

# MONMOUTH UNIVERSITY

---

SCHOOL OF EDUCATION

## **Educational Counseling Programs Manual**

**School Counseling  
Student Affairs and  
College Counseling**

**2017-2018**

**Educational Counseling and Leadership Department  
McAllan Hall 127  
400 Cedar Avenue  
West Long Branch, New Jersey 07764  
(732) 571-3437**

Dear Students:

Welcome to the School of Education's Educational Counseling and Leadership Department at Monmouth University. Our mission statement and program philosophy is aligned to the core concepts of professional counseling across the lifespan with specializations in schools and university. The curriculum of courses, clinical skills, and emphasis on social justice will prepare you for the culminating fieldwork experiences as an intern appropriately placed in school/university settings. The courses in counseling are systematically designed for each student to demonstrate competencies in school counseling, student affairs/college counseling, ethics, racial identity awareness, crisis intervention, and career planning. Currently, both programs (school counseling & student affairs/college counseling) have met all eligibility requirements for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2019. One of the central functions of the program manual is to acclimate you to our Counseling program's policies, guidelines, and procedures for fieldwork. Be sure to read and refer to our program manual for information and resources. We offer a student orientation program every semester in addition to regularly scheduled meetings with faculty advisors. Along with semester progress meetings, you are provided a faculty advisor that can assist you during your counselor training and discuss your counselor development, graduation, career planning and professional networking.

This manual provides information on the necessary preparation needed for receiving endorsement and certification as either a School Counselor, Student Assistance Coordinator, or Director of School Counseling Services in the state of New Jersey. In addition, this manual also focuses on the MEd in Student Affairs and College Counseling. I encourage you to utilize the resources within the program to best facilitate your academic planning and professional growth as counselors.

Welcome to the profession of counseling!

Sincerely,

*Dr. Harvey R. Allen*

Harvey R. Allen, EdD.

Educational Counseling & Leadership Department Chairperson

hallen@monmouth.edu

Dear Educational Counseling Students:

The start of an academic year brings with it new beginnings and fresh opportunities, both academically and professionally. For those who are new to the Educational Counseling program, welcome! We are excited to work alongside you as you embark on a new journey in graduate school. For those returning, welcome back and congratulations on making it through your first year. No matter where you are on your academic journey, know that you have a strong faculty ready to encourage and challenge you as you prepare to become competent counselors. I am especially excited that we have begun our 4-year plan to fully integrate the multicultural and social justice advocacy competencies into our complete curriculum. In this manual and on each of your syllabi, you will see our newly created social justice advocacy statement which serves as the foundation for our program. This speaks to our program's strong commitment to social justice and advocacy and to our overall mission as a program. Other exciting changes in our program include:

- CACREP accreditation through 2019;
- A new core faculty member, Dr. Vernon Smith, who brings a strong commitment to social justice advocacy;
- Smaller class sizes of no more than 15 (no more than 10 in fieldwork courses);
- Online CPCE exam, which includes quicker scoring!;

As you move throughout this academic year, I encourage you to move beyond your comfort zone, think critically about what you learn both in and outside of the classroom, and continue to reflect upon the ways in which you are building your counselor identity. This manual should be used as your academic planning guide and should address any questions you might have related to all aspects of the program, curriculum, field placements, and additional graduation requirements. In addition, we have included a thorough guide to APA writing. Becoming familiar with APA style is critical to your success at the graduate level, after all.

I look forward to watching you flourish far beyond what you ever imagined. Let's make the 2017-2018 academic year the best yet!

Sincerely,

*Dr. Nicole P. Pulliam*

Nicole P. Pulliam, Ph.D.  
Graduate Program Director & Assistant Professor, Educational Counseling  
School Counseling, Student Affairs/College Counseling Programs  
(732) 571-7507  
npulliam@monmouth.edu

## Table of Contents

EDUCATIONAL COUNSELING PROGRAMS OVERVIEW .....	3
Statement of Philosophy .....	3
About Counseling Programs .....	3
Accreditation .....	4
Program Commitment to Multicultural and Social Justice Advocacy .....	5
Recruitment of Diverse Students .....	6
ENTRY-LEVEL PROGRAM INFORMATION .....	7
Overview of Programs .....	7
Mission Statement .....	7
Statement of Objectives for Counseling Programs .....	8
ADMISSION POLICIES FOR EDUCATIONAL COUNSELING PROGRAMS .....	8
PROFESSIONALISM & STUDENT INVOLVEMENT .....	12
Professional Disposition .....	12
Professional Organizations .....	12
PROGRAM CURRICULUM CHARTS .....	15
SUGGESTED COURSE SEQUENCES .....	18
TRADITIONAL COURSE CYCLE .....	20
COURSE PLANNING SHEETS .....	21
CERTIFICATIONS .....	23
STUDENT DISPOSITION REVIEW PROCESS .....	24
ACADEMIC CONCERNS AND ADMISSION APPEAL POLICY .....	26
STUDENT ORIENTATION & ACADEMIC ADVISING PROCESS .....	28
FOLIOTEK© PROCEDURES .....	29
COMPREHENSIVE EXAMINATION (CPCE) .....	30
APA WRITING STYLE .....	30
COUNSELOR EDUCATION FACULTY (2017-2018) .....	31
COUNSELOR EDUCATION ADJUNCT FACULTY (2017-2018) .....	31
EDUCATIONAL COUNSELING PROGRAMS FIELD EXPERIENCE .....	38
FIELD EXPERIENCE COURSES .....	40
PLACEMENT .....	43
PROFESSIONAL DISPOSITION .....	44
FIELD PLACEMENT OFFICE-STATE CERTIFICATION (School Counseling Only) .....	45
ON-SITE SUPERVISION .....	47
LIABILITY INSURANCE .....	47
COURSE PRE-REQUISITES .....	48
PRACTICUM & INTERNSHIPS REQUIREMENT CHECKLIST .....	49
APA WRITING RESOURCES .....	56
FOLIOTEK PROCEDURES .....	68

## **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 K-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, 2009). 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 in order 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 2019. 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. By the year 2020, the Educational Counseling Program's strategic plan will include the integration of the Multicultural and Social Justice Competencies throughout the entire program curriculum. The first phase of this plan is currently underway, with implementation to begin fall of 2017.

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*

### **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. The program will initiate a Wellness Series during the 2016-2017 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 48-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 48-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 is dedicated to 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, NCATE, 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 PROGRAMS**

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. Nicole Pulliam, Program Director or Dr. John Henning, 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 are able to 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 consideration and admission decisions. Program faculty members discuss the relative merits 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.
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 MEd 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 in order 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. Alyson Pompeo-Fargnoli**



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. Alyson Pompeo-Fargnoli. 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.

**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. Vernon Smith**

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.

**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 local, NJ county-wide school counseling association to include Ocean, Monmouth, and Middlesex.

Student Affairs/College Counseling students are encouraged to 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).

## PROGRAM CURRICULUM CHARTS

<b>Master of Science in Education: School Counseling</b>	
<b>REQUIREMENTS: 48 Credits</b>	<b>Credits</b>
EDC-500: Introduction to Professional Counseling	3.0
EDC-505: Counseling and Ethical Practice	3.0
EDC-510: Human Growth & Development	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
EDL-601: 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-CPE: Comprehensive Exam	0.0

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SCHOOL COUNSELING = 48.0**

**NOTE:**

\* Completion of this program does not qualify student for LPC Certification.

<b>Master of Science in Education: Student Affairs and College Counseling</b>	
<b>REQUIREMENTS: 48 Credits</b>	<b>Credits</b>
EDC-500: Introduction to Professional Counseling	3.0
EDC-501: Intro to College Student Development & Student Affairs	3.0
EDC-505: Counseling and Ethical Practice	3.0
EDC-510: Human Growth & Development	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
EDL-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
EDL-601: 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-CPE Comprehensive Exam	0.0

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: STUDENT AFFAIRS AND COLLEGE COUNSELING = 48.0**

**NOTE:**

**\* Completion of this program does not qualify student for LPC Certification or K-12 School Counselor Certification.**

<b>Post-Master's Endorsement: Director of School Counseling Services</b>	
<b>REQUIREMENTS: 9 Credits</b>	<b>Credits</b>
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 = 9.0**

<b>Graduate Student Assistance Coordinator Endorsement</b>	
<b>REQUIREMENTS: 21 Credits</b>	<b>Credits</b>
PC-540: Introduction to Alcohol and Drug Abuse	3.0
PC-515: Human Development Through the Life Span	3.0
*OR* ED-C510: Human Growth and Development	
*OR* SW-509: Human Behavior in the Social Environment I	
PC-546: Substance Awareness in the Schools	3.0
*OR* SW-628: School Social Work	
PC542: Treatment of Alcohol and Drug Abuse	3.0
*OR* EDC/SW-604: Clinical Practice in Addictions	
PC-510: Community Mental Health	3.0
*OR* SW-518: Global Community Practice	
PC-680: Clinical Internship in Professional Counseling	3.0
*OR* EDC-610: SAC Internship	
*OR* SW-630: Field Practicum III FC	
EDC-555: School Counseling Program Planning	3.0

**Total Credits for Graduate Student Assistance Coordinator Endorsement = 21.0**

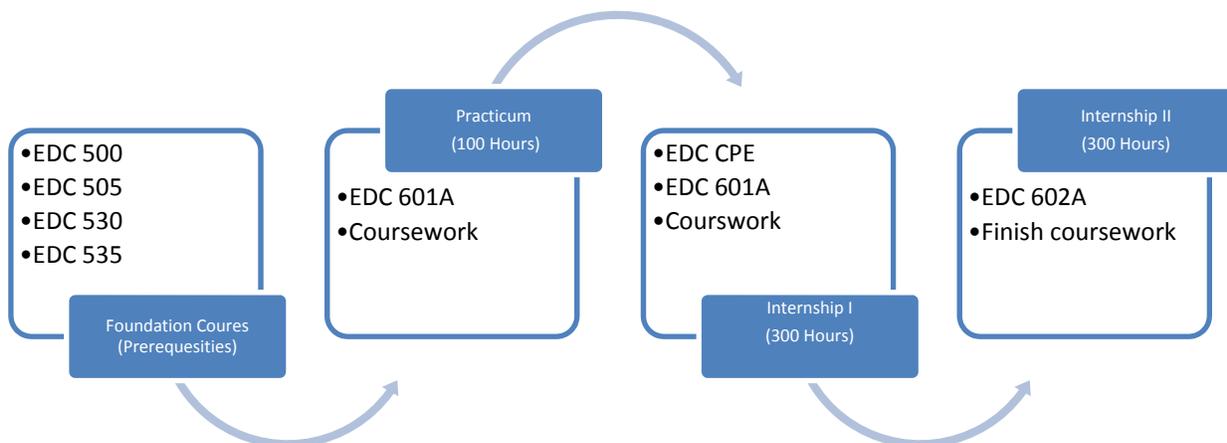
## SUGGESTED COURSE SEQUENCES

### 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 12 credits comprised of: (1) EDC 500, (2) EDC 505, (3) EDC 530, (4) EDC 535

The prerequisites for Internship I and II are 24 credits comprised of: (1) EDC 500, (2) EDC 505, (3) EDC 530, (4) EDC 535, (5) EDC 540, (6) EDC 520, (7) EDC 600, (8) Additional coursework

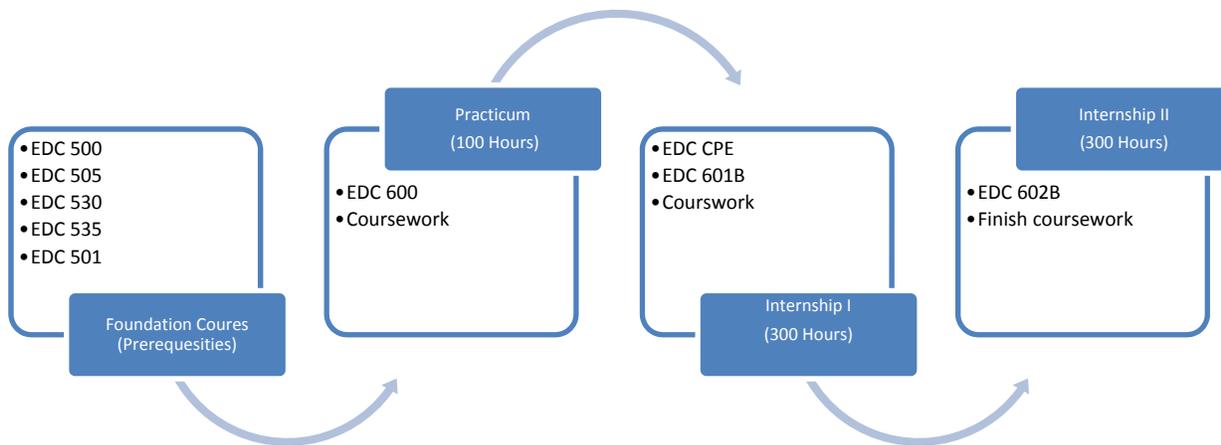


**Student Affairs/ College Counseling**

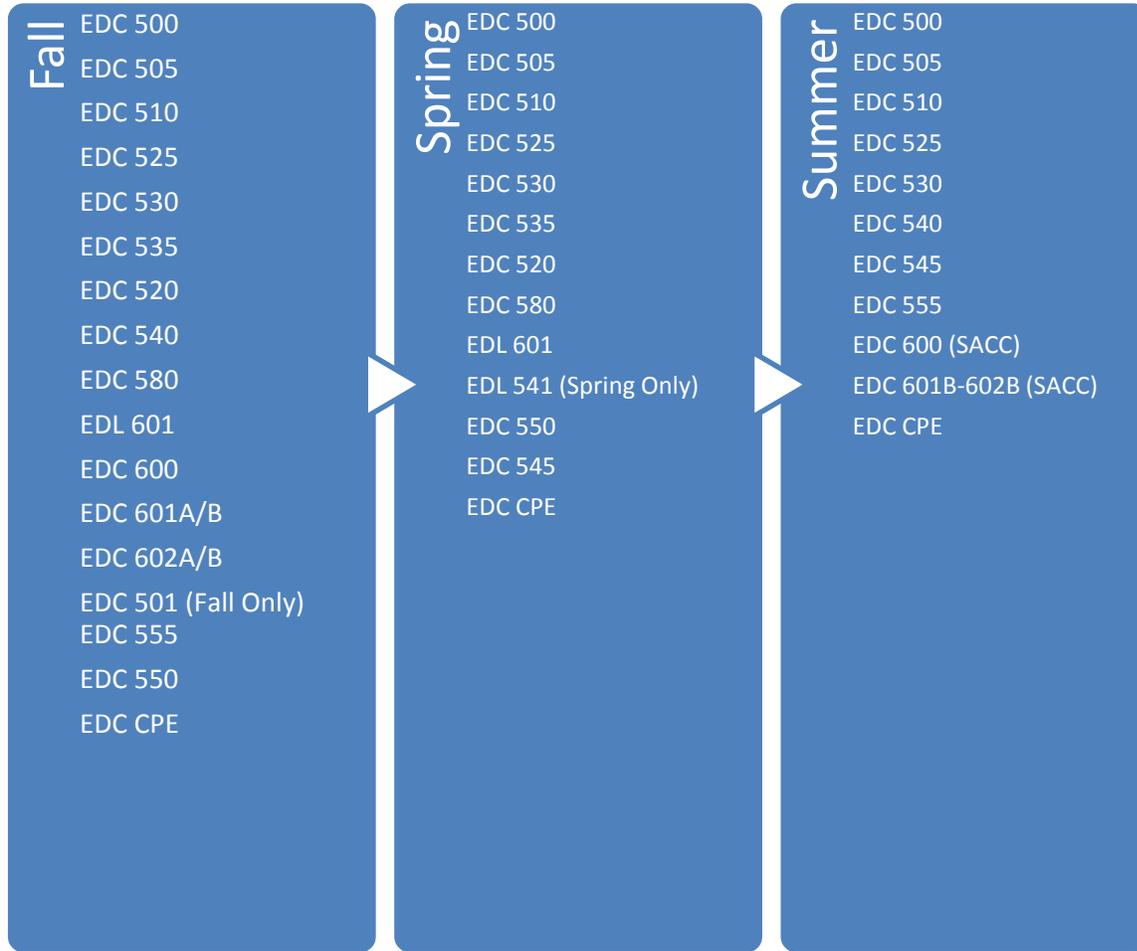
Students must create a program plan with their academic advisor and in association with the Program Director. Students in the school counseling track should consider following a specific course of study based on the prerequisites necessary to be eligible to complete field placements. It is strongly suggested that SACC students take EDC 501 before fieldwork if possible.

The prerequisites for Practicum are 12 credits comprised of: (1) EDC 500, (2) EDC 505, (3) EDC 530, (4) EDC 535

The prerequisites for Internship I and II are 24 credits comprised of: (1) EDC 500, (2) EDC 505, (3) EDC 530, (4) EDC 535, (5) EDC 540, (6) EDC 520, (7) EDC 600, (8) EDC 501



## TRADITIONAL COURSE CYCLE



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 – 48 Credits</b>	<b>Credits</b>	<b>Semester</b>	<b>Year</b>
<b>AREA I. Foundational Studies (18 credits)</b>			
EDC 500 Introduction to Professional Counseling (Summer, Fall, Spring)	3		
EDC 505 Counseling and Ethical Practice (Summer, Fall, Spring)	3		
EDC 530 Counseling Theory and Practice (Summer, Fall, Spring)	3		
EDC 540 Group Counseling (Summer, Fall, Spring)	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 Human Growth and Development (Summer, Fall, Spring-Online)	3		
<b>AREA III. Assessment, Evaluation &amp; Research (6 credits)</b>			
EDC 525 Assessment for Counseling (Summer, Fall, Spring)	3		
EDL 601 Research Methodology and Applications (Fall, Spring)	3		
<b>AREA IV. Social Justice &amp; Diversity (6 credits)</b>			
EDC 520 Advanced Topics in Race & Racism (Fall, Spring)	3		
EDC 535 Diversity and Social Justice (Fall, Spring)	3		
<b>AREA V. Supervised Practice (9 credits)</b>			
EDC 600 Practicum in School Counseling (Fall, Spring)	3		
EDC 601B Internship in Counseling I: School Counseling (Fall Spring)	3		
EDC 602B Internship in Counseling II: School Counseling (Fall, Spring)	3		
<b>Additional Requirements</b>			
EDC CPE (Summer, Fall, Spring)	0		
<b>Transfer Credits</b>			

**COURSE PLANNING SHEET**  
**MSEd Student Affairs & College Counseling**

<b>Program Criteria – 48 Credits</b>	<b>Credits</b>	<b>Semester</b>	<b>Year</b>
<b>AREA I. Foundational Studies (18 credits)</b>			
EDC 500 Introduction to Professional Counseling (Summer, Fall, Spring)	3		
EDC 505 Counseling and Ethical Practice (Summer, Fall, Spring)	3		
EDC 530 Counseling Theory and Practice (Summer, Fall, Spring)	3		
EDC 540 Group Counseling (Summer, Fall, Spring)	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		
EDL 541 Leadership & Administration of Campus Environments (Spring)	3		
EDC 510 Human Growth and Development (Summer, Fall, Spring-Online)	3		
<b>AREA III. Assessment, Evaluation &amp; Research (6 credits)</b>			
EDC 525 Assessment for Counseling (Summer, Fall, Spring)	3		
EDL 601 Research Methodology and Applications (Fall, Spring)	3		
<b>AREA IV. Social Justice &amp; Diversity (6 credits)</b>			
EDC 520 Advanced Topics in Race & Racism (Fall, Spring)	3		
EDC 535 Diversity and Social Justice (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 (Summer, Fall, Spring)	3		
EDC 602B Internship in Counseling II: SACC (Summer, Fall, Spring)	3		
<b>Additional Requirements</b>			
EDC CPE (Summer, Fall, Spring)	0		
<b>Transfer Credits</b>			

## **CERTIFICATIONS**

### **National Counselor Exam**

To earn the NCC (National Certified Counselor) designation, all students are encouraged to concurrently take the CPCE with the NCE. The NCE is offered with the Department of Psychological Counseling each October and April. 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. Alyson Pompeo-Fargnoli.

### 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 on a monthly basis and faculty members identify students demonstrating concerns at the bi-weekly program meeting. Program faculty documents these concerns and gathers 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.

<b>Step</b>	<b>Process</b>	<b>Action</b>
<b>1</b>	Students are reviewed using the program's Disposition Form (Program Faculty Only)	Identification and Disposition Form
<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>Step</b>	<b>Process</b>	<b>Action</b>
<b>3</b>	<p>Student Notification: Program faculty schedules a mandatory meeting for student to discuss concern(s).</p>	<p>Email from program faculty to student via student email address</p>
<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>Advising E-Form complete with plan of action</p>

## 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 process is sequential and a student must be followed. All new students will meet with the Program Director, Dr. Nicole Pulliam 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. Student meets with the Program Director to discuss program expectations and complete a Program Plan/Worksheet.
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 Faculty Advisor.
5. Student will be continually advised by the Faculty Advisor for succeeding semester during program of study.

## FOLIOTEK© PROCEDURES

Foliotek is the School of Education's electronic portfolio system, which was adopted beginning in Fall 2005. All students are required to purchase and use the portfolio system. Students upload their core program assessments into Foliotek, and faculty determines whether a student has met, not met, or reached target on the identified elements/standards. Foliotek can be accessed via eCampus. Any student who needs assistance should contact our Foliotek administrator at [foliotek@monmouth.edu](mailto:foliotek@monmouth.edu). Refer to appendix for additional instructions.

<u>MSEd School Counseling:</u>	<u>ASSESSMENT</u>	<u>COURSE</u>
Assessment 1	Research Paper	EDC 505
Assessment 2	ASCA Model Project	EDC 555
Assessment 3	Immersion Project	EDC 535
Assessment 4	Poster Presentation	EDC 540
Assessment 5	Career Development Paper	EDC 545
Assessment 6	Thesis	EDL 601
Assessment 7	Anti-Bullying Unit	EDC 555
Assessment 8	Research Paper	EDC 530
<u>MSEd Student Affairs/CC</u>	<u>ASSESSMENT</u>	<u>COURSE</u>
Assessment 1	Research Paper	EDC 505
Assessment 2	Midterm Examination	EDC 501
Assessment 3	Immersion Project	EDC 535
Assessment 4	Poster Presentation	EDC 540
Assessment 5	Career Development Paper	EDC 545
Assessment 6	Thesis	EDL 601
Assessment 7	Legal & Issue Analysis	EDC 541
Assessment 8	Research Paper	EDC 530

## **COMPREHENSIVE EXAMINATION (CPCE)**

Students in the MEd Educational Counseling programs in school counseling or student affairs/college counseling programs must pass the Counseling Preparatory Certification Examination (CPCE) in order to be able to graduate. The CPCE was developed by the National Board for Certified Counselors (NBCC) and is used by the Educational Counseling programs as an exit requirement and a comprehensive examination for students to obtain their degree.

The CPCE examines the same eight content areas as the National Counselor Exam (NCE), the CPCE also serves to prepare students for the NCE. The CPCE has 160 questions, with 20 questions in each of the eight content areas. A passing score is the average score plus one standard deviation. The CPCE is now fully online and will no longer be offered in paper format.

The CPCE is administered each October, March, and July from 10:00 AM to 2:00 on a weekday. At minimum, to take the CPCE, students will need to register for EDC CPE concurrently with EDC 601A/B (Internship I). It is also recommended that the examination be taken at least one semester before a student's planned graduation date, ensuring enough time to take the CPCE again if a passing grade is not attained. The course is pass/fail depending upon your score. Additionally, a student may not take the exam more than 3 times. If a student fails the CPCE more than 3 times academic dismissal may occur or remediation may be necessary in accordance with faculty guidance. This is handled on a case by case basis.

Students are encouraged to attend the preparation workshop as well as use Howard Rosenthal's *Encyclopedia of Counseling* or Andrew Hellwig's *Study Guide for the NCE and CPCE* in preparing.

Dr. Alyson Pompeo-Fargnoli is the CPCE Coordinator.

## **APA WRITING STYLE**

The Educational Counseling and Leadership Department requires the use of the Publications Manual of the American Psychological Association (APA) 6th Edition (2010) 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 6 manual or the Purdue Owl at <http://owl.english.purdue.edu/owl/>.

**COUNSELOR EDUCATION CORE FACULTY (2017-2018)****Cynthia O'Connell, M.Ed.**

Specialist Professor

Clinical Field Placement Coordinator; Co-Coordinator, Monmouth Future Scholars

McAllan Hall, Office 104

732-263-5765

coconnel@monmouth.edu

Professor Cynthia O'Connell teaches Practicum, School Counseling Program Planning and Practice, and Career Development and Counseling for the School Environment. She also supervises school counseling, SACC and SAC interns at their sites and is the Field Placement Coordinator. She is Co-Coordinator of the Monmouth Future Scholars Program, dedicated to providing college access to first generation college students from low income backgrounds. Professor O'Connell has worked as a teacher in health and physical education, as a school counselor in New Jersey, and as a Director of Guidance in New Jersey. She holds an M. Ed, Masters in Education, The College of New Jersey, and SAC certification. She is a member of ASCA, ACA, NJSCA, and NJPSA. Professor O'Connell has presented at state and local conferences on Yoga Calm for Children, and Counselor Self-Care.

**Tina Paone, PhD, LPC**

Associate Professor

McAllan Hall, Office 107

732-263-5291

tpaone@monmouth.edu

Dr. Paone teaches courses in Group counseling, group experience, and internship. 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 play therapy, group counseling, and multicultural counseling. She has presented at state, regional, and national levels on topics related to school counseling, play therapy, and 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, ACES, APT, ASCA, NJCA, NJSCA, and PAPT.

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

Assistant Professor

CSI Advisor; CPCE Coordinator; Co-Coordinator, Monmouth Future Scholars

McAllan Hall 106

(732) 263-5461

Email: apompeof@monmouth.edu

Dr. Alyson Pompeo-Fargnoli 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 as well as for proposals of the ACA national conference. 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-Fargnoli is a member of the American Counseling Association (ACA), American College Counselors Association (ACCA), and the Association for Counselor Education and Supervision (ACES).

**Nicole P. Pulliam, Ph.D.**

Assistant Professor

Graduate Program Director, Educational Counseling

McAllan Hall 103

732-571-7507

npulliam@monmouth.edu

Dr. Nicole Pulliam teaches courses in student affairs, college counseling and other core courses within the Educational Counseling Program and is the Program Director of the Educational Counseling program. She brings over 10 years of experience as a student affairs practitioner, within the areas of career counseling, advising within Educational Opportunity Programs, Greek life/College Student Development Program and Financial Aid expertise. Her research interests include college student development, 1<sup>st</sup> generation college students, career development, secondary to post-secondary partnerships, and diversity & social justice initiatives. She has given national, regional and local presentations at conferences and association meetings on these relevant topics. In addition, she has co-authored a textbook chapter on the counseling and mental health needs of gay youth and boys. She was recently appointed as co-chair of a diversity task force and is a member of the publications committee for the American Counseling Association. She is the secretary for the North Atlantic Region Association for Counselor Education and Supervision and past president of the New Jersey Career Development

Association. She is a member of ACA, ACES, NCDA and NASPA. Dr. Pulliam is distinguished and was selected as a Monmouth University Service Learning Faculty Fellow for the 2016-2017 year.

**Vernon Smith, Ph.D.**

Assistant Professor; CSA & ECSA Advisor  
McAllan Hall 108  
732-571-5542  
vsmith@monmouth.edu

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 current advisor for the Chi Sigma Alpha Honor Society (CSA), and the Educational Counseling Student Association (ECSA). 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)

## **COUNSELOR EDUCATION ADJUNCT FACULTY (2017-2018)**

**Dr. Edward Aldarelli**

Dr. Edward Aldarelli is the current principal of the West Freehold Elementary School, Adjunct Professor at Monmouth University, and has over 20 years of experience in the field of education. In May of 2017, he successfully defended his dissertation research and fulfilled all requirements of the Doctoral program for St. Peter's University.

Dr. Aldarelli presents nationally on the topic of homework and has worked with school districts in an effort to redefine their practices in order to make home-learning assignments meaningful, engaging and personalized. Through an ongoing partnership with Monmouth University, Dr. Aldarelli has presented at numerous conferences detailing how his school works closely with the university regarding student teacher placement.

Dr. Aldarelli is committed to sharing innovative practices with fellow educators that leverage the use of technology and foster inquiry, discussion, and high levels of engagement for all learners.

**Dr. Vaughn Clay**

Dr. Clay is in his 24<sup>th</sup> year with the Monmouth University Division of Student Life. Over the past decade and a half, Dr. Clay has served as the Director of the Office of Off-Campus and Commuter Services (OCCS). In this role, he provides support, guidance and advocacy to approximately 4000 off-campus and commuter students. In addition to directing OCCS, Dr. Clay also serves as a primary advisor to Monmouth University's Student Government Association. Dr. Clay began his career in student affairs at Monmouth University in 1994, with the Office of Student Activities and Student Center Operations. He also has direct experience in number of student affairs specialties to include: student/organization advising, fraternity/sorority affairs, new student orientation, and judicial affairs. Dr. Clay also serves as an adjunct professor in Monmouth University's Educational Counseling and Leadership master's program. Dr. Clay received a bachelor's degree in Communication Media and a master's degree in Student Affairs in Higher Education from Indiana University of Pennsylvania. He completed a doctoral degree in Higher Education Administration from Northeastern University in 2016.

**Professor Jennifer Clearwaters, MA, LAC**

Professor Clearwaters has worked in the field of education for over 20 years throughout New York City, New York State, New Jersey, and Boston, Massachusetts. Professor Clearwaters has an undergraduate degree in Elementary Education from Boston College, a Master of Science degree in TESOL from Fordham University, a Master of Science degree in Counseling and Personnel Services also from Fordham University, a Reading Recovery designation from New York University, and a Director of Counseling Services designation from Georgian Court University. She has experience working as an ESL teacher, Reading Recovery Teacher, Teacher of Alternative Education, School Counselor, and Director of School Counseling Services. Jennifer is a licensed Yoga Calm® instructor, as well as a Reiki Level One practitioner. She also works as an in-home therapist, and an Educational and Wellness Consultant. Jennifer is an avid runner, and practices yoga daily. She strongly believes in the connection between the mind, body, and spirit.

**Dr. Michele Critelli**

Dr. Critelli brings over 25 years of experience in the field of education that include teaching and school counseling. She currently holds the position of District Supervisor of Guidance for Monroe Township Public Schools in Monroe Township NJ. Dr. Critelli is a Rowan graduate of the School of Educational Leadership's Doctoral Program and her research interests and experience are related to college readiness, institutional and organizational rhetoric, norms within an educational environment, and the impact educational initiatives and reforms have on educational institutions. She is an active member in state and county organizations that include the New Jersey Principals and Supervisors Association, New Jersey School Counselor Association, the American School Counselors Association, the Association for Supervision and Curriculum Development, the National Association for College Admissions Counseling, Middlesex County Guidance Association, Monmouth County School Boards Association, and the New Jersey School Boards Association. Dr. Critelli resides in Long Branch and currently serves as President of the Long Branch Board of Education.

**Professor Tom Cusick**

Professor Cusick holds a B.A., Teacher of English from Montclair State College and a M.A., Student Personnel Services from Kean University. Professor Cusick brings a wealth of experience to the classroom with over 23 years as a school counselor at Middletown High School North, 16 years as a high school English teacher and cross country/track coach. He has served as an adjunct faculty member for the Educational Counseling program since 2011, teaching internship courses for school counseling.

**Professor Nicole Davis**

Professor Davis has professional experience in the mental health field in addition to the school setting. She is a Licensed Professional Counselor and has provided in-home therapeutic services for children and families in addition to private practice. She currently serves as a Professional School Counselor with the Edison Township Board of Education where she works extensively in developing and implementing a comprehensive school counseling program for students in grades K-8. In addition, she has spent much of her time with the Edison Township Municipal Alliance facilitating a Strengthening Families program. She earned her M.A. in Psychological Counseling, Post Master's Certificate in School Counseling and Director of School Counseling certificate from Monmouth University. Previously, she attended Seton Hall University where she earned a B.A. She is the proud mom of 3 children.

**Dr. Kristina Donovan**

Dr. Donovan is the Director of School Counseling Services at Princeton Public School district and a doctoral candidate in Walden University's CACREP Counselor Education and Supervision Ph.D. program. She holds a MA School Counseling from Georgian Court University and a BS, Psychology, High Honors from the University of Phoenix. Professor Donovan has presented on adolescent anxiety and depression, trauma response, and multicultural competency at numerous national conferences. Her research interests include school trauma response, professional school counseling program evaluation, and LGBTQ student issues in schools. She is married to a Special Education teacher, has two daughters, and is a self-professed foodie and avid traveler.

**Professor David Frick**

Professor Frick has been a school counselor for 14 years in New Jersey high schools. He is currently employed at Rumson-Fair Haven Regional High School in Monmouth County. In 2013, Professor Frick was awarded the Monmouth County Counselor of the County for his work helping his students and others in the area affected by Superstorm Sandy. He is active with the Monmouth County School Counselors, the NJ Association for College Admission Counseling, and the National Association for College Admission Counseling. He is a delegate to the National Assembly for NACAC and the Communications chair for NJACAC. Professor Frick has served on multiple admissions advisory boards including Ithaca College, the University of Georgia, Michigan State University, and Rider University. He also wrote the curriculum for and taught the first graduate class in college counseling offered in NJ at Rider University. Professor Frick has been published in the *NACAC Bulletin* and *Referee*

*Magazine* and is the president of the NJ Lacrosse Officials Association. Professor Frick lives in Monmouth County with his wife and 2 daughters.

**Professor Lesley Kenney**

Professor Kenney holds an M.S.Ed, Educational Counseling from Monmouth University, a B.S, Special Education from Monmouth University as well as a Supervisor Certification from New Jersey City University. Currently, she serves as the Supervisor of Guidance and Counseling Services at Colts Neck High School. Her previous work experience includes: School Counselor Coordinator and School Counselor - elementary, middle and high school levels; Special Education Teacher- elementary, middle, high school levels; Academic Advisor at Ocean County College and work as an Independent College Counselor. Professor Kenney is a member of the National Association for College Admission Counseling, New Jersey School Counselor Association, The American School Counselor Association, Monmouth County Guidance Directors Association and the New Jersey Principals and Supervisors Association.

**Professor Shannon Killeen**

Professor. Killeen is in her 16<sup>th</sup> year at Monmouth University and serves as Monmouth's Assistant Vice President for Student Life. In this role Professor Killeen over sees the Office of Judicial Affairs and Special Projects, supervises the Coordinator of Transitions and Leadership, coordinates Family Weekend and represents the Division of Student Life on campus committees such as the University's Retention Implementation Team and the Academic Standards and Review Committee. Prior to becoming the Assistant Vice President for Student Life, Professor Killeen held the role of Director of Judicial Affairs and Special Projects. She also serves as an adjunct professor in Monmouth University's Educational Counseling and Leadership master's program. Professor Killeen has had varied career in Student Affairs. She began her career at West Chester University working in the areas of Residential Life and Judicial Affairs. Professor Killeen then went on to be the Director of the Student Assistance Center at Temple University. After leaving Temple, she went on to Rowan University where she worked in the Dean of Student's Office as first the Coordinator of Greek Life and New Student Programs and then the Coordinator of Judicial Affairs and New Student Programs. Professor Killeen received a bachelor's degree in Elementary Education and Psychology and a master's degree in Student Personnel Services from Rowan University.

**Professor Kevin Majewski**

Professor Majewski is a talented professional whose interdisciplinary expertise includes counseling, teaching, and research. This is based on a decade of work with multiple educational institutions, government entities, and nonprofit organizations in both the New York and Tokyo metropolitan areas. In addition to his work at Monmouth University, he also works for Union County College in the office of Assessment, Planning and Research. He earned his Master of Arts in Psychological Counseling from Monmouth University. As a doctoral candidate in the Department of Education Leadership, Management and Policy at Seton Hall University, Kevin is focused on completing his PhD dissertation, which explores the collegiate factors related to job satisfaction. His research interests include using student-level, institutional, and labor market data to investigate factors related to student success.

**Professor Fran Swift**

Professor Swift is the Director of Guidance and School Counseling at Rumson-Fair Haven Regional HS, Rumson, NJ. She earned her BA in Education from Glassboro State College (Rowan University), her MEd in School Counseling from Monmouth University and post-grad certificates in Supervision and Director of Guidance 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 nationwide, 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 is the National Professional Development Chair of NACAC, the National Association for College Admission Counseling. A past NACAC Assembly Delegate and NJACAC Secondary School Representative, Professor Swift also serves on the Executive Boards of the New Jersey Association for College Admission Counseling (NJACAC) and the Monmouth County School Counselors Association, the latter of which she served as president from 1993 -1999 and in 2007. With 30 years of counseling experience, and 40+ years in Education, this former Kindergarten Teacher and college Admission Director, was recognized by New Jersey School Counselors Association as Counselor of the County (from Monmouth County, NJ) in 1999.

**Professor Lori Todd, MA, LPC, ACS**

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-masters 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 her children, 9 and 14 years old.

# MONMOUTH UNIVERSITY

---

SCHOOL OF EDUCATION

# Educational Counseling Programs Field Experience Section

**Educational Counseling and Leadership Department  
School of Education  
McAllan Hall  
400 Cedar Avenue**

**West Long Branch, NJ 07764  
(732) 571-3437**

Dear Students:

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.

Acclimating you to the policies of our field experience component of the program and providing useful information is the purpose of this portion of the handbook. 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.

Sincerely,

*Professor Cindy O'Connell*

Cindy O'Connell, M.Ed.  
Clinical Field Placement Coordinator  
Educational Counseling Programs  
Monmouth University  
School of Education  
732-263-5765  
coconnel@monmouth.edu

## **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, 505, 520, 530, 535, 540, 600, and completion of twenty-four credits. Co-requisite: EDC Comprehensive Exam (CPCE).

### **INTERNSHIP II**

#### **EDC 602**

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 602A and students in the student affairs/college counseling track should register for EDC 602B. Prerequisite: Educational Counseling 601A or 601B. Corequisite: EDC Comprehensive Exam (CPCE).

**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.

**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, instructions and 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 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 will 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 Professor O'Connell.

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.

All forms are now on E-Campus in the Developmental Area listed as Educational Counseling Field Experiences. You will also submit all signed scanned forms in the assigned dropbox each semester.

Once you are placed, you will receive an email from the Clinical Field Placement Coordinator. You will then obtain the forms via E-Campus, in the Educational Counseling Field Experiences site. One is an eight-page contract and the other is a site supervisor form. Your lack of responsiveness can result in a delayed placement.

Since you are required as a student to join the American Counseling Association (ACA), you should be aware that ACA membership includes free liability insurance. ACA provides free liability insurance to student members. We will need a copy of your ACA membership card and policy. You are also required to furnish a copy of your liability insurance certificate each semester you participate in a field placement. These documents are submitted in the dropbox along with related materials.

## **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 WebAdvisor 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 (Monmouth, Ocean, and Middlesex) only.

### **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.

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.

## **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 taping 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, tapes, 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
- 4 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/record keeping, (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.

## **Taping Requirement**

All of the field experience courses require video (or audio) taping of counseling (for school counseling students) or advising (for student affairs/college counseling students) sessions. The preferred method of taping is video; however, in a few districts/colleges audio is the only option. Please make every effort to provide video-taped recordings. The purpose of video-taping 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 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.

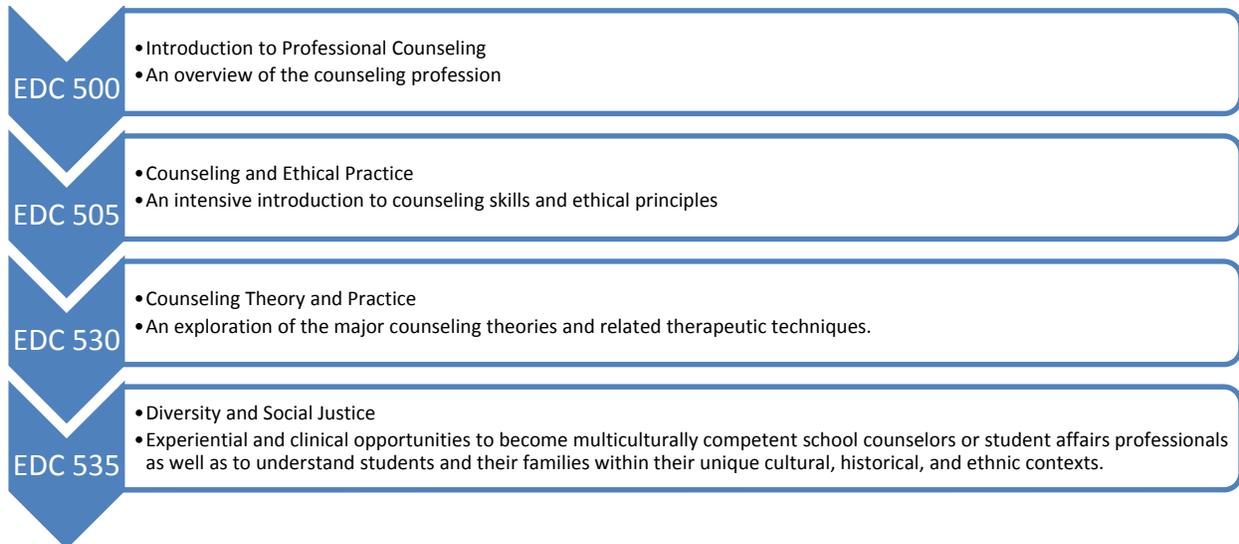
## **LIABILITY INSURANCE**

Prior to placement, each student is required to obtain and maintain liability insurance. Each semester that students are involved in field placement, they will be required to submit a copy of their insurance certificate to the clinical coordinator. Failure to do so will delay or stop the start of the practicum/internship. Students can access liability insurance through [www.hpsso.com](http://www.hpsso.com) or through student memberships with ACA.

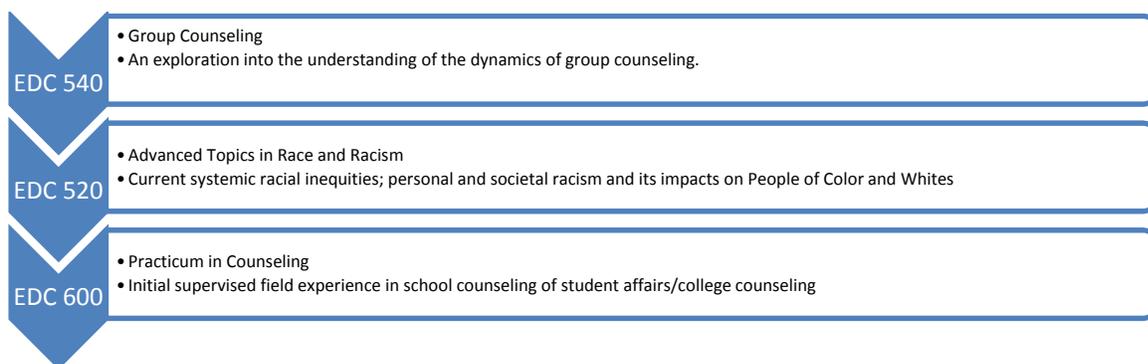
## COURSE PRE-REQUISITES

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

A student is eligible for practicum (EDC 600) at the successful completion of twelve graduate credits. These credits must include the following courses:



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



# **PRACTICUM & INTERNSHIPS REQUIREMENT CHECKLIST**

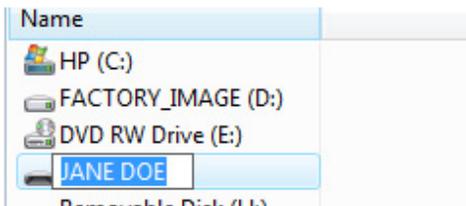
**(Submitted at the end of the semester)**

For all practicum & internships, you will be required to turn your materials in via flash drive. You will need one for each semester you participate in one of these field experiences. It is your responsibility to ensure that the flash drive you choose will accommodate the materials you are required to submit.

- When you turn in your flash drive, be sure you label the outside with your name, course number, and semester/year.
- You will place the flash drive in a sealed envelope. The envelope will be labeled with your name, course number, and semester/year.

## **Flash Drive Set-Up**

Students will rename the drive with their name



Once in the drive create a folder. The folder name will be “Student name, course number, semester/year” (ex. Jane Doe, EDC 601, Fall 2009)

Name	Date modified	Type
Jane Doe, EDC 601, Fall 2009	2010 10:02 AM	File Folder

Within this folder, you will create two folders. One will be named “Documentation” and the other “Videos”.

Name	Date modified	Type
Documents	1/1/2010 10:03 AM	File Folder
Videos	1/1/2010 10:03 AM	File Folder

- Documentation Folder:

Record of Supervised Counseling Experiences- all hours are calculated automatically (excel document, saved as either .xls or .xlsx file)

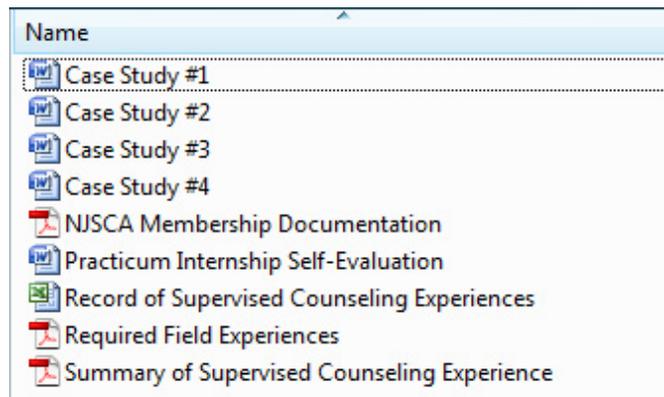
Summary of Counseling Experiences- signed by student & site supervisor (scanned and saved as .pdf, .jpg, or .tif file)

Required Field Experiences- signed by student and site supervisor (scanned and saved as .pdf, .jpg, or .tif file)

Documentation of student membership to ACA (scanned and saved as a .pdf, .jpg, or .tif file)

Two (Practicum) Four (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).



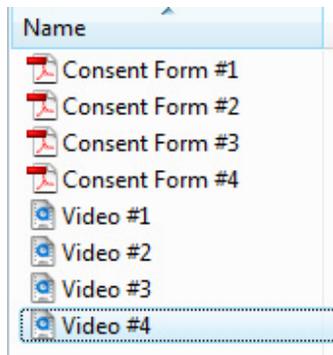
➤ Video Folder:

Video #1 & Consent form #1- video tape, consent form (must be scanned and saved as a .pdf file). All students should include video #1.

Video #2 & Consent form #2- video tape, consent form (must be scanned and saved as a .pdf file). All students should include video #2.

Video #3 & Consent form #3- video tape, consent form (must be scanned and saved as a .pdf file). All internship & SAC internship students should include a video #3.

Video #4 & Consent form #4- video tape, consent form (must be scanned and saved as a .pdf file). All internship & SAC internship students should include a video #4.



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

There are very few sites that have placements in which video are unacceptable. In that case, you must record and covert your audio tape to an .mp3 file. This will be saved above as Audio #1, etc...

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.

\*\*Flash drives will NOT be returned to you

\*\*Do NOT include additional information.

MONMOUTH  
UNIVERSITY

SCHOOL OF EDUCATION

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 require 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  
UNIVERSITY

SCHOOL OF EDUCATION

Educational Counseling and Leadership Department  
School of Education  
Monmouth University

**CONSENT AND RELEASE FORM**

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 UNIVERSITY

SCHOOL OF EDUCATION

## **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  
UNIVERSITY**

SCHOOL OF EDUCATION

**Practicum & Internship**

Educational Counseling and Leadership Department  
School of Education  
Monmouth University

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

**SAMPLE**

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

MONMOUTH  
UNIVERSITY

---

SCHOOL OF EDUCATION

APA 6<sup>th</sup> Edition  
Writing Style  
Section

# APA General Format

## APA Style and Formatting Guide for Academic Papers

Most professors expect that the layout or format for your written assignments will be clear, concise, and consistent. We recommend that you consult your course syllabus or professor for the format preferred or required in your course. If no format guidelines are specified or available, the following information provides one basic document format, abridged from the *Publication Manual of the American Psychological Association*, 6th ed. (2009), published by the American Psychological Association.

- **Title Page:** APA style requires a title page. The title, author, and institution are centered in the upper half of the page.
- **Margins:** All margins – top, bottom, left, and right – are set to 1” throughout the paper.

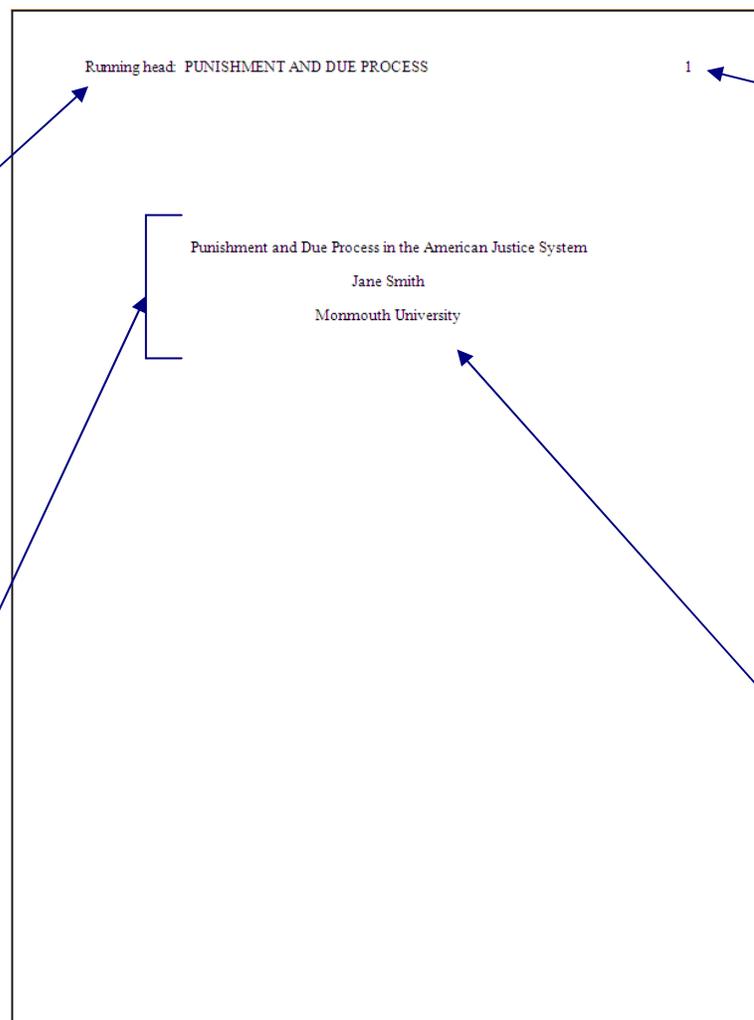
### Header:

#### Running head

An abbreviated title, known as the running head, is placed flush left in the header on each page of the document. However, the words “Running head:” only appear on the cover page. The shortened form of the title stands alone in the header on subsequent pages.

#### Spacing

The paper is double spaced throughout, including the title page, all quotations, notes, and the references page.



#### Header: Page Number

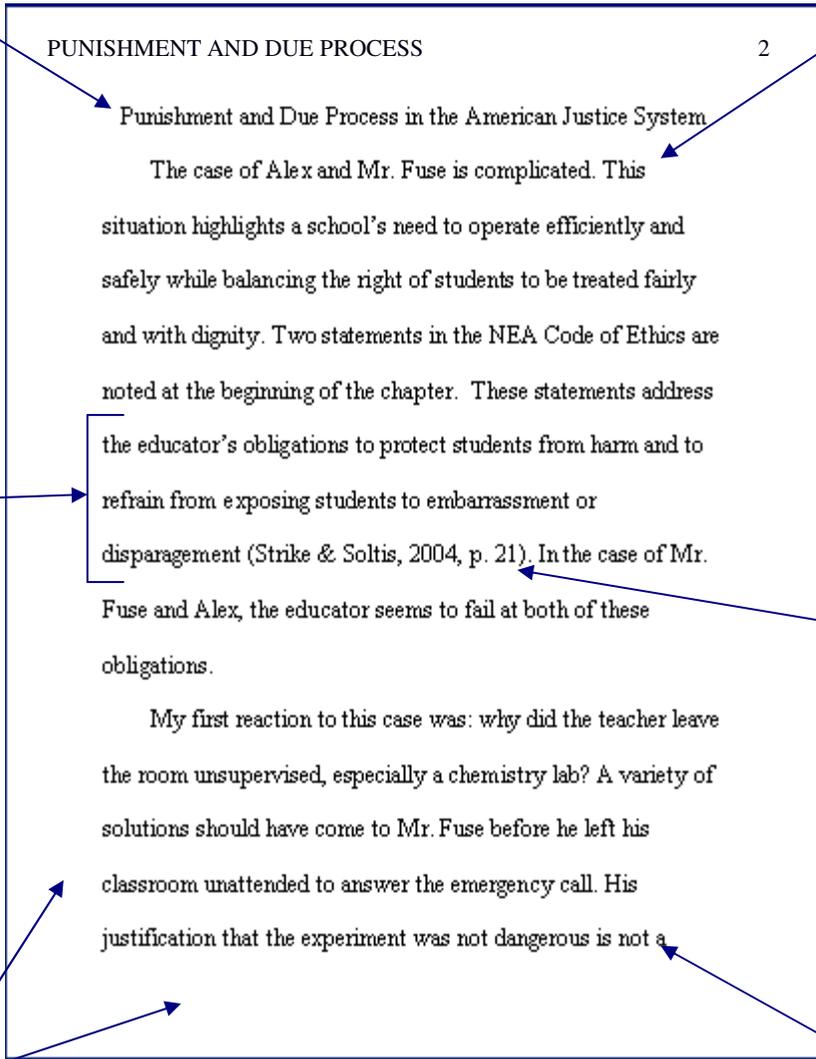
All pages in the paper, including the title page, are numbered consecutively in the upper right-hand corner of the header, 0.5” from the top and flush with the right margin.

#### Font

Acceptable fonts are Times New Roman, 12 pt. or Courier New, 12 pt.

- **Main Body Text:** APA style requires an abstract, though your professor may not. If an abstract is required, it is put on page two of the paper, with the main body starting on page three. An abstract is a brief summary of your paper.

**Title**  
The title appears again at the top of the first page of body text.



**Punctuation/ Spacing**  
APA requires two spaces after all punctuation, including periods, question marks, and exclamation points.

**Spacing**  
The paper is double spaced throughout, including the title page, all quotes, notes, and references pages.

**Parenthetical Citations**  
APA-style citations should have all of the authors, publication date, and page number.

**Margins**  
All margins – top, bottom, left, and right – are set to 1" throughout the paper.

**Font**  
Acceptable fonts are either 12 pt. Times New Roman or 12 pt. Courier New.

# APA Guide to Headings

Most professors expect that the layout or format for your written assignments will be clear, concise and consistent. We recommend that you consult your course syllabus or professor for the format preferred or required for your course. If no format guidelines are specified or available, the following information provides one basic document format, adapted from the *Publication Manual of the American Psychological Association*, 6th ed. (2009), published by the American Psychological Association (3.31).

## Why have headings?

Many academic papers on broad or multiple topics will necessitate organizing the material into subtopics of varying importance. Headings organize and introduce the subheadings (levels) of a paper.

## What are headings?

The APA Format recommends that these various topics and subtopics be divided into levels and individually identified to show the differences in importance of each level.

## How do headings work?

The size and type of font correspond with the subtopic's importance. In this way, you can indicate which topics or sections are most important and which are of lesser importance or contain supporting information.

Note:

- The introduction does NOT need a heading. The first section of a paper is assumed to be the introduction.
- Avoid headings with letters or numbers unless instructed by your professor.
- Use whole words or phrases.
- See *APA Guide to Headings: Level Breakdown* on the next page for specific guidelines, and the Sample Paper for an example.

# APA Guide to Headings: Level Breakdown

## One Level:

**Centered, Boldface, Uppercase and Lowercase Heading**

## Two Levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

**Flush left, Boldface, Uppercase and Lowercase Heading**

## Three Levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

**Flush left, Boldface, Uppercase and Lowercase Heading**

**Indented, boldface, lowercase paragraph heading, ending with a period, with following text starting on same line.**

## Four Levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

**Flush left, Boldface, Uppercase and Lowercase Heading**

**Indented, boldface, lowercase paragraph heading, ending with a period, with following text starting on same line.**

*Indented, boldface, italicized, lowercase paragraph heading, ending with a period, with following text starting on same line.*

## Five Levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

**Flush left, Boldface, Uppercase and Lowercase Heading**

**Indented, boldface, lowercase paragraph heading, ending with a period, with following text starting on same line.**

*Indented, boldface, italicized, lowercase paragraph heading, ending with a period, with following text starting on same line.*

*Indented, italicized, lowercase paragraph heading, ending with a period, with following text starting on same line.*

Remember, not all papers will require the same number of headings, and you should organize and format your paper according to your needs (3.31).

# Sample Paper

This is an example of how a paper with 4 levels of headings will appear.

**Dyslexia** ← [Level 1](#)

**Signs of the Learning Disorder** ← [Level 2](#)

Indent → **Emotional and cognitive indications.** ← [Level 3](#)

Indent → *Frustration and poor academics.* ← [Level 4](#)

**Attention Deficit Hyperactivity Disorder** ← [Level 1](#)

**Signs of the Learning Disorder** ← [Level 2](#)

Indent → **Physical and cognitive indications.** ← [Level 3](#)

Indent → *Inability to sit still and problems concentrating.* ← [Level 4](#)

If you are writing a paper about the different learning disorders among children, “Dyslexia” and “Attention Deficit Hyperactivity Disorder” should have equal headings. In this case, under the “Dyslexia” heading, you might use the heading “Signs of the Learning Disorder.”

Last modified 8/11/11

# APA List of References

The following information is an abridged version of the style and formatting guidelines found in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This sheet is to serve as a ready-reference; more in-depth descriptions can be found in the handbook.

## GENERAL FORMAT:

- References appear at the end of your paper in continuous pagination.
- The title References is in plain text, neither bolded nor italicized, and is centered 1" from the top of the page.
- Entries are arranged alphabetically.
- APA style prefers titles of the source material to be *italicized*.
- The entire page is double-spaced, including the entries and the title.
- The first line of a citation is flush with the left margin; subsequent lines are indented 1/2".
- Format for author is as follows: Last name, First initial and Middle initial.
- Abbreviations: Editor(s) = **Ed.** or **Eds.** Page Number(s) = **p.** (**pp.**) Edition = **ed.**
- Use the abbreviations **p.** or **pp.** when citing books and newspapers. Omit for all other publications.
- Note that titles in APA format may be in sentence case where you capitalize only the first word and proper nouns in the title, or in title case where all words except articles are capitalized.

---

## LEADERSHIP PLATFORM

10

### References

- Gardner, J. W. (1995). Leaders and followers. In J. T. Wren (Ed.), *The leader's companion* (185-88). New York: The Free Press.
- Goldman, E. (1998, April). The significance of leadership style. *Reshaping School Leadership*, 55(7), 20-22.
- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review*, 79(11), 42-51.
- Hamm, J. (2011). Trustworthy leaders. *Public Management*, 93(9), 1-4. Retrieved from <http://webapps.icma.org/pm/9309/public/cover.cfm?title=Trustworthy%20Leaders&subitle=&author=John%20Hamm>
- Megerian, L. E., & Sosik, J. J. (1997). An affair of the heart: Emotional intelligence and transformational leadership. *Journal of Leadership & Organizational Studies*, 3(3), 31-48.
- Northouse, P. G. (2012). *Introduction to leadership concepts and practice*. Thousand Oaks, CA: Sage Publications.
- Rost, J. C. (1995). Leaders and followers are the people in this relationship. In J. T. Wren (Ed.), *The leader's companion* (189-92). New York: The Free Press.
- Shields, C. M. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558-89. doi: 10.1177/0013161X10375609

# Print Sources

## A book with one author (7.02):

Author's last name, initials . (Year). *Title*. City: Publisher.

Nabokov, V. (1995). *Lolita*. New York: Putnam.

## A book with two to seven authors (7.02):

Author 1, & Author 2. (Year). *Title*. City: Publisher.

Cole, G. F., & Smith, C. E. (1996). *Criminal justice in America*. Belmont, CA: Wadsworth.

## An article or chapter in an edited book, first edition (7.02):

Author(s). (Year). Title of work. In Editor(s) (Ed.), *Book title* (pp. page numbers). City: Publisher.

Graff, G. (1998). Learning to hate reading at an early age. In D. Richter (Ed.), *Falling into theory* (pp. 26-41). New York: Bedford-St. Martins.

## An article or chapter in an edited book, second or subsequent edition (7.02):

Author(s). (Year). Title of work. In Editor(s) (Ed.), *Book title* (edition number ed., pp. page numbers).

City: Publisher.

Graff, G. (2000). Learning to hate reading at an early age. In D. Richter (Ed.), *Falling into theory* (2nd ed., pp. 27-42). New York: Bedford-St. Martins.

## An article in a reference book (7.02):

Author. (Year). Entry title. In Editors, *Book title* (page numbers). City: Publisher.

Smith, J. (1995). Rodchenko Alexander. In Gowing, L., *A biographical dictionary of artists* (136-142). New York: Facts on File.

## A book with no author (7.02):

*Title* (edition if provided). (Year). City: Publisher.

*Merriam-Webster's collegiate dictionary* (10th ed.). (1993). Springfield, MA: Merriam-Webster.

## A journal article (7.01):

Author. (Year). Article title. *Journal Title*, *Volume number* ( Issue number), page number(s).

Krolik, R. (1994). Inventing instant TV traditions: George Stevens, Jr., honoring just about everybody in sight. *Television Quarterly*, 27(2), 69-75.

## A newspaper article (7.01):

Author. (Year, Date). Article title. *Newspaper Title*, pp. page number(s).

Norris, F. (1994, Nov. 27). Are 20 years of market joy about to end? *New York Times*, pp. F1.

## A magazine article (7.01):

Author. (Year, Date). Article title. *Magazine Title*, *Volume*, page number(s).

Ezzell, C. (2000, July 2). The business of the human genome. *Scientific American*, 48-49.

# Electronic Sources

## A Web site with an author or authoring organization (6.31):

Author or authoring organization. (Year, Date). Title of Page. *Title of site*. Retrieved from URL

Kemerling, G. (2002, Aug. 7). Aristotle. *Philosophy pages*. Retrieved from <http://www.philosophypages.com/ph/aris.htm>

**Note:** Sometimes, the authoring organization of the Web site is the same as the title of the Web site, as in the following example:

American Lung Association. (2009, April 20). Lung disease. *American Lung Association*. Retrieved from <http://www.lungusa.org/lung-disease/>

## A Web site with no author (6.31):

Title of Page. (Year, Date). *Title of site*. Retrieved from URL

Happy birthday, Tony Kushner. (2009, July 16). *Finding Dulcinea*. Retrieved from <http://www.findingdulcinea.com/features/profiles/k/tony-kushner.html>

## A government document from a Web site (7.03):

Authoring agency or creator of document. (Year, Date). *Title of site*. Retrieved from URL

United States Sentencing Commission. (1997, Aug. 7). *1997 sourcebook of federal sentencing statistics*.

## A blog post/ blog comment(7.11):

Author. (Year, Date). Title of post [Web log post]. Retrieved from URL

Myers, P. Z. (2002, Jan. 22). The unfortunate prerequisites and consequences of partitioning your mind [Web log post]. Retrieved from [http://scienceblogs.com/pharyngula/2007/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php)

**Note:** In some cases a screen name is used for the author name. The author has adopted a nickname, or screen name, to use when posting to this blog. A blog comment with an author who has used a screen name would be referenced as follows:

Author. (Year, Date). Title of comment [Web log comment]. Retrieved from URL

MiddleKid. (2002, Jan. 22). Re: The unfortunate prerequisites and consequences of partitioning your mind [Web log comment]. Retrieved from [http://scienceblogs.com/pharyngula/2007/01/the\\_unfortunate\\_prerequisites.php](http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php)

### An online journal article with URL (Web address) (7.01):

Author. (Year). Article title. *Journal Title, Volume number (Issue number)*, page number(s). Retrieved from URL  
December, J. (1997). Notes on defining computer-mediated communication. *Computer-Mediated Communication*,  
3(1), 1-14. Retrieved from <http://www.december.com/cmc/mag/1997/jan.html>

**Note:** A DOI number is an alphanumeric string assigned by a registration agency to scholarly papers to identify content and provide a persistent link to its location on the Internet, even if the original site has been moved or deleted. DOI numbers are usually located at the top of the article along with the copyright information. If a DOI number is available for a journal article, include the DOI instead of the URL (Web address) in the citation.

### An online journal article with DOI (7.01):

Author. (Year). Article title. *Journal Title, Volume number ( Issue number)*, page number(s). doi: include the entire doi number here

December, J. (1997). Notes on defining computer-mediated communication. *Computer-Mediated Communication*,  
3(1), 1-14. doi: 10.3778.01.729

### An online newspaper article (7.01):

Author. (Year, Date). Article title. *Newspaper Title*. Retrieved from URL

Brody, J. E., (2007, Dec. 11). Mental reserves keep brain agile. *New York Times*. Retrieved from <http://www.nytimes.com>

**Note:** Give the URL of the home page when the online version is available by search to avoid nonworking URLs.

### A YouTube Video:

Author or Poster. (Year, Date). Title of video. Retrieved from URL

Daily, G. (2012, Dec. 19). How to survive the apocalypse. Retrieved from <http://youtube.com/watch?v=lBP6yriRFiQ>

## NUMBERS AS NUMERALS AND WORDS (4.31-4.34) TABLES (5.07-5.19)

The following information is an abridged version of the style and formatting guidelines found in the *Publication Manual of the American Psychological Association, 6th ed.* (2009).

### Numbers

#### When to Use Numerals:

The general rule governing APA style on the use of numbers is to use numerals to express numbers 10 and above and words to express numbers below 10 (4.31).

- 10 years old
- 45% of the deficit
- five groups
- 12th clinical trial
- 145 participants
- nine questions

Use numerals to express numbers that immediately precede units of measurement.

- 5-mg dose
- 25 units
- 2.53 cm

Use numerals to express numbers that represent specific quantities (times, dates, parts in a numbered sequence, and other finite measurements).

- 1 hr 15 min
- Until 5:00 p.m.
- 4 and 5-year-olds
- 6 on a 7-point scale
- Chapter 12

Use numerals to express numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles.

- 4 times the amount
- 0.75 cm

Note: Use a zero before the decimal point with numbers that are less than 1. Do not use a zero before the decimal point in correlations, proportions, and levels of significance, as they can never exceed the value of 1 (4.35).

#### When to Write Out the Number:

If a number starts a sentence, title or text heading, utilize words, but APA guidelines suggest rewording the sentence whenever possible in order to avoid starting the sentence with a number (4.32).

Example: Ten students earned an A, but 10 others received a B or below.

Write out the number when the number is inexact or approximated.

Example: Her symptoms began approximately three years ago.

Write out the number for both common fractions and numbers included in proper nouns.

- three-fourths of the participants
- one third of the responses
- The Ten Commandments

# Tables

Use tables in your paper to clarify information that may be hard to understand without a visual. Tables should be concise, logical, and easy to understand. Use large enough fonts and use tables notes to provide all the information needed to understand the table. APA provides very specific guidelines on the proper uses for and ways to format tables. The table below adheres to general APA format (6th ed.) for a basic table layout. However, oftentimes you must tailor your tables to fit your needs. In that case, refer to sections 5.07-5.19 for more information.

Table 1  
*Numbers of Children With and Without Proof of Parental Citizenship*

Try not to be too general in naming your table. Italicize the title, and position it below the table number.

Use Arabic Numbers to number your tables as they appear in your paper.

Use the leftmost column of your table for row headings or to list variables affecting the statistics.

Use column headings and sub-headings to make your table clear.

	Girls		Boys	
Grade	With	Without	With	Without
Wave 1				
3	280 <sup>a</sup>	240	281	232
4	297	251	290	264
5	301	260	306 <sup>b</sup>	221
Total	878	751	877	717
Wave 2				
3	201	189	210	199
4	214	194	236	210
5	221	216	239	213
Total	636	599	685	622

Use notes below your table to add any information that will help the reader understand the table.

*Note.* Use the space beneath the table to add basic notes to a table, including any explanations of abbreviations or symbols; separate multiple notes with semicolons. At the end of this space, cite the source from which you obtained the data. **Example:** Adapted from “Citizenship without History,” by G. Clemitshaw, 2008, *Ethics and Education*, 3, p. 140.

<sup>a</sup>Use the space beneath the table to add specific notes pertaining to particular columns, rows, or cells. Mark the areas you refer to in the table with superscript lowercase letters. <sup>b</sup>Explain the rest of the superscript letters that appear in the table.

\*Use the space beneath the table to add probability notes regarding measurements and statistics. Mark the areas you refer to in the table with asterisks, starting with one asterisk and increasing the number until you mark all the areas that require notes. \*\*Explain the rest of the asterisks that appear in the table.

When referring to a table in the body of your paper, refer to its number.

Correct: As seen in Table 2, the heat index is higher in...

Incorrect: The table found on page 12...

The table below shows...

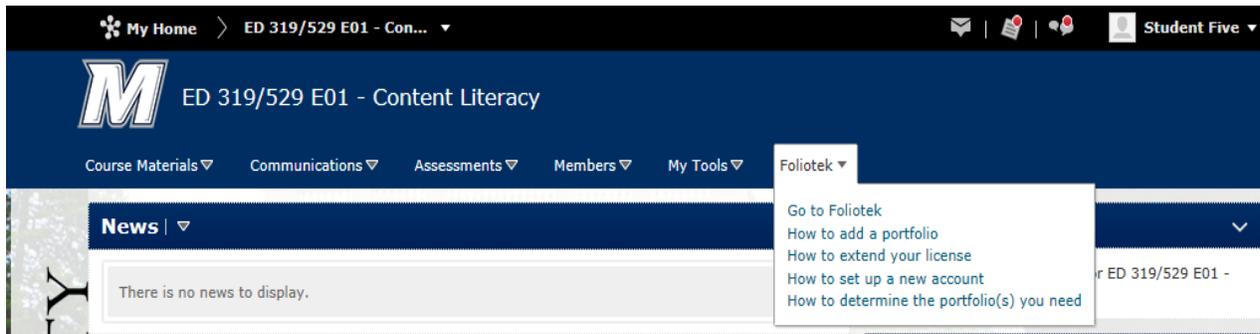
Last modified 8/11/11

## For Students and Faculty

The School of Education requires that all students develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service. The portfolio has capabilities for you to use both while you're a student and after you graduate from Monmouth University to build a showcase portfolio which can be used when you apply for positions or to share your best work with others

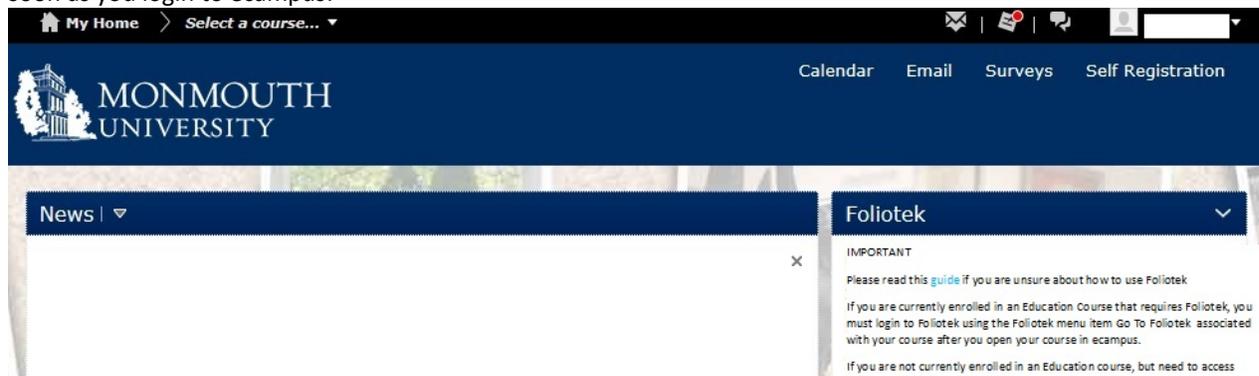
You will be uploading the required core assessments for your program and any additional endorsements, as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum. Faculty will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. As one of the graduation requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments.

All School of Education courses that are linked to core assessments will have a **Foliotek** menu in **ecampus**.



- **Go to Foliotek** – Logs Student or Faculty into Foliotek
- **How to add a portfolio** – Tells student how to add a portfolio to their account
- **How to extend your license** – Instructions for extending an expired Foliotek account license
- **How to set up a new account** – Instructions for creating a Foliotek account
- **How to determine the portfolio(s) you need** – Helps student convert their MU program into valid Foliotek portfolio(s)
- **Foliotek - Course uploads and evaluations:** A student will not show up for evaluation in Foliotek until the student is in the portfolio linked to that course evaluation/assessment based on their MU program. Students and Faculty must login to Foliotek using the menu provided for the course in ecampus. Failure to do so will result in an inaccurate or non-existent student list when instructor does Course Evaluations at end of semester. If a student uploads a file(s) to Foliotek after the instructor starts that student's evaluation, instructor needs to 'Reset' the evaluation before the uploads can be seen.

Education Majors not currently enrolled in an Education course: If you are not currently enrolled in an Education course, but need to access Foliotek, you can do so by using the link shown which is available to 'ED' majors as soon as you login to ecampus:



## For Students

If you haven't already signed up for a foliotek account, you will be prompted to register for a new account (instructions below) after entering Foliotek from ecampus for the first time. If you receive an error message after clicking the link, email [foliotek@monmouth.edu](mailto:foliotek@monmouth.edu) for help with establishing your account. In that email you will need to supply your first name, your last name, your Monmouth University email address, your School of Education program(s), and your current School of Education courses.

### Information needed to register for a new account:

When you register for a foliotek account, you will be asked for the following:

- Portfolio structures needed for your SOE program (refer to 'How to determine the portfolio(s) you need' link)
- Sign a user license agreement
- Student number
- Anticipated graduation date
- Credit card information to pay for your account
- Questions related specifically to your program (may not apply to all students)

### Details of your foliotek account:

- Cost: **\$30**
- License Length: **1 year**
  - At the end of 1 year, your account will expire. When you try to access your account you will be notified of the expiration and can choose to extend your license.
  - Any previous work you've done in your account will remain intact and you will be able to access it after extending your account.
- Need your account for more than 1 year?
  - Extend the length of your license under your profile:
    - In your profile, you will have a link to 'Extend your license'
    - Click this link and follow the prompts to purchase an extension online with a credit card
    - You will be able to choose the length of your extension, and that amount of time will be added to your current license.