Dear Students:

Welcome to our graduate program in professional school counseling and student affairs/college counseling and your new experience entering into the field. Your coursework, clinical experiences, and disposition as an aspiring counselor or student affairs professional will prepare you for the culminating Practicum and Internships. Our comprehensive curriculum is systematically designed towards enhancing your proficiency in several areas such as consultation procedures, crisis intervention, and cultural competency. Our school counseling program met the requirements and are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009). Our Student Affairs and College Counseling program is aligned with CACREP standards and will begin the accreditation process soon. The main purpose of this manual is to acclimate you to our Counseling program’s policies and procedures. It is your responsibility to arrange meetings with your faculty advisor to discuss program requirements, courses, and graduation.

This manual focuses on the preparation that is essential towards receiving your endorsement and certification as either a School Counselor, Substance Awareness Coordinator, or Director of School Counseling Services in the state of New Jersey. In addition, this manual also focuses on the M.S.Ed. in Student Affairs and College Counseling. I strongly encourage you to utilize the resources within our program to best facilitate your academic program plan. We are here to assist you with information, guidance, and advising pertinent to your progress in the program. It is your responsibility to be informed and competent of the contents herein and complete all requirements provided deadlines.

Best to you on your journey.

Sincerely,

Dr. Jose M. Maldonado

José M. Maldonado, PhD, LPC, NCC
Program Coordinator
School Counseling, Student Affairs, & College Counseling Programs
(732) 263-5492
jmaldona@monmouth.edu
SCHOOL COUNSELING PROGRAMS

Statement of Philosophy

Professional counseling is a timely profession given the unique challenges and developmental stages individuals encounter on a daily basis. Counselors assist with therapeutic techniques and skills that are designed to help clients reach their goals and maximize their potential for growth.

The goals of the Counseling Programs at Monmouth University are to foster the growth and development of students who aspire to be professional school counselors, student affairs professionals, or college counselors. The components of the program goals incorporate a knowledge base of theoretical counseling applied to clients from diverse environments. The faculty is steadfast in using teaching approaches that infuse current research studies in professional counseling. A thorough understanding of human behavior and mental health can facilitate personal growth and conceptualization towards students, clients, families, and school/university systems. The implementation of our program philosophy necessitates a comprehensive approach that addresses the individual goals of our students related to their professional aspirations.

Overview of 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). Students and faculty develop a strong identity as empathetic and competent professionals focusing on increased self-awareness, personal, and professional development, as well as continuous learning. The faculty provides learning experiences that are designed to meet the professional counseling competencies through theoretical and practical coursework; supervised counseling practice; and, the development of a professional counselor portfolio. The school counselor specialization prepares students to become skilled counseling professionals ready to deliver comprehensive developmental school counseling programs to all students. The Student Affairs and College Counseling specialization prepares students to become skilled counseling professionals to deliver student affairs services and college counseling.

CACREP ACCREDITATION

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 is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. The Council for Accreditation of Counseling and Related Educational Programs is
dedicated to encouraging and promoting the continuing development and improvement of counselor preparation programs, and to preparing counseling and related professionals to provide services consistent with the ideal of optimal human development (CACREP, 2009). Our school counseling program is accredited through 2013. Each component of the CACREP standards is integrated thoroughly throughout program courses, policies, and procedures. Our Student Affairs and College Counseling program will be going through the accreditation process during 2012-2014.

RECRUITMENT AND 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 programs faculty continuously strives to recruit a more diverse student body. Below are the guidelines:

1. 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 this Spring, 2011. This information is included in our Counseling brochure and distributed to college advising centers, Schools of Education, and undergraduate Psychology programs throughout the State of New Jersey.

2. Offer 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.

3. Share program information with School Counselors in the local area to recruit incoming freshmen, many of which are diverse school districts.

4. Support the Counseling program faculty by including highlights of our national and local presentations in graduate brochures. Additionally, this brochure is shared with Graduate Admissions, which is included in its 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. The New Jersey Department of Education has endorsed Monmouth University School of Education as an administrative liaison for the
certification of students. 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.

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

In addition, we offer a Director of School Counseling endorsement, which is offered to students interested in becoming a student services administrator. These individuals will meet the New Jersey requirements for certification once the program and three years of service as a school counselor have been completed.

**MISSION STATEMENT**

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

Our Master Degree programs in School Counseling and Student Affairs and College Counseling at Monmouth University focuses on a comprehensive, integrative approach designed to prepare students with the practical counseling skills used in a school or college environment.

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 research orientation. The program is dedicated to providing an individualized program of study that can influence the development of our students to become effective with client populations that represent all cultural, racial, socioeconomic, and ethnic backgrounds. The Counseling faculty members will review the mission statement each year at our specially designated meeting at the start of the academic year. The statement is guided and implemented by all core faculty members and adjunct faculty and supported by the School of Education administration.

**Statement of Objectives for Counseling Programs**

1. To ensure comprehensive implementation and sustenance of accreditation of CACREP, NCATE, and the New Jersey Department of Education.
2. To develop counselor competencies and skill development in students to develop programming at the elementary, intermediate, secondary, and college level.
3. To teach students to demonstrate the ability to use ethical and legal judgment as a professional counselors in an educational setting.

4. To incorporate and develop counseling plans and goals that incorporate the life span development of individuals in a multicultural society.

5. To facilitate the knowledge of at-risk populations and application of resiliency utilizing a developmental perspective.

6. To implement counseling theory into personal counseling style supported by the current research trends in professional counseling.

7. To implement group counseling facilitation skills, psycho-educational comprehension, group activities, and techniques of group counseling.

8. To help students understand the influence of family systems, consultation, and prevention programs for parents and families.

9. To impart knowledge of self with exploration into culture, diversity, and multiculturalism.

10. To develop an understanding of test interpretation, assessment procedures, and standardized tests in schools.

11. 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 supervision.

12. To develop a sense of openness and positive regard for students as a model for the therapeutic relationship.

13. To assist students with self-awareness, professional counseling disposition, and receptiveness to constructive criticism.

ADMISSION POLICY COUNSELING PROGRAMS

The program’s admission criteria and policies are developed by regular, adjunct, and affiliate program faculty and are available for review by prospective students on the Admission for Graduate website in the Graduate Catalog. The faculty reviews these 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. Lynn Romeo, Dean of the School of Education. The program coordinator of Counseling programs meets with every new student to discuss disposition and goals for the program. We evaluate the student’s portfolio by careful examination of the application, personal statement, and why the applicant wants to be a school counselor, student affairs professional, or college counselor. All applicants must include letters of recommendation, which parallel their interpersonal skills and success in 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 objects 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.

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 program. Each application is submitted to the Graduate School and forwarded to our Department Chair, Dr. Tina Paone, for admission decision. Program faculty members discuss the relative merits of the applicants to determine acceptance to 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 emphasize state and national curriculum standards and research-based best practice designed to improve
student learning. Programs are designed to improve candidate’s critical thinking, communication, and problem-solving skills as these apply to K-12 student learning. The School’s education programs also integrate state-of-the-art computer technologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and web-enhanced courses. The School’s graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theory research that candidates can apply as best practices in diverse school and university settings. All programs incorporate integrated field experiences to enable candidates to work with students in actual school and university settings and encourage interaction with all faculty and staff.

Once students are offered initial acceptance, they are contacted to set up a meeting with the Program Director to discuss the requirements of the program. The program distributes basic information to all new students during our semester orientation. For example, each student receives the School Counseling, Student Affairs & College Counseling Programs Manual during the annual orientation. All core program faculty deliver presentations to the students regarding all aspects of the Counseling Program. The requirements are:

MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)
[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.

SUBSTANCE AWARENESS COORDINATOR ENDORSEMENT (SAC)

Admission requirements for the Graduate Endorsement: Substance Awareness Coordinator is:

1. Possession of a bachelor’s 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.

Supervisor (Post-Master's)

1. Possession of a Master's degree.
2. See M.S.Ed. 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.

PROFESSIONAL DISPOSITION

Students are required to carefully read and periodically review this manual in order to adhere to the mandatory steps for completion. An appointment is obligatory with the assigned faculty advisor to discuss the program of study, internship, and appropriate advising. Professional conduct is expected from our students in their classes, at their field placement, as well as the university. This includes professional attire, attitude, demeanor and performance. It is the student's responsibility to uphold the principles of professional conduct established by our profession and Monmouth University.
# Master of Science in Education: School Counseling

**REQUIREMENTS: 48 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC500</td>
<td>Introduction to Professional Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC505</td>
<td>Counseling and Ethical Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC510</td>
<td>Human Growth &amp; Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC540</td>
<td>Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC530</td>
<td>Counseling Theory and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC520</td>
<td>The Group Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC545</td>
<td>Career Development and Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC535</td>
<td>Diversity and Social Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC550</td>
<td>Counseling At-Risk Children and Families</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC525</td>
<td>Assessment for Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC600</td>
<td>Practicum in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC555</td>
<td>School Counseling Program Planning and Consultation</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC601</td>
<td>Internship in Counseling I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC602</td>
<td>Internship in Counseling II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC-CPE</td>
<td>Counseling Preparatory Comprehensive Exam</td>
<td>0.0</td>
</tr>
<tr>
<td>EDC580</td>
<td>Behavioral Issues in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL601</td>
<td>Research Methodology and Applications I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION:**

**SCHOOL COUNSELING = 48.0**

**NOTE:**
* Completion of this program does not qualify student for LPC Certification.
## Master of Science in Education: Student Affairs and College Counseling

<table>
<thead>
<tr>
<th>REQUIREMENTS: 48 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC505: Counseling and Ethical Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC510: Human Growth &amp; Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC540: Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC530: Counseling Theory and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC520: The Group Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC545: Career Development and Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC535: Diversity and Social Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC525: Assessment for Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC600: Practicum in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC601: Internship in Counseling I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC602: Internship in Counseling II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC-CPE: Counseling Preparatory Comprehensive Exam</td>
<td>0.0</td>
</tr>
<tr>
<td>EDC580: Behavioral Issues in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL601: Research Methodology and Applications I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC501: Student Affairs and College Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC500: Introduction to Professional Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL541: Administration in Higher Education</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: STUDENT AFFAIRS AND COLLEGE COUNSELING = 48.0**
### Substance Awareness Coordinator Endorsement

**REQUIREMENTS:** 21 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC 540</td>
<td>Introduction to Alcohol and Drug Abuse</td>
<td>3.0</td>
</tr>
<tr>
<td>PC 515</td>
<td>Life Span Development</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td>EDC 510</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>SW 509</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>PC 546</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>SW 628</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>PC 542</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>EDC/SW 604</td>
<td></td>
</tr>
<tr>
<td>PC 510</td>
<td>Community Mental Health</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td>SW 518</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>EDC 555</td>
<td></td>
</tr>
<tr>
<td>PC 680</td>
<td>Clinical Internship</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td>EDC 610</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>SW 630</td>
<td></td>
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</tbody>
</table>

**TOTAL:** 21.0

**TOTAL CREDITS:** Substance Awareness Coordinator Endorsement = 21.0

No Monmouth University Certificate will be issued.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL530:</td>
<td>School Law and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC565:</td>
<td>Supervision of Counselors</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL536:</td>
<td>Curriculum Development and Design</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Credits for Post-Master’s Certification Endorsement in Director of School Counseling Services = 9.0**

*No Monmouth University Certificate will be issued.*
STUDENT REVIEW PROCESS

As reflected in the Council of Accredited Counseling and Related Programs (CACREP) accreditation process and the Monmouth University School of Education policy, all students are reviewed and evaluated to determine progress and professional disposition in the counseling programs. All students are evaluated on a monthly basis and faculty members identify students demonstrating concerns. Program faculty documents these concerns and gathers information to outline the appropriate plan of action.

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

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>Identification</td>
</tr>
<tr>
<td>2</td>
<td>Student Notification: Program faculty schedules a mandatory meeting for student to discuss concern(s).</td>
<td>Email from program faculty to student via student email address</td>
</tr>
<tr>
<td>3</td>
<td>Program Faculty Meeting with Student: Program faculty discuss concerns and options regarding a plan of action. Plan of action may include but are not limited to: personal psychotherapy, additional coursework, probation, or termination from the program. Recommendations by the program faculty will be included in the plan of action with appropriate follow-up.</td>
<td>Advising eForm complete with plan of action</td>
</tr>
</tbody>
</table>
ACADEMIC 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. Failure to comply will result in return to Step #1.

1. **Provide a Written Appeal to Instructor**
   a. The student must contact the Graduate Coordinator with appeals related to admissions, alleged unfair practice, discrimination or bias; The student must initiate contact with the Instructor to discuss his/her reasons for appealing an academic grade.
   b. If the student is dissatisfied with the result, s/he may appeal to the Department Chair.

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

3. **Provide a Written Appeal to Dean of the School of Education**
   a. The student must contact the Dean’s office for policies and procedures related to the appeal process.

4. **Provide a Written Appeal to Graduate College**
   a. The student must initiate a written appeal within 60 calendar days of the last day of the semester when appeal process was initiated.
PROFESSIONAL AFFILIATIONS

During the student orientation meeting, faculty presents information regarding professional development 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. It is highly encouraged that they also join the American Counseling Association and the American School Counseling Association. Students are also invited to apply to Chi Sigma Iota, the international honor society for students, professional counselors, and counselor educators.

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 the portfolio system. Students upload core program assessments into Foliotek, and faculty determines whether a candidate has met, not met, or reached target on the identified elements/standards. Any student who needs assistance should contact our Foliotek administrator at foliotek@monmouth.edu.

<table>
<thead>
<tr>
<th>M.S.Ed. Counseling</th>
<th>ASSESSMENT</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Final Examination</td>
<td>EDC 505</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Research Paper</td>
<td>EDC 510</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Immersion Project</td>
<td>EDC 535</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Midterm Examination</td>
<td>EDC 540</td>
</tr>
<tr>
<td>Assessment 5</td>
<td>Career Development Paper</td>
<td>EDC 545</td>
</tr>
<tr>
<td>Assessment 6</td>
<td>Thesis</td>
<td>EDL 601</td>
</tr>
<tr>
<td>Assessment 7</td>
<td>Midterm Examination</td>
<td>EDC 525</td>
</tr>
<tr>
<td>Assessment 8</td>
<td>Midterm Examination</td>
<td>EDC 530</td>
</tr>
</tbody>
</table>
COUNSELOR EDUCATION FACULTY (2012-2013)

Jason Barr, Ph.D.
Associate Professor & Associate Dean
McAllan Hall, Office 129
732–263–5238
jbarr@monmouth.edu

Dr. Barr teaches course in human development, risk and resiliency, and research and statistical methods. His experiences focus on evaluation of school programs that attempt to promote positive developmental outcomes in children and adolescents. He has been involved as a member of a research team investigating the effectiveness of a multi-level intervention in public schools that dealt with children at risk for behavior problems and promoted resiliency against future behavior problems. He has also managed a nation-wide evaluation of a character education programs and its effects on positive academic and developmental outcomes in children and adolescents. He was a research associate for the Police Athletic League of New York City, where he helped develop and evaluate programming for inner-city children and adolescents. Dr. Barr is a developmental psychologist. He is a member of AERA, NERA, and AME.

Jose M. Maldonado, PhD, LPC
School Counseling, Student Affairs & College Counseling Programs
Program Coordinator
Associate Professor
McAllan Hall, Office 106
732–263–5492
jmaldona@monmouth.edu

Dr. Maldonado teaches courses in counseling theories, multicultural counseling, counseling at-risk children and families, practicum and internship. He has training and experience across the core CACREP areas. For example, Dr. Maldonado’s professional experiences include counseling individuals, groups, and families from diverse cultural backgrounds. His research areas include clinical supervision, multicultural counseling, and ethnic identity. He has presented at the state, region, and national levels on topics related to multicultural counseling as well as school counseling. Dr. Maldonado has valid licenses and endorsements as Nationally Certified Counselor (NCC), a certified School Counselor (K-12) in New Jersey and Pennsylvania, and a certified Director of School Counseling Services (K-12) in New Jersey. In addition, he is a Licensed Professional Counselor in the state of New Jersey. He is a member of the ACA, ACES, AMCD, ASCA, NJCA, and NJSCA.
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, multicultural counseling, and school 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). She is a member of the ACA, ACES, APT, ASCA, NJCA, NJSCA, and PAPT.

Dr. Peters teaches courses in human development and research and statistical methods. Dr. Peters has a Ph.D. in Educational Psychology, with a concentration in Children’s Learning and Development. Dr. Peter’s experiences focus on programs and factors that promote success for at-risk individuals. She recently conducted a state-wide evaluation of the impact of transition programs on students’ career aspirations and long-term success. She is currently researching the counselor’s role in the provision of transition services for high school students with disabilities. Dr. Peters has presented and/or published on topics related to school violence, motivating at-risk youth, childhood cancer, transition services, and promoting success for minority students. Dr. Peters is a member of the editorial board for NACADA journal, a reviewer for the Journal of Teaching and Teacher Development, a reviewer for Teachers and Teaching journal, and a reviewer for the NACADA journal. She is a member of AACTE, AERA, NAAC, and SRCD.
Dr. Sasso teaches courses in college counseling, student affairs, and internship. Dr. Sasso has significant professional and teaching experience in postsecondary education. As an administrator, his experience is exceptionally diverse, spanning several educational administrative functional areas. As an educator, he is an emerging research-scholar with significant experiences in student affairs as an alcohol educator, academic advisor, and academic success instructor to both undergraduate and graduate students. His research interests include identity construction of traditional undergraduates (college student development), alcohol misuse in higher education (student health outcomes), the impact of the college fraternity experience, and masculinity in higher education. He is currently authoring several articles addressing alcohol misuse and masculinity issues among undergraduate college students to appear in national, peer-reviewed journals as well as a textbook to be entitled The Contemporary College Student: A Reader. Dr. Sasso is also a certified college instructor, alcohol educator (ASTP, TIPS), and academic advisor (Master Advisor Certification). He is a member of NACADA, NASPA, ACPA, and AFA.

Cynthia O’Connell, M.Ed.
Specialist Professor
Clinical Coordinator of Field Placement
McAllan Hall, Office 104
732-263-5765
coonnel@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 interns at their sites and is the Field Placement Coordinator. 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. M. Ed, Masters in Education, The College of New Jersey, SAC certification. She is a member of ASCA, ACA, NJSCA, and NJPSA.
Counseling Programs
Field Experience Section

McAllan Hall
400 Cedar Avenue
West Long Branch, NJ 07764
(732) 571–3437
Dear Students:

Welcome to your field experience within the graduate program in professional school counseling, student affairs, or college counseling. Your educational courses, practical counseling skills, and the techniques that you have learned will prepare you for the culminating Practicum and Internship experiences that are now upon you.

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 experience are intended to be the culmination of the research, practice, and counseling skills necessary to successful complete your program of study.

Sincerely,

Cindy O’Connell

Cindy O’Connell, M.Ed.
Clinical Placement Coordinator
Counseling Programs
732-263-5765
coonnel@monmouth.edu
FIELD EXPERIENCE COURSES

PRACTICUM
EDC 600

Practicum in Counseling (3 credits) is an intensive supervised 100-hour, mid-program field experience providing an orientation to the school counselor, student affairs professional, or college counselor’s role within a comprehensive counseling program. It provides supervised opportunities to practice individual and group counseling skills among various activities. Individual and group supervision through audiotapes and videotapes student sessions are required as well as consultative practices.

INTERNSHIP 1
EDC 601

Clinical Internship I in Counseling (3 credits) is a supervised 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/college counselor according to CACREP standards. This is the culminating activity of the counselor program in which students will apply what they have learned in a school or university setting. The internship includes a requirement for 300 hours of documented supervised work as a student school counselor or student affairs/college counselor under the supervision of a practicing school counselor or student affairs professional and intensive individual and group supervision in the university seminar through audiotape and videotape sessions.

INTERNSHIP 2
EDC 602

Clinical Internship II in Counseling (3 credits) is a supervised field based experience following Educational Leadership 601, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs/college counseling according to CACREP standards. This is the culminating activity of the counselor program in which students will apply what they have learned in a school or university setting. The internship includes a requirement for 300-hours of documented supervised work as a student school counselor or student affairs professional under the supervision of a practicing school counselor or student affairs professional and intensive individual and group supervision in the university seminar through audiotape and videotape sessions.
SAC INTERNSHIP
EDC 610

Substance Awareness Coordinator Internship (3 credits) is a 300-hour, field based, supervised experience in the school, which allows students to intern as a substance awareness coordinator. This is the culminating activity of the substance awareness coordinator program in which students will apply what they have learned in a school setting.

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. This on-line form requires a password, and you will receive the password via your student e-mail account each semester.

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 required to schedule an interview during this time. Failure to attend your scheduled meeting will result in your application for field placement will NOT be processed.

You are not permitted to make any contact with schools, universities, counselors, superintendents, districts, principals, etc., without thorough consultation with Professor O'Connell beforehand. She will advise you as to whether your contact with these individuals is needed.
Field placement is a process, and often additional information will be needed. Please be sure you are checking your student email for updates or requests.

Once you are placed, you will receive an email from the field placement coordinator with two attachments. One is an eight-page contract and the other is a site supervisor form. Both forms must be filled out and returned in their entirety to Professor O’Connell. This can be done only via email with a scanned file. Your responsiveness can result in a delayed placement.

You are also required to furnish a copy of your liability insurance certificate to Professor O’Connell each semester you participate in a field placement. Additionally, ACA provides free liability insurance to student members. We will need a copy of your ACA membership card and policy is required. You can obtain your HPSO liability insurance through www.hpso.com if you choose to use something other than ACA.

Once Professor O’Connell has received your paperwork, you will be e-mailed a formal letter indicating your official placement and official site supervisor for your field experience at the beginning of the semester.

PLACEMENT

Professor O’Connell will work with you in every way to find you a placement for your field experience. We cannot guarantee that the placement will be where you would like and you must be flexible. 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. If you are a student affairs and college counseling student, we would prefer you do your field placements in three different areas of focus. This will allow you more marketability when you graduate. Field placements are done by county (Monmouth, Ocean, and Middlesex) only. 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.

Clinical Field Experiences

Effective January 2009, students will register for practicum and internship classes on WebAdvisor at the time of registration. This is a change from the previous semesters. 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.
PROFESSIONAL DISPOSITION

A professional disposition is expected from our students at their practicum/internship site 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.

- 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 instructor and review committee.

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). Each student is to contact the certification office to submit appropriate paperwork for state certification as a School Counseling Program's student.
Counselor, SAC or DSC. If you are in the school counseling program, this will take place during your Internship 2 class.

PRACTICUM AND CLINICAL INTERNSHIP

A minimum of twelve credit hours is required for the Practicum/Internship 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 Masters 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 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.

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
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:

- 300 Total Hour Requirement
- 120 Direct Contact Hours
- 180 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 are:

- 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 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 will 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 site supervisor an opportunity to go over your counseling (SC)/advising (SACC) skills with you, but your class as well as your faculty instructor 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 (2005) 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 the start of the practicum/internship. Students can access liability insurance through www.hpso.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 1 (EDC 601) after the successful completion of twenty four credits. These credits must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC-500</td>
<td>Introduction to Professional School Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDC-505</td>
<td>Counseling And Ethical Practice In School And Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDC-525</td>
<td>Appraisal and Assessment for School Settings</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDC-530</td>
<td>Counseling Theory And Practice In School And Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDC 540</td>
<td>Group Counseling for Schools &amp; Community</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDC 600</td>
<td>Practicum in School Counseling</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
PRACTICUM AND INTERNSHIP

SAMPLE FORMS
Monmouth University
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**

1. Students will rename the drive with their name

2. 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)

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

   - Documentation Folder:
     a. Record of Supervised Counseling Experiences- all hours are calculated automatically (excel document, saved as either .xls or .xlsx file)
b. **Summary of Counseling Experiences** - signed by student & site supervisor (scanned and saved as .pdf, .jpg, or .tif file)

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

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

e. **Two (Practicum) Four (Internships) case study papers** (word document, saved as either .doc or .docx file)

f. **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:**

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

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

c. **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.

d. **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.**

******************************************************************************
Parental Release Form
School Counseling Program
School of Education
Monmouth University

The School Counseling Program 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 audio and/or video taping 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 Department of Educational Leadership, School Counseling and Special Education.

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: ______
Video Release Form
School Counseling Program
Student Affairs and College Counseling Track
School of Education
Monmouth University

The School Counseling Program at Monmouth University has school counseling practicum/internship students at your 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 video-taping 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 Coordinators office and then destroyed.

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 name) hereby allow myself 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

Student’s signature: ______________________________
Date: _____  Age: _____

Practicum/Internship Student Signature: __________________________
Date: ______
### Monmouth University
### Practicum & Internship
### Required Field Experiences (School Counseling)
### SAMPLE

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

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: ____________________________
# Required Field Experiences (Student Affairs/College Counseling)

**SAMPLE**

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

**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: ________________________________