semester in the SAC endorsement program (generally the semester that you are in EDC-610). If you are a current graduate student in a master's program at Monmouth, you still need to apply for graduation for the SAC endorsement.

### Certification Process

Once you have completed all of the course work and internship, contact Anthony Marchetta (amarchet@monmouth.edu). This should be done several weeks into your final semester. Mr. Marchetta will submit your paperwork and fee to the NJDOE for credentialing.

### LAC/LPC route

Current or former school counseling students can apply credits from their SAC coursework to their LAC application. In order to apply to become a Licensed Associate Counselor, you must take 60 graduate credits in counseling, among other requirements. The courses you take in this SAC program can count towards this credit requirement. Please consult with Dr. Stephanie Bobbitt, Coordinator for the LAC/LPC route if you have additional questions about pursuing the LAC credential and consult this website: Pages - Professional Counselor Examiners Committee (njconsumeraffairs.gov)

SAC Program Coordinator: Professor Fran Swift at fswift@monmouth.edu

**Note:** In the School of Education Advisement Office, Sarah Moore [smoore@monmouth.edu](mailto:smoore@monmouth.edu) can also be of some assistance regarding the SAC and registration.

As some of your SAC courses will be taken within the Professional Counseling (PC) Program at Monmouth, some questions may be directed to their program as well, via Dr. Joanne Jodry at [jjodry@monmouth.edu](mailto:jjodry@monmouth.edu)

## **Licensed Associate Counselor (LAC) and Licensed Professional Counselor (LPC) Route**

In addition to 48 counseling core credits, and 12 additional counseling related credits, the NJ Board of Examiners requires LAC applicants to pass the NCE exam and complete the required application. For general questions, please contact Dr. Stephanie Bobbitt (sbobbitt@monmouth.edu), the NCE and LAC/LPC Coordinator for questions about the exam and licensure route.

For specific questions about pursuing the LAC and LPC credential and consult this website:  
<https://www.njconsumeraffairs.gov/pc>

For questions about the LPC license (requiring additional work-related hours), Dr. Bobbitt can assist with general questions, but we recommend that all interested students and applicants reach out directly to the State at the Professional Counselors Examiners Committee:

<https://www.njconsumeraffairs.gov/pc>  
<https://www.njconsumeraffairs.gov/pc/Pages/applications.aspx>

### ***Email***

[DCA\\_Professional\\_Counselors\\_No\\_Reply@dca.njoag.gov](mailto:DCA_Professional_Counselors_No_Reply@dca.njoag.gov)

All application related documents should be sent  
to: [DCA\\_Professional\\_Counselors\\_No\\_Reply@dca.njoag.gov](mailto:DCA_Professional_Counselors_No_Reply@dca.njoag.gov)

### ***Call***

(973) 504-6582

### ***Inquiries to the Board may be forwarded to***

**Milagros B. Collazo**  
*Executive Director*  
P.O. Box 45044  
Newark, New Jersey 07101



**MONMOUTH**  
UNIVERSITY

EDUCATIONAL COUNSELING  
*and* LEADERSHIP

# APA 7th Edition Writing Style Section



All EDC students are required to purchase the Publication Manual of the American Psychological Association, Seventh Edition (2020). This will be utilized when writing for all of your classes in the program:



In addition to the manual, the APA website provides helpful tools and examples:  
<https://apastyle.apa.org/>

<https://apastyle.apa.org/apa-style-help>

You can also reach the APA Style team on Twitter, Facebook, and Instagram. If your question still has not been answered, you may contact the APA Style Experts at [StyleExpert@apa.org](mailto:StyleExpert@apa.org).

The Monmouth University Library also has an APA help site:

<https://www.monmouth.edu/resources-for-writers/>

The Monmouth University Writing Center may also be utilized to assist with papers, including APA style review:

<https://www.monmouth.edu/writing-services/>